

# **EFFECTS OF TEACHERS' WORKING CONDITIONS AND PERCEIVED ORGANIZATIONAL SUPPORT ON PROFESSIONAL COMMITMENT**

(The Case of High School Teachers in West Gojjam Zone)

A Thesis Presented to School of Graduate Studies, Addis  
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By  
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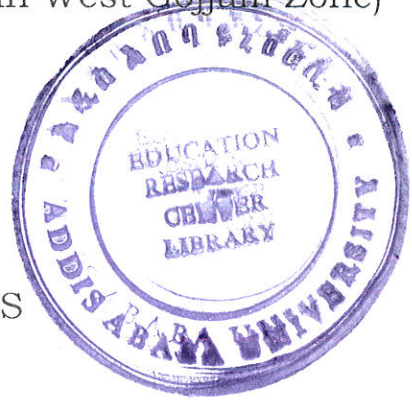


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## **LIST OF ACRONYMS**

EI	Education International
ERI	Extra role involvement
FPC	Teachers' feeling of professional community
MOE	Ministry of education
PC	Teachers' professional commitment
PIDM	Participation in decision-making
POS	Perceived organizational support
TE	Year of teaching experience
TGE	Transitional Government of Ethiopia
VIF	Variance inflation factors

## ABSTRACT

The purpose of this study was to examine the effects of Perceived Organizational Support, Participation in Decision-making, Extra Role Involvement, Teaching Experience, and Feelings of Professional Community on Professional Commitment of teachers' teaching in West Gojjam Zone high schools. In developing the instruments, Cronbach's alpha reliability for each scale and item total correlations for each items were computed for pilot and alpha coefficient again for the main study. 135 randomly selected teachers and 7 principals of each from 7 randomly selected schools of the Zone were used as the sample of the study. The data were gathered with 59 close-ended items and with some open-ended questions for teachers and with semi structured interview for school principals. Pearson product moment correlation, analysis of variance (ANOVA), multiple and stepwise regression analysis were used to analyze the data. The result revealed that professional commitment was positively and significantly correlated with participation in decision-making ( $r=.625, p<.01$ ), perceived organizational support( $r=.594, p<.01$ ), feelings of professional community ( $r=.517, p<.01$ ), extra role involvement ( $r=.449, p<.01$ ), and year of teaching experience( $r=.216, p<.05$ ). All the independent variables together contributed 44.7% ( $F_{(5, 129)} = 20.848, P<.001$ ) to the variability in teachers' professional commitment. Participation in decision-making being the major predictor explained 39.4% ( $F_{(1,133)} = 86.476, P<.001$ ); extra role involvement and perceived organizational support were the second and third major predictors, respectively. The above three variables together explained about 43.9% ( $F_{(3,131)}=34.174, P<.001$ ) of the variability. The rest two independent variables were not significant predictors of teachers' professional commitment. Hence, this study would help educational leaders, professionals, and school principals in their effort of enhancing and maintaining high school teachers' professional commitment.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

Education is fundamental for all aspects of development as well as the solution to socio economic problems of a given society. Thus, no country can afford to neglect the provision of quality education for its children. Realizing this fact, in Ethiopia the society began to question the effectiveness of schools or the educational system about the quality educational provision and products. To satisfy such demands of the society, the government of Ethiopia tried to identify the major problems that entangled the education system. The identified problems are related to educational accessibility, relevance, quality, and equity (TGE, 1994). After the identification of these problems, a number of reforms like preparation of teaching and learning material in line with the specified objectives, the expansion of the pre-service and in-service teacher training programs are conducted.

Contrary to the above efforts, it seems that students' academic performance is declining and managing students discipline and learning is difficult. These problems may be resolved if schools are staffed with committed teachers i.e., committed to the school, to the students and to the profession. As in EI Declaration on Professional Ethics (2004) indicated, the action of caring, competent and committed teachers and educational personnel to help every student reach his or her potential is a critical factor in the provision of quality education. However, teachers' professional commitment can not be a reality with out suitable working condition. The expertise and commitment of teachers and educational personnel must be combined with working conditions, supportive community and enabling policies to allow quality education to take place (Ibid). In China's educational context Keung (2004), expressed his idea that increasing attention has been paid in many schools in

improving the working conditions and teachers' commitment to their school, and satisfaction with their jobs as important ingredients in teachers' work motivation.

Accordingly, keeping the quality of education by staffing schools with teachers who are committed to their work is of a paramount importance for Ethiopia in general and for Amhara regional educational system in particular. However, this is not a simple task, as there are insufficient teachers to choose committed ones from the market. To state some as evidence, diploma graduate holders are teaching in high schools, while plans were to cover the cycle by degree holders, and graduates trained in other fields (e.g. agriculture) are still hired for teaching in high schools. Therefore, staffing schools with professional and committed teachers can not be a reality with in short period. Even committed teachers who are already in the school will lose their commitment in the process, if there are inconvenient working conditions and managerial problems. Hence, knowing the approach and actively working to enhance the commitment of the already existing teachers is indispensable. More specifically, educational personnel, mainly the principal, need to be acquainted with and act towards the important factors that influence teachers' professional commitment.

Promoting organizational commitment among the academic staff is important because employees that are highly committed stay long, perform better, miss less work, and engage in organizational citizenship behavior (Chughtai and Zafar, 2006). Commitment is thought to be important for teachers because it shows a personal reflection of work experience as absorbing and meaningful (Riehl and Sipple, 1996). For educational researchers the degree of teachers' commitment is one of the important aspects in the performance and quality of school staff. Riehl and Sipple, further emphasis that teachers' commitment is thought to be a significant factor in improving school outcomes, especially students' academic achievement.

Meyer and Becker (2004) reviewed that perhaps the most significant development in commitment theory over the past two decades has been the recognition that commitment can take different forms; and can be directed toward various targets. According to Mayer and Allen (1991), there are three forms of commitment. There are, affective commitment-refers to affective attachment of the individual to the organization; normative commitment-refers to their feeling of obligation to remain in the organization; and continuance commitment-refers to individuals perceived cost of leaving the organization. The second major development in commitment theory has been the recognition that commitment can be directed toward various targets, which have relevance to work place behavior. That includes organizational commitment, occupational commitment, team commitment and union commitment (Meyer and Becker, 2004).

In conducting a research on commitment, one can not examine all the different forms with the various targets at once; rather researchers have to choose the main and the unexplored some. From the different forms of commitment, affective commitment is related to teachers' professional commitment and should get the priority to be studied. Committed individuals expend more task related effort and are less likely to leave the organization; hence as Nelson and Quick (1997), managers may be principals should be concerned about affective commitment.

Since, having committed teachers is the solution for the current crisis in education, studying the main antecedents of teachers' professional commitment shall be the first measure to take. Different scholars examine different variables as the antecedents of teachers' professional commitment. For Joffres and Haughey (2001), transformational leadership, principal considerations, leader initiating structure, supportive leadership, collaborations, staff development, professional development, and teacher characteristics are the basic determinants of professional commitment.

Teacher commitment declines as a function of teachers understanding of their perceived failures. Teachers' perceived failure is a failure related to teachers' occupational life, for example, failure related to status, identity, autonomy, and competence; and perceived failure to be with students, with community and with colleagues. Such failure perceptions in general will affect significantly teachers' commitment to their job, to students, to the organization and to their profession (Joffres and Haughey, 2001).

Teachers' failure perceptions will be the minimum when teachers obtain the maximum professional support from their organization and their colleagues and when they are actively involved in different school activities. Eisenberger (1986), express his idea that perceived organizational supports is assumed to increase the employees' affective attachment to the organization.

In addition to perceived organizational support, other organizational conditions also encourage teachers' professional commitment. One organizational condition that encourages commitment is teachers' participation in decision-making; where participation refers to teachers influence over strategic decision (Nelson and Quick, 1997). Strategic decisions are decisions that affect multiple classrooms. According to Firestone and Pennell (1993), administrators, school boards, and state policy have traditionally controlled these strategic decisions. Furthermore, as Bogler and Somech (2004) pointed out, ministry of education and its operational units on the local level should encourage participation of teachers in seminars and programs that are focused on teachers' professional growth and self-efficacy. When teachers are participating in shared decision-making with the principal, they may feel empowered at school, and this will reflect on their feeling of commitment toward the organization, the profession, and extra-role behavior.

Teachers' feeling of professional community is also one working condition that affects teachers' professional commitment. Teachers' professional community includes collaborations, collegiality, and shared belief from the teachers' side.

According to Bogler and Somech (2004), a belief that one works in supportive and nurturing environment may influence feelings of commitment to the organization and to the profession. On the other hand, Joffres and Haughey (2001), conclude that teachers who perceive themselves alienated from school community will shift their focus from children's learning and diverse school activities to self-pervations. Furthermore, collaboration can help teachers experience the rewards of teaching, and interaction with colleagues; that can provide a sense of community to help overcome a sense of isolation and build a feeling that we are all in this together, which can also enhance the meaningfulness of teaching.

Finally, as Rosenblatt (2001) states, teachers should get the opportunity to rotate and take role among different school activities other than teaching such as program coordinators, department heads and so on; to use full range of skills these roles can offer. Teachers' involvements in school wide policymaking are conditions that have been found positively related to teachers' professional commitment; but as Riehl and Sipple (1996) noted, it has been criticized as lacking in school today.

In general, many factors could affect the attitudes, and specifically the commitment of high school teachers. Some teachers would have more commitment than others would and some schools would foster more commitment than other schools.

The researcher examined effects of the different teacher perceptions such as perception of organizational support, collaborative relations and feelings of professional community, their involvement in different non-teaching school activities and participation in school decision-making on teachers' professional commitment. The study was conducted with teachers in West Gojjam Zone high schools in the Amhara regional state.

## **1.2 Statement of the Problem**

Few researches related to affective professional commitment have been conducted in the educational fields, especially in Ethiopian conditions. Industrial, organizational, and occupational psychologists were the ones who have most frequently studying the general subject of organizational commitment (Hawkins, 1998). In the target Zone, it is assumed that schools are staffed with uncommitted teachers. I as a teacher trainer in Debremarkos College of teachers' education, made a number of informal discussions with elementary and high school principals and teachers. I have also made school observations. In these conditions, a significant number of teachers in these schools were performing their duties regularly because they were influenced by the strict control of the school authorities, and not because they were committed to their job or profession (personal experience and observation). Most teachers let the control of students' disrupted behavioral problem solely for the school principal or for the unit leader. They were heard of projecting students' academic problem to the problem of the students, the parents, and only sometimes to the teaching materials, to the policy and to the generation. They tried to avoid, even to learn, some time-taking tasks like continuous assessment, active learning methods and lesson planning. They were reluctant to help their students out of class and did make little contact with students' parents in order to solve students' academic and personal problems. Moreover, teacher burnout and turnover rate in this zone were very high and teachers seemed distressed by their profession.

Regarding to any educational personnel including teachers, MOE (2002) reported that turnover force the assigning of educational personnel with little or no experience or expertise in the relevant field to positions of responsibility. Supporting this fact, Befekadu (2001), identified that teachers' job satisfaction in teaching, specifically in rural areas, is decreasing; and as a result, the attrition rate of teachers is increasing from time to time. From this, it is possible to conclude that the problem of students' poor academic performance

was mainly resulted from the teachers' lower level of committed practice. Moreover, MOE (2002), in explaining the problem of implementing quality education in Ethiopia, pointed out that lack of professional capacities and commitment on the part of the teacher and other educational personnel are some of the causes contributing to the unsuccessful quality educational provisions.

Therefore, two basic and interrelated educational problems are identified: problem of educational quality and problem of commitment on the part of the teaching staff. These two are interdependent. Hence, to realize the educational quality, identifying the main antecedents and ordering them according to their importance for the enhancement of professional commitment in the area of study is timely.

Researchers in the fields of management and psychology have studied predictive relation of perceived organizational support, teachers' participation in decision-making, teachers' feelings of professional community, or teachers' extra role involvement separately with commitment but the interaction effect of any two or more were not studied well. Moreover, replicating the work of scholars in our context and in educational setting, and studding the combined effects of these variables on professional commitment is believed to be crucial, to bring a paradigm shift in the field of education. Based on the above rationale the following hypotheses were formulated.

**Hypothesis 1:** Teachers' participation in decision-making significantly and positively relates with and predicts about professional commitment,

**Hypothesis 2:** Teachers' extra role involvement) significantly and positively relates with and predicts about professional commitment,

**Hypothesis 3:** Teachers' perceived organizational support significantly and positively relates with and predicts about professional commitment,

**Hypothesis 4:** Teaching experience significantly and positively relates with and predicts about teachers' professional commitment,

**Hypothesis 5:** Teachers' feeling of professional community significantly and positively relates with and predicts about professional commitment,

**Hypothesis 6:** Independent variables (teachers' perceived organizational support; participation in decision-making; feelings of professional community; extra roles involvement and teaching experience) together significantly predict about teachers' professional commitment.

These basic research hypotheses were developed in this study after assessing the review of related literatures and after anticipating the effects of perceived organizational support and teachers working conditions on teachers' professional commitment.

### **1.3 Purpose of the Study**

In this study, teachers' working conditions that are teachers' participation in school decision-making, teachers' extra role involvement and feelings of professional community; teachers' perceived organizational support, and teachers' year of teaching experience were the independent variables and teachers' professional commitment was the dependant variable. Therefore, the purpose of this research was to check the relationship that would probably exist between these independent and dependant variables. More specifically, the specific objectives of this research project were to-

- investigate the relations of teachers' perception of organizational support and perceptions of working conditions (teachers' Participation in decision-making, feeling of professional community and extra role involvement) on their professional commitment;
- check whether teachers' professional commitment changes through time with teaching experience;
- examine the possible combined effects of the independent variables (Participation in decision-making, teachers' professional community, extra role involvement, perceived organizational support and teaching experience) on teachers' professional commitment.

## **1.4 Significance of the Study**

A highly qualified high school teacher is the one who is well certified, a minimum of bachelor's degree and demonstrates competence in subject knowledge and teaching skills. This is what a teacher needs to achieve prior to entering a classroom, but what happens after a teacher is in the classroom? What and how, a teacher teaches are dependent on the knowledge, skill, and professional commitment they bring to their teaching and the opportunities they have to continue learning in and from their experience.

There is a link between affective organizational commitment and productivity in terms of outcomes such as job performance and attendance (Meyer and Allen, 1997). Therefore, examining the conditions and factors that contribute and relate to teachers professional commitment will facilitate the development of workplace policy recommendations, which may assist in obtaining quality teachers who are actively participating in the improvement and advancement of schools, staffs, and students. It also helps for the school leadership team knows about what is important for enhancing teachers' professional commitment, which is useful for successful task accomplishment.

Finally, this study will add something to the body of knowledge on the issue of teachers' professional commitment.

## **1.5 Delimitations of the Study**

This study was aimed at evaluating and analyzing the relations among teachers' professional commitment with teachers' perceptions of the organizations support, their participation in decision-making, their feeling of professional community, extra role involvement and work experience in West Gojjam Zone high schools.

The researcher's interest was on the aspect of commitment, which had a strong impact on teachers' performance i.e., teachers' professional

commitment. Even though commitment has different dimensions, in this study, the aspect of commitment directly related to teachers' job, profession or occupation had been examined seriously in relation to some selected antecedents factors.

Despite the fact that there are many factors affecting teachers' professional commitment, in this study only teaching experience, teachers' extra-roles involvement, participation in decision-making, feelings of professional community and perceived organizational support were considered for analysis of their effect on high school teachers' professional commitment.

The problem of teacher turnover and turnover intention, low quality instruction, lack of motivation and job dissatisfaction were assumed severe in rural parts of the country. To find solutions for such problems, West Gojjam Zone high school teachers were chosen for this study. Above all, familiarity of the researcher with the target zone was an opportunity to the respective schools for data collections.

The study area was restricted only in high schools. High schools are institutes where secondary school education begins and preparations for the national examinations takes place. At this level, students are at the period of adolescent, that is assumed the period of turmoil and identity crises in which they need intuitive guidance and counseling service. Hence, this cycle seeks strong commitment from teachers more than what is expected from teachers teaching at other levels.

### **1.6 Limitation of the Study**

The result is limited only to West Gojjam Zone high school teachers' professional commitment. It can not be generalized to the teachers teaching in other cycle or to the national or regional level.

In collecting the questionnaire, the researcher obtained less than a 100% return rate, which makes the sample less than what was first expected and

limits the generalization extent of the findings.

Because such data represent members' perceptions of school conditions, these responses were, by essence subjective attributions. It is reasonable to expect that some individual's reports could be inaccurate because of bias. For example, highly satisfied individuals could both over estimate their commitment and the degree of support given from the organization, their level of participation in school decision-making activities, the level of cooperation and collegial relations, and their involvement in different school roles. Alternatively, highly dissatisfied individuals could do the opposite. Therefore, what might appear as a relationship between perceived organizational support; participation in decision-making, feelings of professional community, and extra role involvement with professional commitment could actually be a spurious effect of the respondent's bias. To minimize the extent of the errors, data were also collected by other means and results were supported by qualitative descriptions.

The findings of this study must be viewed with caution; the study captures a one-time snapshot picture of relationships among variables and present strong statements on causality. Longitudinal analyses would allow one to examine the dynamic nature of work by measuring changes in perceptions of working conditions over time and the impact of these conditions on professional commitment.

This study tried to examine only direct and linear relationships of the considered independent variables with the criterion variable. Two independent variables teachers' feeling of professional community and year of teaching experience did not significantly explain the dependent variable, professional commitment. They might have indirect relations with professional commitment. Unable to consider such condition may be one of the limitations of this research project.

## 1.7 Definition of Terms

The researcher would use the following defined terms repeatedly throughout this research.

1. **Teachers' Professional Commitment (PC):** It refers teachers' acceptance of goals, their willingness to invest effort and keep membership in the profession. It has two basic dimensions: Affective and continuance commitment.

**Affective Commitment:** The level of individual's identification with, involvement in and enjoy membership with the teaching profession.

**Continuance Commitment:** A tendency to remain with the profession based on perceived costs of leaving.

2. **Perceived Organizational Support (POS):** It refers to teacher's perception about the organizations readiness to care about his/her well-being, a belief that the organization values his/her contributions, and the presence of fairness and favorable job conditions in his/her organization.

3. **Teachers' Extra Roles Involvement (ERI):** It is teachers' participation in some school activities, other than teaching, like acting as a department head, program co-coordinator, unit leader etc., and their participation in professional discussions and in co-curricular activities.

4. **Participation in Decision-Making (PIDM):** It is teachers' feelings about the schools effort in participating teachers in school decision-making activities. It consists of participative structures and teachers' impact on decisions, type of decision participation, their willingness to participate and their attitude and responsibility on the practicality of school decision.

5. **Teachers' Feeling of Professional Community (FPC):** - Teachers' positive or negative feeling of the condition h/she develops about the cooperative or communicative relationship with other teachers, students, or with the

administrative staff in side the school environment. It consists of satisfaction emerging from personal dignity, responsibility for student learning, shared norms and values, reflective dialogue, de-privatization of practice, collective focus on student learning, time to meet, plan, and talk, physical proximity, communication structures, trust and respect, and supportive leadership.

6. **Teachers' working conditions:** - refers to teachers' participations in decision-making, the professional community in school in which the teacher is the member, and teachers' role involvement in the school.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

Creating positive working environment should not only reduce teachers' attrition behavior but should also help sustain special educators' involvement in their work (Ginsberg, et al., 2001). Therefore, the review of related literature focuses mainly on the relationship between the different antecedent working conditions and teachers professional commitment. It consists of six sections; the first is about the conception of professional and organizational commitment, while the rest five are about the relations of each independent variable to the dependent variable that is teachers' professional commitment.

#### 2.1 Commitment in the Teaching Profession

##### 2.1.1 Concept of Commitment

Commitment is the term that teachers frequently use to indicate or to distinguish those who are caring, dedicated and who take the job seriously from those who put their own interest first. The term commitment refers to a psychological stabilizing or obliging force that binds individuals to causes of action relevant to the target of the force (Bentein and Vandenberg, 2005).

Meyer and Allen (1991) define each of the three dimensions of organizational commitment as follows. a) *Affective commitment* is a strong acceptance of an organization's goals, and willingness to exert substantial effort on behalf of the organizations; b) *Continuance commitment* is a tendency to remain with an organization based on perceived costs of leaving; and c) *Normative Commitment* involves internalized normative pressures (feelings of obligation) to remain with an organization after joining. Common to Allen and Meyer commitment dimensions is the notion that each component should influence the employees intention, and decision to remain being member of the organization or the profession. According to Firestone and Pennell's (1993) conclusion, the committed person believes strongly in the object's goals and

values, complies with orders and expectations voluntarily, and exerts considerable effort beyond minimal expectations for the good of the object. Furthermore, employee who have a strong affective commitment to a relevant social target are likely to share the target's values and experience, self set and assigned goals as autonomously regulated and ideals to be achieved (Meyer and Becker, 2004).

### **2.1.2 Teachers' Organizational and Professional Commitment**

The concept of organizational commitment has occupied a central role in organizational behavioral research. Although researchers have disagreed on the definitions and measurements of organizational commitment, an emphasis on the individual's attachment to the organization has been a common theme (Hutchison, 1997). Professional commitment is nothing but teachers' commitment to their job as a teacher. According to Bogler and Somech (2004), for a person who is professionally committed, work is a vital part of life. Further more, work it self and co-workers are very meaningful to the professionally committed employee in addition to the importance s/he attaches to the organization as a whole (Ibid). Therefore, to be professionally committed one has to be committed to his or her organization. Moreover, as Mastekasa's (2004) conclusion, professional groups like teachers are more committed to their profession than to their school or organization.

More specifically, Kadyschuk (1997) defines organizational commitment as the relative strength of and individual's identification with an organization; while professional commitment as a relative strength of an individual's identification with and involvement in ones profession.

In narrowing the difference between the conceptions of organizational and professional commitment, Hung and Liu (1999) rationalize that teaching is a profession comprising a considerable number of members; therefore, conceptually we can see the teaching profession as a large organization. Moreover, Bogler and Somech (2004) explain that there is no inherent conflict

between organizational and professional commitment. They further concluded that there is a significant positive relationship between these two dimensions of commitment.

According to Celep (1994), teachers' Commitment to their organization can be seen in four dimensions: teachers' commitment to teaching profession, teaching work, work group and school. Hence, according to Celep (1994), teachers' commitment to school is teachers' beliefs and acceptance of the goals and values of the school, teachers' effort for actualization of those goals and values, and their strong desire to keep up membership in the school. Teachers' *Commitment to teaching profession* is their attitudes towards their occupation. This consists of judging positively the decision of being a teacher, having a proper pride to the profession, expressing teaching occupation as ideal for working life, aspiring to be famous and need to continue teaching profession. Teachers' *commitment to teaching work* is the physical and psychological occupied level of a teacher in his/her daily life. It consists of being satisfied with teaching to the students, struggling more for the unsuccessful students, being voluntary in teaching work, helping the students out of the classes, making efforts for extensive classes, having responsibility of taking the classes on time, and getting information about the students families (Ibid). Finally, *commitment to work group* is the employee's sense of faithfulness and collaboration with other working groups with in an organization or the density of teachers' sense of faithfulness and collaboration with other teachers (Ibid).

Therefore, Celep's explanation for teacher commitment to teaching occupation and teaching work can be used as explanations for teachers' professional commitment. Because of this consideration, Celep's scale for measuring the dimensions of organizational commitment can help for the development of professional commitment scale. According to Bogler and Somech (2004), teachers' professional commitment instrument focuses on teachers' job involvement and on the importance of work to them.

Regarding the conception of professional commitment, EI Declaration on Professional Ethics (2004) recommended that professionally committed educational personnel particularly teachers, generally shall: -

- ◆ justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students;
- ◆ ensure that professional knowledge is regularly updated and improved;
- ◆ determine the nature, format and timing of their life long learning programs as an essential expression of their professionalism;
- ◆ declare all relevant information related to competency and qualification;
- ◆ support all efforts to promote democracy and human right in and through education

Specifically shall: -

- ◆ respect the right of all children;
- ◆ acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realize his/her potential;
- ◆ give students a feeling of being part of a community of mutual commitment with room for everyone;
- ◆ maintain professional relations with students;
- ◆ safeguard and promote the interests and well-being of students and make every effort to make protect from physical and psychological abuse;
- ◆ exercise due care, diligence and confidentiality in all matters affecting

the welfare of their students;

- ◆ assist students to develop a set of values consistent with the international human rights standards;
- ◆ exercise authority with justice and compassion;
- ◆ Ensure that the privileged relationship between teacher and students is not exploited in any way, particularly in order to proselytize or for ideological control.

In general, in the Dictionary of Education (Good, 1973), profession is an occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics. Professional is one who acquired a learned skill and conforms to ethical standards of the profession in which he/she practice the skills (Ibid). Commitment is the personal or group engagement to support and follow a line of action, an orientation, a point of view, or a choice (Ibid). Therefore, a professionally committed teacher is one who acquired a learned skill and make enough preparations on the subject he/she teaches; conformed to the ethical standards of the profession and be excited to support his his/her students, the school and the community in their endeavor of reaching the standards. In other words, teachers to be called professionally committed, they should internally strive to attain the key requirements, which is in line with the professional ethics declarations (EI Declaration on Professional Ethics, 2004). Furthermore, for a teacher to be professionally committed, he/she has to be committed to his/her work, the students, colleagues, the school and the society in general.

## **2.2 Teachers' Perceived Organizational Support and Professional Commitment**

Teachers form a global beliefs about the extent to which an organization values their contributions and cares about their well-being. Hence, perceived

organizational support can be viewed as a measure of an organization's commitment to employees. In other words, perceived organizational support is an employee's perception of organizational commitment to him or her contributions to the level of commitment by him or the organization (Makanjee, Hartzler and Uys, 2006).

Most researchers relate perceived organizational support with organizational support theory and employees exchange ideology. Organizational support theory assumes that in order to meet socio-emotional needs and to assess the organization's readiness to reward increased efforts, employees form global beliefs concerning how much the organization value their contribution and cares about their well being that is perceived organizational support (Rhoades and Eisenberger, 2002). Exchange ideology refers to employees' beliefs that it is appropriate and useful to base their concern with the organization's well fare and their work effort on how favorably they have been treated by the organization (Eisenberger et al., 2001). Treatment by the organization is nothing but the treatment by the agents to the subordinate employees. Actions by agents of the organization are often viewed as indications of the organizations intent rather than solely as actions of the particular individual (Ibid).

Makanjee, Hartzler and Uys (2006) in their study identified that there are four general forms of perceived favorable treatment received from the organization that as organizational attributes that positively influence employees' perceptions of organizational support that are fairness, supervisor support, organizational rewards, and job conditions. Concerning Employees' treatment by the organization, a path-analysis study done by Rhoades and Eisenberger (2002) indicates that fairness had the stronger positive relationship with POS, followed by supervisor support, organizational reward and job conditions, respectively.

Furthermore, employees with a strong exchange ideology should show an

increased willingness to base affective commitment and work effort on the favorableness of treatment received from the organization (Lamastro, 2000). Employees' perception of support from the organization reflects to a belief in the organizations willingness to reward their efforts, belief that the organization values their contribution towards its goals, and a belief that the organization is concerned about their well being. Consequently, a perception of support from the organization is reciprocated with an emotional bondage to the organization (i.e. commitment), which intern followed by behaviors that are valued by the organization (Hutchison, 1997).

Educational personnel are generally concerned with the organizations commitment to them i.e., POS. Perceived organizational support is assumed to increase the employees' affective attachment to the organization and his or her expectancy that greater effort towards meeting organizational goals will be rewarded (Eisenberger, et al., 1986). The more that relationships or exchanges between supervisor or principal and subordinates are based on mutual trust and loyalty, interpersonal affect and respect for each other, the better the subordinate's performance in terms of expected and extra citizenship behavior (Randall, 1988)

The organizational actions and resources that lead to a strong sense of POS vary between individuals (LaMastro, 2000), that is, the support given by the organization perceived in different levels by different teachers in an organization. In his study on influence of POS, LaMastro (2000) reached at the conclusion that POS was associated with greater tendency to experience a positive daily mood at work, as well as lessened tendency to experience negative feelings such as tension or stress on a daily bases. He specified further as teachers who feel valued by their organization, and who feel that they can depend upon the organization for support are more excited and enthusiastic on the daily basis than those who do not experience those support.

Therefore, schools providing adequate support to their teachers are rewarded in kind with teachers who enter the class with more positive daily mood, which is particularly important for the emotional and intellectual demands of teaching and the frequently encountering disciplinary challenges.

In the study done by Rhoades and Eisenberger (2002), in different groups of samples, the overall effect size for organizational commitment by POS was large. They further reported that the two types of commitment contained in this category showed quite different associations with POS. Thus, POS and affective commitment had a strong, positive relationship, whereas POS and continuance commitment had a small, negative relationship. Nevertheless, the POS–affective commitment associations were positive in all individual studies and POS–continuance commitment relationships were more variable, ranging from near zero to large and negative (Ibid). Furthermore, as Chughtai and Zafar (2006), the facets of POS, which are the dimensions of organizational justice, that are distributive justice and procedural justice, together, significantly explain variance in organizational commitment. They presented their result as both distributive justice ( $p < 0.01$ ) and procedural justice ( $p < 0.05$ ) are significant predictors of organizational commitment and explain 33 percent of the variance in commitment. Their result was reported to be highly significant ( $F = 30.63, p < 0.01$ ).

## **2.3 Teacher Working Conditions and Professional Commitment**

### **2.3.1 Teachers' Extra Role Involvement and Professional Commitment**

Teachers extra role involvement refers to teachers' participation in different school roles in addition to their main duty or teaching. Organizational psychologists believe that extra-role behavior of employees in the organization has a significant impact upon the organization (Tesfaye Semela, <http://www.kaad.de/Boerse/Projekte/Tesfaye.htm>). As Rosenblatt's (2001)

explanation, teachers should get the opportunity to rotate and take role among different school activities other than teaching, such as program coordinations, department heads, and so on, to use the full range of skills these role offers. Teacher involvement also refers teachers' participation in school professional discussions and decision-making on issues related to planning and implementations of school activities of their concern. Riehl and Sipple (1996) pointed out that classroom autonomy and involvement in school wide policymaking practices are conditions that have been found to be positively related to teachers' professional commitment but have been criticized as lacking in school today.

The teaching profession may benefit greatly from discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers, enhancing their status and self esteem, and increasing respect for the profession in society (Kardos et al., 2001).

As Rosenblatt (2001), giving a teacher additional role has a potential ability of elevating school commitment, enhancement of self-efficacy, work interest, self actualization, and potential ability to reduce the symptoms of burnout and tendency to quit job. In addition, Bogler (2001) states the fact that through transformational leadership and participative behavior, principals can develop and foster positive feelings and attitudes of teachers regarding their 'vocations'. He also added that teachers' participation from their job is highly important for the nexus between teacher and students, for satisfied teachers would be more enthusiastic about investing time and energy in teaching their students (i.e., commitment to students).

Furthermore, as stated by Dee, Henkin, and Duemer (2003), teachers who participated in school governance teams were more likely to feel that their work has a significant impact on educational outcomes. In addition, Marks and Printy (2003) concluded that principals who share leadership

responsibilities with others would be less subject to burnout than principal “heroes” who attempt the challenges and complexities of leadership alone.

Giving additional roles for classroom teachers are also specified in the teachers' role descriptions. Beyond their teaching duties, income data service ([http:// www. icomesdata.co.uk](http://www.icomesdata.co.uk). 2006), wrote the following points under the schoolteachers' roles and responsibilities in different countries. Therefore, teachers as teaching professionals for the 21st century shall: -

- prepare pupils for internal and external assessments and assist with administration of these assessments;
- promote and safeguard the health, welfare, and safety of pupils within the context of Health and Safety legislation;
- meet with parents/care givers to review pupil progress and ongoing educational needs;
- provide advice and guidance to pupils on issues related to their education;
- monitor routine aspects of attendance, behavior, and progress of pupils;
- contribute to the effective running of the subject area, the department, and the school;
- contribute to development planning, evaluation and quality assurance;
- liaise with the appropriate manager on specific curricular issues;
- work in collaboration with other professionals, parents, and support staff;
- contribute to curriculum development in collaboration with colleagues;
- provide support for less experienced teachers;

- undertake appropriate and agreed CPD;
- participate in authority developments as appropriate.

Now, while teachers' primary concerns understandably lie within the classroom and with their students, it is unwise to restrict their attention to these concerns alone (Zeichner, 1991). As the philosopher of Israel, Scheffler (1968) cited in Zeichner, has argued teachers can not restrict their attention to the classroom alone, leaving the larger setting and the purposes of schooling to be determined by others. They must take active responsibility for the goals to which they are committed and for the social setting in which these goals may prosper.

We must be careful here that teachers' involvement in matters beyond the boundaries of their own classrooms, for it makes excessive demands on their time, energy, and expertise, diverting their attention from their core mission with students. In some circumstances, creating more opportunities for teachers to participate in school-wide decisions related to curriculum, instruction, staffing, budgeting, and so forth, could intensify their work beyond the bounds of reasonableness and makes it more difficult for them to accomplish their primary task of educating students (Zeichner, 1991).

### **2.3.2 Teachers' Participation in Decision-Making and Professional Commitment**

Decision-making refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum (Bogler and Somech, 2004). School leaders should involve teachers in the school decision-making process. Teachers will be more committed to implementation if they are involved from the beginning in making the decision. For teachers to be involved in decision-making, they individually have to experience the influence of their participation in decision making with in the school organization (Geijsel, et

al., 2001). Moreover, as McEwan (1997), shared decision making has been shown to build support, competence, and commitment, increase job satisfaction, create ownership leading to a more positive attitude towards the organization, and create a more professional environment within the school. In addition, participation in decision-making influences the implementation of innovations via professional development activities (Geijsel, et al., 2001).

In addition, teacher participation in decision-making gives administration access to critical information closest to the source of many problems of schooling. Increased access to and use of this information are thought to improve the quality of decisions. Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision-making process, their participation in decision-making is thought to promote commitment to the decisions that are made and to increase motivation to carry them out (Smylie, 1992).

As Bogler and Somech (2004) indicated decision-making in school setting involves participation in decision-making in the technical domain i.e., dealing with student and institution (e.g. instructional policies, classroom discipline policies, resolving learning problems), and decision-making in the managerial domain i.e., dealing with school operation and administration (e.g. setting school goals, hiring staff, allocating budget, evaluating teachers). Technical decisions are those decisions that have an immediate relevance to the teacher's own classroom.

As teacher comment presented in the study of Chanman-Tak, Yue-Chor, and Yin-Cheong (1997), to some extent teachers' commitment and their sense of belonging towards the school rose with their participation. Active participation in decision-making increases involvement and professional commitment, in addition it results a higher level of acceptance and satisfaction (Bogler and Somech, 2004). However, teachers are not equally willing to participate in decision making at the school level. The principal

teacher relationship has clearly the strongest influence on teachers' willingness to participate in decision-making if they perceive their relationships with the principals are more open, collaborative facilitative and supportive (Smylie, 1992).

To be effective and bring about teachers' professional commitment, teachers' participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually affect real outcomes. As Chanman-Tak, Yue-Chor, and Yin-Cheong (1997) recommended, in order to bring about commitment, ownership and effectiveness the relevance of decisions, teachers' psychological and technical readiness, availability of time, as well as social norms has to be considered.

### **2.3.3 Feelings of Teachers' Professional Community and Professional Commitment**

As Kruse and Sharon (2006) indicated, strong professional communities hold several potential advantages for schools. It increases responsibility for performance of students and teachers, and personal commitment to work. It increases self-regulation instead of bureaucratic, rule-based control of teacher behavior. It also increases innovations leading to greater organizational learning and effectiveness. Besides, to principal teacher relationship teacher collegiality and co-operative involvement in the organization have the potential to enhance teachers' organizational or professional commitment.

As Keung (2004) indicated, when there is a strong sense of community, faith, trusts, confidence, and acceptance of each other are often the results. When there is a strong organizational culture, there is a strong sense of solidarity and a community of mind developed. By developing a sense of community through building of a strong organizational culture, mutuality among teachers and school administrators develops, that mutuality, becomes the governing norm of the relationships (Ibid).

One's belief that one works in a supportive and nurturing environment that

stimulates professional growth and development may influence one's feeling of commitment to the organization and the profession (Bogler and Somech, 2004). More specifically, school success may depend on the extent to which it is possible to manage collaboration, so that teachers can maintain a sense of professional and personal control over what they do in the climate of confidence and trust in colleagues (Osborn, McNess, and Broadfoot, 2000). Collaboration is a coequal relationship of colleagues, a volunteer association of individuals who choose to work together, of allies' in-group to improve schools. An equal importance must be attached to what each partner brings to the relationship. The aim is to work together without everybody changing place (Zeichner, 1991). † Most researchers suggest that collaboration contributes to teacher commitment. However, as Firestone and Pennell (1993), collaboration contribute to teacher commitment more through developing a sense of group solidarity than by allowing substantive sharing that builds teachers' craft and give them the means to reap the rewards of interaction with students.

By developing a sense of community, principals can crystallize the energy of the members of the school community to form a commitment to each other that builds the strength of organizational culture (Keung, 2004). In addition, increasing a sense of community through the building of strong organizational culture, a mutuality that becomes a governing norm of relationships among teachers and school administrators will be developed. Furthermore, when teachers have a strong sense of community in schools, they would have better feelings of job satisfaction and committed themselves to the school and to their students (Keung, 2004). Here we see two important key concepts, which are very much interrelated, community and collaborations. Community in this study refers to the collections of individuals or teachers who are together bound to a set of shared values; and collaboration specifically professional collaboration is evidenced when teachers and administrators work together, share their knowledge, contribute ideas, and develop plans for achieving

educational and organizational goals (Leonard, 2002). He also added that, collaborative practice is exemplified when school staff members come together on regular bases in their continuing attempts to be teachers that are more effective so that their students can become learners that are more successful. Such teachers with professional collaborative practice can be called professional communities.

As Bogler and Somech (2004) indicated, three key features characterize professional community of teachers. A common set of activities that provide frequent face-to-face interaction; specific organizational structures to assist in developing common understanding, values, and expectations for behavior to involve; and shared values regarding what students should learn, how faculty and students should behave and the shared goals to maintain and support the community.

Furthermore, Ginsberg et al. (2001) reviewed briefly five common features of community, which have been identified by, contemporary theorists as shared beliefs, interaction and participation, interdependence, concern for individuals and meaningful relationship.

Community must be built on a foundation of shared understanding. Certain essentials are required in any community. These are core of commonness, agreed up on definitions, and some agreement about values. Motivation to improvement is higher when improvements are locally defined teacher-by-teacher and day-by-day (Allington and Cunningham, 2000).

A community with out interaction and participation among its members, social analysts agree, is a contradiction. A study conducted by Verona (1996) to investigate relationship between communication satisfaction and organizational commitment found that an explicit positive relationship between communication satisfaction and employees' organizational commitment

Teachers are interdependent one on the other; they work and learn together and participate in decision and decision-making, and share certain practices that define the community. As Kardos, et al. (2001), the new teacher's work life is centered not in the central office but in her schools for advice about how to teach well and for support in how to become a full-fledged member of the teaching staff.

Organizational structures in schools assist teachers to form meaningful relationship to each other. These structures in schools provide a sense of connection and purpose. School leadership teams need to consider how productive collaboration can be engendered in the context of their own schools, how they might remove obstacles to sharing, and how they may offer support as well as challenge (Rhodes, Nevill, and Allen, 2004).

Working together in school as Osborn, McNess, and Broadfoot (2000), has four advantages. First, it may lead to the giving and receiving of practical assistance and emotional support, to the acceptance and remediation, gratitude and praise. Second, it helps the development of a sense of collective endeavor and shared accountability. Third, by providing emotional security and a climate of open communication, it facilitates both risk taking and constructive resolution of personal or professional conflict. Fourth, it contributes to professional learning. Therefore, the school should create conditions favorable to teachers' joint work. They should know the important mechanism of collaborative practice. If teachers do not share the same essential perspectives on what constitutes desirable educational practice and do not maintain a common commitment to shared goals, they are less likely consistently work toward collective purposes (Leonard, 2002).

Keung (2004) arranged the causal relationships among the school life variables in the following orders: (1) enforced school order and discipline promotes teacher sense of community and job satisfaction; (2) strong sense of community in schools enhances teacher job satisfaction; and (3) teacher job

satisfaction increases teacher's commitment. Thus, the four-school life variables are in a causal order as order and discipline, sense of community, job satisfaction and teacher commitment with the former variable promoting the latter, both directly and indirectly. Keung further concludes that sense of community is the cause for teacher commitment both directly and indirectly.

Furthermore, as Joffres and Haughey (2001), teachers who perceive alienated from school community will shift their focus from children's learning and diverse school activities to self-preservation. Intrinsic satisfaction derived from their work will be minimized. They decreased their involvement inside their classes. They stopped volunteering for extra-curricular activities, refused to collaborate with and support the initiatives of other community members, resigned from diverse leadership positions, avoid risk-taking and concentrate on specific routine school activities, or redirect their energies toward other activities in the large community. The large community is the community in district or Kebele level; of course, it may contain the school in it. The absence of order and discipline in school cause teachers to be frustrated and this frustration leads to lose of sense of community, job satisfaction and commitment (Keung, 2004).

In general, as the review of the related literature, feelings of community is the direct determinants of the teachers' satisfaction, that affects or facilitates teachers' level of professional commitment. As Celep (1994), the close and friendly relationship of members in a work group is the most affective motivation for the achievement within the working process. If such relationships are introduced into the goals of the organization, it may have a significant role on productivity of the organization. Firestone and Pennell (1993) suggested that scheduling more time for work groups, in grade levels and departments, to meet together and creating space for such interaction could facilitate collaborative interaction. Celep's (1994) reported in his research that, as the teachers' level of having a proper pride of work group is increased; their organizational commitment level also is increased.

## **2.4 Teaching Experience and Teachers' Professional Commitment**

Teaching experience is one crucial issue that could influence commitment of teachers' to their profession. Along other variables Yiu (1991) found that teaching experience have significant contribution to affective and continuance commitment. Besides this, Chemp's (1990) cited in Yiu (1991) found that teaching experience are important predictors for organizational commitment. A research with high school principals' (n=202) organizational tenure or years of experience in the school district produced a positive correlation of 0.25 ( $p < 0.05$ ) with affective organizational commitment (Hawkins, 1998)

Aynie (2005) in his study investigated from interview with the principals and informal discussions with teachers that the beginning teachers come with high moral and great expectations to implement what they have learned in higher institutions. However, when actual conditions in the working area are not attractive their moral and commitment tend to be dropped. Nevertheless, with teachers who continued to teach for not finding another job their commitment increased because of their perceived costs of leaving the profession. Furthermore, Aynie confirms that there is a significant difference of teacher commitment across years of teaching experience, and specifically after the analysis of variance, he concludes that commitment increases after 15 years of experience.

Teaching experience is positively associated with an individual's commitment to the organization. According to Meyer and Allen (1997), cited in Chughtai and Zafar (2006) as individual's length of service with a particular organization increases, he or she may develop an emotional attachment with the organization that makes it difficult to switch jobs. In the work of Chughtai and Zafar (2006), it is suggested that the results of a positive relationship between tenure and organizational commitment might be a simple reflection of the fact that uncommitted employees leave an organization, and only those with a high commitment remain.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND SAMPLING PROCEDURES**

#### **3.1 The Research Participants and the Sampling Procedure**

This research was conducted on professional commitment of west Gojjam Zone high school teachers. In this Zone, there were 15 high schools with 673 teachers. From these high schools, exactly seven were selected with the lottery method. From the teachers teaching in these seven high schools, 40 percent of them were selected. Teachers having a year or less teaching experience were not included in the study; because of the fact that it is through experience teachers feel something about their working conditions and that would affect their commitment. Hence, by skipping the one year experienced teachers, 50 percent of those teachers having more than a year teaching experience (the veterans) were chosen, systematically. These teachers were selected from the lists of teachers in the selected sample schools. For details, see also Table 3.1.

**Table 3.1** Research Participants and the Sampling Procedure

Name of the School	No. of teachers	No. of samples taken	Unreturned questionnaires	Returned questionnaires
Bahirdar Zuria	33	-	-	-
Merawi	63	25	4	21
Adiet	79	31	6	25
Durbietie	41	16	2	14
Gonge	34	-	-	-
Abay Minch	41	16	3	13
Yismala	28	-	-	-
Shikudad	68	27	5	22
Shindi	43	-	-	-
Damot	65	26	5	21
Giga	28	-	-	-
Quarit	36	-	-	-
Denbecha	50	20	1	19
Feresbet	55	-	-	-
Arfa	9	-	-	-
<b>Total</b>	<b>673</b>	<b>161</b>	<b>26</b>	<b>135</b>

As one can see from the table above, complete responses were obtained from 40 percent of the teachers in the selected sample schools and 20 percent of the teachers teaching in all high schools of the zone. Apart from this, using purposeful sampling technique, the seven principals working in the sample schools were also chosen and interviewed.

### 3.2 Variables in the Study

In the study, there are one dependent and five independent variables. The independent variables are teaching experience, teachers' working conditions (participation in school decision-making, feelings of teachers' professional community and teachers' extra-roles involvement), and perceived organizational support, and the dependent variable is teachers' professional

commitment

### 3.3 Developing the Instruments

The questionnaires or instruments contain five Likert type scales. The already available instruments developed different times by different researchers are mostly related to non-educational organizational fields. Furthermore, these instruments do not go with Ethiopian educational context and with the researchers' intent. Therefore, in the process of developing the instrument some items developed by different researchers were adapted and modified for the study. Details are presented in the following paragraphs.

**Teachers' professional commitment scale:** It contains 14 items, specially adjusted to measure commitment in educational settings. It is adapted from celep's (1994) scale of Commitment to teaching profession and Teachers' commitment to teaching work, and from McLaughlin and Talbert (1991) scales of teachers' commitment developed in Stanford University. These scholars also developed their instrument from Meyer and Allen's organizational commitment scale. The instrument adapted for this study give emphasis to the measurement of teachers' job involvement and on the importance of work to them in general. It is a 5-point scale (scored from 1=strongly disagree to 5=strongly agree). Negatively worded items were scored in a reverse way. The sum of scores on the 14 items made the summary score representing professional commitment of a teacher. The reliability coefficient of the pretest items of PC was  $\alpha=0.818$ . See also at appendices A and B

**Teachers' perception of organizational support scale:** it seems likely that perceived organizational support would be affected by diverse aspects of an employee's treatment and would, in turn, influence the employee's inferences concerning the reasons for that treatment (Eisenberger, et al., 1986). To test the generalizations of the teachers' beliefs concerning support by their organization, the researcher adapted and developed a scale after critically analyzing the 36 items under the perceived organizational support scale

developed by Eisenberger et al. (1986). According to Hutchison (1997), perceived organizational support scale assumes employee's perceptions of the extent to which the organization values employees' contributions and it is concerned about their well being. In this study, perceived organizational support was measured with 11 items. These items were prepared for actual data gathering after sets of items (15 in number) were tested for validity and reliability. Items were scored in five points scale from 1=strongly disagree to 5=strongly agree. The reliability (coefficient Alpha) of the pretest data, obtained after the defected items were discarded, was  $\alpha=0.900$

**Teachers' participation in decision-making scale.** The scale for this study was adapted mainly from the questionnaire developed by Geijsel, et al. (2001), which was designed primarily to measure teachers' participation in decision-making about school innovations. Exactly, 12 items for pretest and 10 items for the final test were developed to measure teachers' participation in decision-making at school. The adapted items were in 5-point scale (scored as 1=strongly disagree to 5= strongly agree). Scores of these items were summed to yield a cumulative score representing teachers' feelings of their participation in school decision-making. The reliability (coefficient alpha) of the scale with the pretest data was investigated to be  $\alpha=0.722$

**Teachers' extra roles involvement scale.** In this study, teachers extra roles involvement was measured with 9 items. This set of items was designed to measure teachers' participation in different school roles like being a department head, unit leader, and their involvement in extra curricular activities in the school. It is a 5-point scale (scored as 1=strongly disagree to 5= strongly agree). The reliability coefficient of the pretest data was  $\alpha=0.630$

**Teachers' feeling of professional community scale.** Teachers' feeling of the professional community was measured with 15 items. It is a 5-point scale (scored as 1=strongly disagree to 5= strongly agree). Some items (seven) were adopted from Keung (2004) subscale developed when studying "the effect of

schools on teachers' feelings about school life''. Based on the review of the literature the researcher developed the rest. These items were tested; the reliability of the data, obtained after some items were discarded, was  $\alpha=0.930$

The demographic questions helped to collect information about teachers' year of teaching experience, and supplementary data were obtained from interview questions designed for the school principals.

More specifically, the development of the above stated instruments had followed the following procedures.

1. Similar instruments used by other researchers and the information obtained while reviewing the literature was used to develop the rough copy of the stated instruments.
2. The developed instruments were shown to three experts and important feedbacks were obtained, and accordingly the necessary revisions were done. In addition, the questionnaires were translated from English to Amharic to minimize and overcome barrier and promote better understanding of the items.
3. The pilot study was held in DebreMarkos high school, which is in east Gojjam zone. This school was not selected to be the sample schools for actual data collection; however, teachers in this school were in the same geographical area, therefore, they were assumed to be in the same psychological and moral conditions.
4. With the preliminary data obtained from the pilot study, the reliability and validity of the instruments and item-total correlation of each item were computed.
5. Based on the obtained results the items were revised and some were deleted. The final version of the items was used for the actual data collection. Here, 78 items were used for the pilot and, after the necessary revision was completed, 59 items were selected and used for the actual data collection.

**Table3.2** Cronbach's Alpha Reliability of the Pilot and Final data

No	Scale	Reliability of the pilot data after, removal of weak items (n=35)		Reliability of the final data (n=135)	
		No of items	Cronbach's Alpha	No of items	Cronbach's Alpha
1	PC	14	.818	14	.842
2	PIDM	10	.722	10	.815
3	ERI	9	.630	9	.782
4	POS	11	.900	11	.852
5	FPC	15	.930	15	.860
Total		59		59	

### 3.4 Administering the Instrument and Scoring the Result

In administering the instruments, anonymity of the teacher respondents was guaranteed. Teachers were not asked to write names and no identity code was placed on the form. Even though the researcher was responsible for administering the questionnaire, the process of dispatching and collecting the questionnaires were done cooperatively with vice principals.

In coding the collected results, the researcher first selected out negative items and assigned alternative scoring methods. Positively stated items were scored with numbers from 1=strongly disagree to 5=strongly agree, and alternatively negatively stated items are scored with numbers from 1=strongly agree to 5=strongly disagree. Scores for items with in the same scale were summed up to obtain the total score of each individual respondent.

### 3.5 Data Analysis Techniques

Pearson product moment correlation was used to determine the relations between each independent variable with the dependent variable. Multiple regression statistics was used to compute the cumulative effect of the five independent variables on the dependent variable, professional commitment. Stepwise regression was also used to identify the most significant predictor

variables and their relative contributions in predicting the explained variable. Of the several types of regression techniques, the stepwise multiple regression technique was used because this procedure is one in which the step-up and step-down procedures of multiple regression are used. According to Hawkins (1998), multiple regression is a recognized statistical procedure for determining the relationship between a criterion variable and two or more predictor variables that have been chosen. To investigate the effects of teaching experience on professional commitment after experience were classified in six categories and coded; analysis of variance (ANOVA) was computed. To perform all the required calculations the Statistical Package for the Social Sciences (SPSS: version 13.0) were used. In general, the information obtained based on these four statistical methods was interpreted and discussed in the analysis and discussion part of the research.

## CHAPTER FOUR

### RESULTS

The purpose of this chapter was presenting the major findings of the study. Thus, the results were presented in three parts. First, the results of multiple correlation analysis second the results of multiple regression analysis (enter and stepwise methods) and the third was results of analysis of variance (ANOVA), are presented in the following sections.

#### 4.1 Results of Inter- Correlation Analysis

The magnitudes and strengths of the relationship between predictor variables, participation in decision-making (PIDM), perceived organizational support (POS), teachers' feelings of professional community (FPC), extra roles involvement (ERI), and teaching experience (TE) with criterion variable teachers' professional commitment (PC) were mainly obtained from inter-correlation matrix. Pearson product moment correlations and variance inflation factors are presented in Table 4.1.

**Table 4.1** Correlations of Variables with Teachers' Professional Commitment (Pearson)

	PC	FPC	POS	ERI	PIDM	VIF
PC	1					
FPC	.517**	1				2.597
POS	.594**	.733**	1			3.565
ERI	.449**	.536**	.437**	1		1.469
PIDM	.628**	.697**	.808**	.484**	1	3.281
TE	.216*	.204*	.087	.210*	.205*	1.102

Note: \*\* P< 0.01; \* p< 0.05.

VIF= variance inflation factors.

PC=teachers' Professional Commitment; FPC=teachers' Feeling of Professional Community; POS=Perceived Organizational Support; ERI=Extra Role Involvement; PIDM=Participation in Decision-making; TE=Teaching Experience.

As indicated in table 4.1 the dependent variable PC was positively and significantly correlated with POS( $r=0.594$ ,  $p<0.01$ ), PIDM ( $r=0.628$ ,  $p<0.01$ ), FPC( $r=0.517$ ,  $P<0.01$ ), ERI( $r=0.449$ ,  $p<0.01$ ), and TE ( $r=0.216$ ,  $p<0.05$ ).

Furthermore, except TE all the independent variables were significantly correlated to each other at level of  $p < 0.01$ . TE was significantly related with PIDM ( $r = 0.205$ ,  $p < 0.05$ ), ERI ( $r = 0.210$ ,  $p < 0.05$ ), and FPC ( $r = 0.204$ ,  $p < 0.05$ ), positively related but not significantly with POS ( $r = 0.091$ ,  $p > 0.05$ ).

#### 4.2 Results of Multiple Regression Analysis

Whereas coefficient of correlation was useful to indicate the significant relationships among the variables, multiple regression analysis allows the researcher to investigate closely the effects of the independent variables over the dependent variable.

Entering POS, PIDM, FPC, ERI and TE as independent variables and PC as dependent variable in the multiple regression analysis, the coefficient of multiple correlation  $R^2 = 0.447$  was investigated, and this coefficient of determination was statistically significant ( $F_{(5,129)} = 20.848$ ,  $p < 0.001$ ). Here,  $R^2$  showed that all the independent variables (PIDM, POS, ERI, FPC and TE) taken together as a group explained 44.7% of the variation in professional commitment (Table 4.2).

**Table 4.2** Multiple Regression of Variables with Teachers' Professional Commitment (enter method)

Variables	$\beta$	t	$R^2$	F
FPC	-.001	-.006		
POS	.250	2.022*		
ERI	.161	2.025*	0.447	20.848**
PIDM	.329	2.776**		
TE	.093	1.348		

Note: \*\* $P < 0.01$ ; \* $P < 0.05$   
 Dependent variable = PC

The three variables PIDM, POS, and ERI were regressed against organizational commitment. As shown in table 4.2, PIDM ( $\beta = 0.329$ ;  $t_{(133)} = 2.776$ ;  $p < 0.01$ ), ERI ( $\beta = 0.161$ ;  $t_{(133)} = 2.025$ ;  $p < 0.05$ ) and POS ( $\beta = 0.250$ ;  $t_{(133)} = 2.022$ ;  $p < 0.05$ ) were significant predictors of PC. Furthermore, TE ( $\beta = 0.093$ ;  $t_{(133)} = 1.348$ ,  $p > 0.05$ )

and FPC ( $\beta=-0.001$ ;  $t_{(133)}=-0.006$ ;  $p>0.05$ ) were not significant predictors of PC.

So far we have seen that PIDM, POS, ERI, FPC and TE significantly related to commitment and these variables together were significantly regressed against professional commitment (see table 4.1, and table 4.2). Next, attention was focused to determine which one or more of the significant variables were most closely related to teachers' professional commitment. For this purpose, the researcher selected the stepwise multiple regression method. The statistics on the three variables that entered the stepwise multiple regression equation are given in table 4.3 below.

**Table 4.3** Stepwise Multiple Regression of Variables with Teachers' Professional Commitment

Step	Variables entered	$\beta$	$t_{(133)}$	$R^2$	$\Delta R^2$	F	$\Delta F$
1	PIDM	.628	9.299**	.394	.394**	86.476***	86.476** *
2	PIDM ERI	.426 .250	7.085** 2.497*	.421	.027*	48.056***	6.233*
3	PIDM ERI POS	.360 .227 .175	3.135** 2.336* 2.032*	.436	.018*	34.174***	4.131*

Note: \*\*\* $P < 0.001$ ; \*\* $P < 0.01$  and \* $P < 0.05$ ;  
 $\Delta R^2$ =Change in R square; and  $\Delta F$ =Change in F  
 $\beta$ = Standardized coefficient of the regression equation;  
 $t_{(133)}$ =t-value with 133 degree of freedom

As one can see from the stepwise multiple regression analysis, PIDM, POS, and ERI were the variables entered in the regression equation and they were the significant contributors of PC. At step one, PIDM was the first and the most salient of the five variables that entered the regression equation, and accounted for 39.4 % of the variation in PC. For this Prediction  $F_{(1,133)} = 86.476$ , which was significant at  $P < 0.001$ .

At step two, ERI entered the regression equation and accounted for an additional 2.7 % significant variation in professional commitment ( $\Delta R^2 = 0.027$ ;  $\Delta F_{(1,132)} = 6.233$ ,  $p < 0.05$ ). ERI and PIDM together contributed about 42.1% of the total prediction, and this prediction was significant ( $F_{(2,132)} = 48.056$ ;  $P < 0.001$ ).

At step three, POS entered the equation and accounted for an additional 1.80 % significant variation in professional commitment ( $\Delta R^2 = .018$ ;  $\Delta F_{(1,131)} = 4.131$ ,  $p < 0.05$ ). Together, these three variables explained 43.9 % of the variation in professional commitment and this prediction was significant ( $F_{(3,131)} = 34.174$ ;  $P < 0.001$ ). At this step, the three independent variables were the significant contributors to the total prediction, PIDM ( $\beta = 0.360$ ;  $t_{(133)} = 3.135$ ;  $p < 0.01$ ), ERI ( $\beta = 0.227$ ;  $t_{(133)} = 2.336$ ;  $p < 0.05$ ) and POS ( $\beta = 0.175$ ;  $t_{(133)} = 2.032$ ;  $p < 0.05$ ).

If the rest two variables were continued to enter, at step four, TE ( $\beta = 0.093$ ;  $t_{(133)} = 0.1363$ ;  $p > 0.05$ ) and at step five again TE ( $\beta = 0.093$ ;  $t_{(133)} = 1.348$ ;  $p > 0.05$ ) and FPC ( $\beta = -0.001$ ;  $t_{(133)} = -0.006$ ;  $p > 0.05$ ) would not be the significant contributors of the predictions. The increase of variation in PC attributed to TE would not be significant ( $\Delta R^2 = 0.008$ ,  $\Delta F_{(1,130)} = 1.857$ ,  $p > 0.05$ ), and FPC would not have any contributions to the prediction.

Finally, to predict commitment using the values of the significant contributor variables, PIDM, ERI and POS, the following formula shown by the line of best fit can be used.

$$(PC_{std.}) = 0.360(PIDM_{std.}) + 0.227(ERI_{std.}) + 0.175(POS_{std.})$$

### 4.3 Results of analysis of variance (ANOVA)

The analysis of variance was computed after experiences of teachers are regrouped and coded in five years interval, i.e. 1 for (1 to 5), 2 for (6 to 10), 3 for (11 to 15), 4 for (16 to 20), 5 for (21 to 25), and 6 for greater than 25 years of experience. The summary of ANOVA is presented in table 4.4 below.

**Table 4.4** Change in teachers' professional commitment with teaching experience (ANOVA result)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	879.664	5	175.933	1.419	0.222
Within Groups	15994.440	129	123.988		
Total	16874.104	134			

The ANOVA result as shown in Table 4.4 is not significant i.e.  $F(5,129) = 1.419$  where  $P > 0.05$ .

## CHAPTER FIVE

### DISCUSSION

In this study, the research hypotheses were stated by anticipating the possible predictive relations of teachers' perceived organizational support, work place conditions (PIDM, ERI, and FPC) and year of teaching experience to teachers' professional commitment. The essence of this discussion was to approve or disprove the stated hypotheses of the study using the results presented in the preceding chapter.

When examining the relations of perceived organizational support (POS), participation in decision-making (PIDM), feelings of professional community (FPC), extra role involvement (ERI) and teaching experience (TE) on teachers' professional commitment (PC) using the correlation analysis POS, PIDM, FPC and ERI were found to be significantly related with PC at 0.01 and TE with PC at 0.05 levels of significance (see also table 4.1 above). In addition, from multiple regression analysis POS, PIDM, FPC, ERI and TE together explained 44.7 percent of the variability in PC, where  $F_{(5,129)} = 20.848$  and  $P < 0.001$ . Generally, these results were consistent with findings investigated by other researchers other times.

However, inspection of these correlation coefficients indicated that multicollinearity could have existed among the independent variables. That is, there was high correlation between FPC and POS ( $r = 0.733$ ,  $p < 0.01$ ), and between POS and PIDM ( $r = 0.808$ ,  $p < 0.01$ ). These variables were examined for multicollinearity by calculating variance inflation factors (VIF) to determine if statistical instability would present. VIFs are measures that indicate if a strong linear relationship exists between an independent variable and the remaining independent variables. When VIFs exceeds 10 Stevens (1996) cited in Rinehart (1998), recommended that a way to combat multicollinearity be supported. If multicollinearity is a statistical problem, software programs have defaults such that high VIFs

will result in the analysis being terminated. As presented in Table 4.1, the VIFs for FPC, POS, and PIDM are 2.597, 3.565, and 3.281, respectively. These numbers did not exceed 10. Therefore, for this data, multicollinearity is not a statistical problem even though the bivariate correlations appear to be large.

Relations of PC with each independent variable are discussed in detail in the next paragraphs with relation to the basic hypotheses of the study.

## **5.1 Teachers' Participation in Decision-Making and Professional Commitment**

The independent variable, PIDM was positively and significantly related to PC ( $r=0.628$ ,  $p<0.01$ ), which means that, the more teachers are participating in school decision-making, the more committed they would be. In other words,  $r=0.628$  implies  $r^2=0.3943$ , that means, PIDM accounted for 39.43 % ( $n=135$ ) of the variability in PC, while 60.57% ( $n=135$ ) of the variability in PC was influenced by other factors. This study is consistent with Kushman's (1992) result as cited in Firestone and Pennell (1993). Kushman studied in urban schools and found that teachers' decision-making power is positively related with organizational commitment. Moreover, Symlie, Lazarus and Brownlee-Conyers (1996) found that teachers' participation in school decision making is positively related with instructional improvement ( $r=0.84$ ) and academic outcomes ( $r=0.68$ ) which are also the direct effect of teachers professional commitment. On the other hand, Bacharch et al. (1990) cited in Firestone and Pennell (1993) found a significant negative relationship between secondary teachers' sense of deprivation in decision-making on school policies and organizational goal commitment (i.e., commitment increases when teachers participated more).

The multiple regression analysis also showed the fact that PIDM was the significant and positive predictor of PC. It is from the five-predictor variables PIDM became the major predictor of teachers' professional commitment, PC. PIDM alone predicted about 39.4% ( $F_{(1,133)} = 86.476$ ,  $p < 0.001$ ) of the variability in the dependent variable, PC. Consistent with this finding, McEwan (1997) concluded in his research that, shared decision-making has been shown to build support, competence, and commitment, increase job satisfaction, create ownership leading to a more positive attitude towards the organization. Similar results were also presented by (Smylie, 1992; Chanman-Tak et al., 1997; Geijsen et al., 2001). More specifically, Bogler and Somech (2004), in their study conclude that teacher participation in managerial decision domain was found to predict organizational commitment.

School principals were interviewed about their teachers' professional commitment. They expressed their feeling that committed teachers to their teaching work were also actively participating and willingly providing important ideas in the school decision-making practices. This qualitative result is consistent with the quantitative results above. Furthermore, through informal discussion with the high school teachers, the researcher was able to understand the fact that when teachers are motivated to participate in school decision-making process, they feel valued and feel ownership, as a result, their commitment to their profession increase.

Therefore, from the results of the correlation, the stepwise regression analysis and qualitative interviews, we can conclude that hypothesis 1 was confirmed and as a result, high school teachers' professional commitment increased with the increment of teachers' participation in decision-making.

## 5.2 Teachers' Extra Role Involvement and Professional Commitment

Extra role involvement (ERI) refers to teachers' perception of the opportunities to rotate and take role among different school activities other than teaching. In this study, ERI was positively and significantly correlated with PC ( $r=0.449$ ,  $p<0.01$ ), that means, the higher the teacher involved in variety of school roles, the higher committed he/she would be. In other words, since  $r=0.449$  implies  $r^2=0.2016$ , that means, ERI contributed 20.16 percent of the variability in PC, while the remaining 79.84 percent of the variability in PC was accounted for other factors. In relation to this, a study done by Charters and colleagues (1984) cited in Firestone and Pennell (1993) found that skill variety contributed the most of all the variables in the model in explaining variance in teachers' professional commitment.

From the stepwise regression analysis result, ERI was the second major significant and positive predictor of PC. PIDM and ERI together contributed 42.1 % ( $F_{(2,132)} = 48.056$ ;  $p < 0.001$ ) of the variance in PC. From this prediction, ERI added up 2.7% on the variability more than what is contributed by PIDM. This contribution was significant at 0.05 level ( $\Delta R^2 = 0.027$ ;  $\Delta F_{(1,132)} = 6.233$ ,  $p < 0.05$ ). This positive and significant effect of ERI on PC found in this research is also consistent with the findings of Zeichner(1991); Riehl and Sipple (1996); and Rosenblatt (2001). Especially according to Rosenblatt (2001), giving a teacher additional role has a potential ability of elevating school commitment, enhancement of self-efficacy, work interest, self actualization, and potential ability to reduce the symptoms of burnout and tendency to quit job.

As school principals' report, at the interview, when teachers hold some additional role at school, a) their understanding of their school's problems is widened; b) their problem solving skills are developed; c) they get access

to information about their students, colleagues and about the school; d) their collegiality and cooperative relations with other teachers, students and the administrative staff are strengthened; e) they get opportunities to participate in critical school based decision-making activities. Furthermore, they conclude as the above-mentioned factors might contribute for the development of their professional commitment at school. They also underlined the fact that if teachers hold too much roles in and out side school compass in addition to teaching tasks, they become overloaded and might not be effective in performing their teaching work. In other words, as Firestone and Pennell (1993) indicated, intrinsic motivation is maximized when tasks are optimally challenging neither too varied/ complex nor too simplistic. This tells us the fact that concluding need caution. This means that too much role might have an adverse effect on teachers' professional commitment. To this end Veen, Slegers, and van de Ven (2005) in their study added that teachers are expected to be increasingly involved in the school, outside their classrooms. This expansion of the teacher role seems to result often in work overload

Therefore, from the results of the correlation and the stepwise regression analysis the researcher concludes that Hypothesis 2 was accepted. Thus, we can say that, teachers' extra role involvement was significantly related with and it predicts about Professional commitment. This finding could not contradict with the fact that too much role will result work overload to the teacher.

### **5.3 Teachers' Perceived Organizational Support and Professional Commitment**

In this study, POS was positively correlated with professional commitment ( $r=0.594$ ,  $p<0.01$ ), that is, the more teachers perceive support from their organization, the more committed they would be. In other words,  $r=0.594$  implies  $r^2=0.3528$  means that 35.28% (n=135) percent of the variability in

PC was accounted for by POS, while 64.72 percent of the variability in PC was influenced by other factors. Therefore, the more positively high school teachers in west Gojjam Zone perceive the extent to which an organization values their contributions, willing to reward their efforts and cares about their well-being, their commitment to their profession become the higher. Consistent to this study, Lamastro (2000) conducted a study with group of 251 full time educators and found that POS had a strong positive correlation with affective commitment( $r=0.597$ ,  $p<0.001$ ).

As the regression analysis showed us, POS was found to be third major and significant predictor of PC. PIDM, ERI and POS together contributed 43.9 % ( $F_{(3,131)} = 34.174$ ;  $p<0.001$ ) of the variance in PC. More specifically, POS added up 1.8% contributions on PC more than what is contributed both by PIDM and by ERI. This contribution was significant at 0.05 level ( $\Delta R^2 = 0.018$ ,  $\Delta F_{(1,131)}=4.131$ ,  $p<0.05$ ). At this step, the magnitude contributed by POS was significant ( $\beta=0.175$ ;  $t=2.032$ ;  $p<0.05$ ). The effect of POS on PC investigated in this study is consistent with results of Meta-analysis by Rhodes and Eisenberger (2002) in which POS predict organizational commitment and the effect size was found to be strong and positive. Eisenberger(1986), Lamastro(2000) and Colbert et al., (2004) also support this result. Especially, Eisenberger et al. (1986) stated that individuals who felt valued and supported by their organization were more emotionally attached to the organization and to their profession as well. Moreover, Eisenberger and Rhoades (2002) from their repeated measurements of POS and affective commitment over time in two sample of employees, reach to a research result that in both samples POS was positively related with temporal changes in employees' affective commitment. Chughtai and Zafar (2006) in their study also reported that both dimensions of POS i.e., distributive justice ( $p<0.01$ ) and procedural justice ( $p<0.05$ ) are significant predictors of organizational commitment and explain 33 percent of the variance in commitment.

Regarding their insistence in their profession, most teachers expressed their need to leave their profession for the reason that they feel they are at risk because of serious students' disciplinary problem; they are less paid; and are not respected by the outside community. Moreover they expressed that lack of trust on fairness of transfer and further learning opportunities as well as lack of organizational support were reasons for major dissatisfaction and intention for leaving the profession. This result seems consistent with the qualitative explanations above mentioned.

Therefore, from the results of correlation, the stepwise regression analysis and qualitative description hypothesis 3 was approved and as a result, teachers' perceived organizational support significantly and positively related to and predicts high school teachers' professional commitment in the specified Zone.

#### **5.4 Teaching Experience and Professional Commitment**

Teaching experience (TE) was positively correlated with teachers' professional commitment ( $r=0.216$ ,  $p<0.05$ ). From this we can say that the longer years a teacher works in the teaching profession, the higher committed he/she will be. In terms of prediction,  $r=0.216$  implies  $r^2=0.0466$ , this means that TE contributes 4.66 percent of the variability in PC, while 95.34 percent of the variability was found to be influenced by other factors. Hung and Liu (1999) supported this result and found that 'tenure' was positively related to commitment ( $r=0.22$ ,  $p<0.01$ ). Moreover, according to Meyer and Allen (1997) cited in Chughtai and Zafar(2006), as an individual's length of service with a particular organization increases, he or she may develop an emotional attachment with the organization that makes it difficult to switch jobs. In another study, the positive relationship between tenure and organizational commitment, as Chughtai and Zafar (2006), might be a simple reflection of the fact that uncommitted employees leave an organization, and only those with a high

commitment remain.

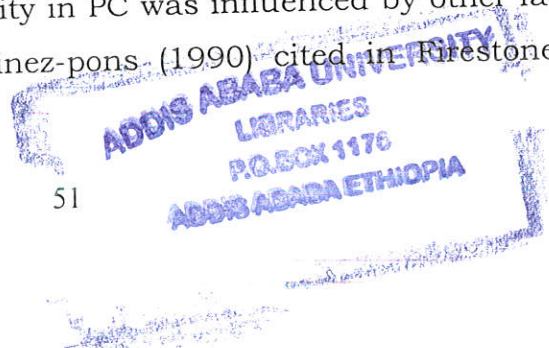
In multiple regression analysis, contrary to the correlation analysis, relation of TE to TC was not significant. When the contributions of PIDM, ERI, POS TE and FPC to PC was computed using multiple regression analysis TE ( $\beta=0.093$ ;  $t_{133}=1.093$ ;  $p>0.05$ ) was found to be not significant. In more specific terms the increase of variation in PC attributed to TE was not significant ( $\Delta R^2 =0.008$ ,  $\Delta F_{(1,130)} =1.857$ ,  $p>0.05$ ). This showed that the additive effect of TE to the significant predictor variables was very little.

In addition, the result of the analysis of variance (ANOVA) showed that teachers' professional commitment was not significantly different with teaching experience ( $F_{(5,129)} =1.419$ ;  $P>0.05$ ). This finding contradicts with Aynie's (2005) conclusion, which states that teacher' commitment increases after 15 years of teaching experience.

Finally, from the results of the correlation, the stepwise regression analysis, and the results of ANOVA the researcher concludes that hypothesis 4 was rejected. Teachers' teaching experience (TE) was not a positive and significant predictor of PC.

### **5.5 Teachers' Feeling of Professional Community and Professional Commitment**

Teachers' feelings of professional community (FPC) include feelings of collaboration, collegiality, shared belief, and the organizational culture. In this study, FPC was positively correlated with teachers' professional commitment ( $r=0.517$ ,  $p<0.01$ ). This means that, the more a teacher has positive feeling of the professional community, the more committed to his or her profession will be. In other words, since  $r=0.517$  implies  $r^2=0.2672$ , FPC contributed 26.72 % ( $n=135$ ) of the variability in PC, while the remaining 73.28% of the variability in PC was influenced by other factors. Consistent to this result, Martinez-pons (1990) cited in Firestone and



Pennell (1993) in a study with 100 teachers found that a set of intrinsic rewards that includes collegial interaction among teachers promoted teachers commitment better than extrinsic rewards that included financial incentives. In addition, according to Keung (2004), when the school community perpetuates, both teacher satisfaction and commitment continue to be maintained at a high level.

Consistent to the above discussion, for the semi-structured questions presented to school principals to know, how teachers in their school grouped in terms of their relation with their colleagues, they categorize them in to two as friendly or cooperative in one end, and individualistic or alienated in the other. These principals also reported that teachers who are cooperative with their colleagues are also cooperative with the students and with the administrative staff, and in addition, they get access for support and information and are committed to their teaching while the individualistic teachers are seemingly not responsible, and evaluate tasks in terms of their advantages.

Contrary to the correlation analysis and the qualitative discussion, results of multiple regression analysis, showed that FPC was not the significant contributor of PC ( $\beta=-0.001$ ;  $t_{(133)}=-0.006$ ;  $p>0.05$ ). In line with the finding of this result, Rosenholtz (1989) cited in Firestone and Pennell (1993) reported that no direct link between collaboration (main indicator of FPC) and commitment but does find that collaboration facilitates both learning opportunities and teacher certainty about how to teach. Similarly, Keung (2004), arranged 'the school life variables' in the following causal relationships:(1) enforced school order and discipline promotes teacher sense of community; (2) strong sense of community in schools enhances teacher job satisfaction; and (3) teacher job satisfaction increases teacher commitment. Keung further added that, the four school life variables are in a causal order as order and discipline, sense of community, job satisfaction and teacher commitment with the former variable promoting

the latter, both directly and indirectly. From the conclusions of Rosenholtz and Keung and the analysis made by this study, one can understand that teachers' feelings of professional community may be the cause for teacher commitment only indirectly.

From the significant correlation, the qualitative description, and the insignificant contribution of FPC to PC, one may conclude as FPC predicts PC only indirectly by facilitating teachers' sense of POS, PIDM or ERI. This might further investigated using higher statistics, like path-analysis.

Therefore, from the conflicting results of the correlation, the stepwise regression analysis and qualitative information the researcher was not able to conclude that hypothesis 5 was accepted. Therefore, teachers' feelings of professional community (FPC) were not a positive and significant predictor of professional commitment (PC).

### **5.6 Teachers' POS, PIDM, FPC, ERI and TE Together Relate with and Predict about Professional Commitment**

As to my reading, there is no research done so far that shows the combined effects of these five independent variables on PC. However, different researchers investigated and showed the effect of each independent variable on commitment, independently. As it has been discussed so far, teachers' commitment was affected by different factors. The identified variables that are POS, PIDM, FPC, ERI and TE contribute 44.7 % of the variances in PC. This value of prediction was significant ( $F_{(5,129)} = 20.848, p < 0.001$ ). The remaining 55.3 percent of the variation in PC was explained by other unknown factors.

The stepwise regression analysis revealed that 43.9% (n=135) of the change in PC was accounted for by the linear composition of PIDM, ERI and POS. This value of prediction was significant ( $F_{(3,131)} = 34.174; P < 0.001$ ). PIDM was found to be the independent variable responsible for

the major variance in PC. In terms of contribution to the total prediction or increase in  $R^2$  due to the contribution in the variability of PC, the variable ERI (2.7%) exceeded the prediction of POS (1.7%). Here again, these three independent variables namely, PIDM, ERI and POS were significant predictors of PC, but FPC and TE independently were not significant predictors. This means that, in the presence of PIDM, ERI and POS the other variables contribution (TE and FPC) to the total prediction were not significant. Therefore, the researcher concludes that three of the five independent variables i.e. teachers' perceived organizational support, participation in decision-making, and extra roles involvement were the potential predictors and they together significantly relate with and predict about teachers' professional commitment.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This study was designed to provide some useful explanations about how high school teachers' professional commitment can be cultivated and sustained. It is believed that such information may be useful to educational leaders, human resource professionals, and others who work with high school teachers. In this section of the study, the whole study is summarized, the results were concluded, and implications and recommendations for practice and further research were forwarded.

#### **6.1 Summary**

The main objective of this study was to measure the magnitude of relations between different feelings of teachers about their working conditions and their professional commitment. This might help to identify and work to minimize the major factors that affect the process of making teachers be agents of successful educational reform. The relationship of the five independent variables, these are: participation in decision-making (PIDM), perceived organizational support (POS), teachers' extra role involvement (ERI), teachers' feeling of professional community (FPC) and teaching experience (TE) with teachers' professional commitment (PC) were examined in this study.

The data collecting instruments of the study were teachers' professional commitment, perceived organizational support, participation in decision-making, extra role involvement and feeling of professional community scales. The original scales of different scholars were modified. For content validation, three experts judged the first draft of scales. Pilot test was administered to 35 high school teachers. The internal consistency (Cronbach's Alpha) and item-total correlations were computed. Based on the results of statistical computations, weak items were excluded and

some were improved. After weak items had been removed, the reliabilities found were 0.818, 0.900, 0.722, 0.630, and 0.930 for PC, POS, PIDM, ERI, and FPC, respectively. In addition to the above scales, semi-structured questions were also developed for teachers and principals. Before the analysis of the result was obtained and interpreted in the final study, the Cronbach's alpha reliability coefficient of the instruments had been calculated. The results found for PC, PIDM, POS, ERI, and FPC was 0.842, 0.815, 0.852, 0.782 and 0.860, respectively. This made the researcher use the data confidentially for the interpretation and conclusion of the result.

The actual data was obtained from 135 teachers in 15 randomly selected secondary schools in the Zone. From the analysis all the independent variables, PIDM, POS, FPC, ERI, and TE were significantly correlated with teachers' professional commitment. The Pearson product correlation coefficients were  $r=0.628$ ,  $r=0.594$ ,  $r=0.517$ ,  $r=0.449$  and  $r=0.216$ , respectively. Furthermore, from the regression analysis 44.7 percent of the variance in teachers' commitment about their profession was contributed by the stated independent variables. The rest 55.3 percent of variance in PC was accounted for by other unknown factors. The three variables PIDM, ERI and POS, in their order of magnitude, have a strong significant effect and the rest, FPC and TE, have insignificant effect in predicting teachers' professional commitment.

Predictive power of each independent variable, specially the significant predictors i.e. PIDM, POS, and ERI was improved when the three were combined. Separately, the correlation of each variable with commitment was  $r=0.628$ ,  $r=0.594$  and  $r=0.449$ . However, the three yielded a multiple correlation coefficient of  $R=0.663$  when combined.

Moreover, these relations or results were supported by different research findings.

## 6.2 Conclusion

The purpose of this study was to investigate the effect of teachers' participation in decision-making (PIDM), perceived organizational support (POS), teachers' extra roles involvement (ERI), teachers' feeling of professional community (FPC) and teaching experience (TE), on teachers' professional commitment (PC). After the results had been analyzed the following conclusions were drawn.

- The more teachers positively perceive the extent to which their organization values their contributions, willing to reward their efforts and care about their well being, the higher their commitment to their profession would become.
- The more teachers participate in school decision-making, the higher their commitment to their profession would be.
- When teachers hold additional role in the school, their professional commitment to the teaching profession would increase.
- Three of the five variables that explained the major variation in teachers' professional commitment were participation in decision-making, perceived organizational support and extra role involvement. Participation in decision-making was the most powerful of the three variables in predicting professional commitment. Extra role involvement and perceived organizational support were also the second and third major predictors.
- Combined use of the three important factors, that are, encouraging and making teachers participate in school decision-making, involving them in extra roles in the school and making them feel supported by their organization would increase their professional commitment more than what is contributed by each factor independently.

### **6.3 Recommendations**

The creation of facilitating and psychologically conducive working conditions at school enables teachers' work effectively and solves problems that will affect the quality education. Educational administrators and supervisors would benefit from the results of this study, that is, the relationship between teachers' professional commitment and each of the independent variables, for their work of creating psychologically conducive and facilitating working conditions at high schools. Hence, based on the findings and conclusions of the study, the following recommendations are proposed for the school administrators and supervisors.

#### **Recommendations for school administrators:**

- It is very important for school administrators to participate teachers regularly in any type of school decision-making process. This may enable teachers to get access to information, create ownership feeling to their school, and make them responsible to their work, their profession and to their students. However, with the need to participate, it is better to consider the relevance of decisions, teachers' psychological and technical readiness, availability of time, as well as social norms.
- Acknowledging teachers' input as valuable contributions to the functioning of the school, developing the habit of reporting and publicizing teachers' successful accomplishment to other teachers and officials, and prioritizing and working towards teachers' well-being, and making the efforts timely known by the teachers themselves are crucial to be practiced by school principals. Such practices will help in developing positive teachers' perception of their organization's support; this in turn will enhance their professional commitment.

- It might be important for school principals develop the habit of delegating some responsibilities to teachers and involving them in different school activities. Such extra role involvements will develop teachers' attachment with their school and their profession. However, while giving additional roles to teachers, care should be taken so that teachers will not be overloaded.
- When school administrators are planning to improve teachers' professional commitment, they might be effective if they give priority first to increasing participation of teachers in school decision-making; second to involve teachers in different school roles; and third to develop perceptions of their organization support.
- When school administrators are making efforts in enhancing teachers' professional commitment, it might be crucial for them to give equal emphasis for all teachers, regardless of their teaching experience.

#### **Recommendations for supervisors:**

Besides monitoring of the accomplishment of different school tasks, it might be beneficial for the school if supervisors are evaluating and giving support to schools on:

- the participation of teachers in different decision-making processes at high schools,
- the involvement of teachers in the accomplishment of school tasks besides to their teaching task in the classroom;
- the efforts of developing teachers' perceptions of support from their organization.

Only five predictor variables, PIDM, POS, FPC, ERI, and TE were considered in this study; and would have brought effect on PC. However,

other important factors would also equally contribute to the development of teachers' professional commitment. These may include students' interest to learn, students' discipline, and material and financial incentives to the teachers. Therefore, I would like to recommend future researchers to assess other unknown factors that will contribute for the development of teachers' professional commitment.

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## APPENDIX A

### QUESTIONS TO BE FILLED BY HIGH SCHOOL TEACHERS

The purpose of this questionnaire is to assess the professional commitment of teachers and to identify the factors that will have relations with it. This will help arrive at the possible recommendations on how principals, supervisors and other educational personnel including policy makers effectively work in schools to enhance teachers' professional commitment. This in turn might make the school effective and increases students learning. To attain this objective, the responses that you shall give have great values. Therefore, I would like to thank you ahead for your genuine cooperation in responding to the questions.

#### GENERAL INSTRUCTIONS

The first sets of questions ask your general and personal information and the second sets of items are related to your work experience. The first part is to be completed in giving the correct information, whereas the work related items are to be answered by marking an X in the space provided, in front of each items.

**NB:** No need of writing your name!

#### PART I: PERSONAL AND GENERAL QUESTIONS

In the following items you are requested your personal and general information. Please write the correct information in the space provided.

- 1) Name of your school \_\_\_\_\_
- 2) Sex \_\_\_\_\_
- 3) Age \_\_\_\_\_
- 4) Year of experience in teaching \_\_\_\_\_
- 5) Level of qualification (show with **X** mark in the appropriate box)  
Diploma       Degree       Masters   
If other, specify \_\_\_\_\_
- 6) Do you want to work in this profession for the next some years?  
\_\_\_\_\_  
Why? \_\_\_\_\_

**PART II: WORK RELATED QUESTIONS.**

In the following items, it is intended to know your perception about your relations with your school and with teaching as a profession. Please indicate the extent to which each statement characterizes you by making 'X' in the appropriate box or in the space provided. Please use the following keys in giving your response.

SD=Strongly Disagree                      D=Disagree  
 A= Agree                                      UD=Undecided  
 SA= strongly agree

**1. Teachers' professional commitment scale**

No	STATEMENT	Responses				
		SD	D	U D	A	S A
1	I regularly spend time outside the classroom with students on activities related with the lesson.					
2	I am proud to tell others that I am a teacher.					
3	I enjoy discussing the teaching profession with people.					
4	Most other things in my life are more important than what I am doing as a teacher(R).					
5	If I could go back to my school days and start over again, I would become a teacher.					
6	Deciding to become a teacher was a definite mistake on my part(R).					
7	I am willing to do extra work in order to help the school to be successful.					
8	I feel that there is no specific reason to invest extra time and effort in activities beyond the classroom(R).					
9	For me the teaching profession is the best of all possible professions.					
10	I have the desire to become well known in the teaching profession.					
11	I do not seem to have as much interest now as I did when I began teaching(R).					
12	I really hate the subject so far I am teaching, instead I prefer to teach some other subject or leave the teaching work(R).					
13	Even if to my advantage, I do not feel it would be right to leave the profession.					
14	If some students in my class are not doing well, I feel that I should change my approach to the subject.					

## 2. Teachers' participation in decision-making scale

No	STATEMENT	Responses				
		SD	D	U D	A	S A
15	I feel jointly responsible for new decisions or implementations at our school.					
16	In our school, plans for new decisions are usually discussed with the entire teaching staff.					
17	At our school, the experience of teachers plays a role in the formulation of plans.					
18	At our school, I only hear about the exact content of new plans after everything has been settled or decided(R).					
19	In our school, the implementation of new plans may be adjusted during implementations when needed.					
20	At our school, I willingly participate in jointly making decisions.					
21	At our school, I can influence the plans for new implementations.					
22	I usually participate in jointly making decisions about teaching and student discipline.					
23	I usually participate in jointly making decisions on financial issues in the school.					
24	At our school, only selected teachers are participating in important school decision-making processes(R).					

## 3. Teachers' extra role involvement scale

No	STATEMENT	Responses				
		SD	D	U D	A	S A
25	I participate in a team to prepare school level curriculum planning.					
26	I participate in a team to seek funding for the school initiative in the area of teaching and learning.					
27	I participate in a team to conduct professional development program for other teachers in the school.					
28	I work in promoting students' effort and achievements in some specific events.					
29	I worked with parents and other community members in identifying resources and finding funds for school project.					
30	I worked in providing counseling service for students about their personal issues.					
31	I try to understand students' cultural and social backgrounds by meeting with them informally in a regular base.					
32	I have worked in leading the department that I belong or as a					

	unit leader in the school (It may be now or sometime in the past).					
33	In the school, I regularly participate by giving ideas in discussions about the provision of quality education.					

**4. Teachers' perceived organizational support scale**

No	STATEMENT	Responses				
		SD	D	U D	A	S A
34	The school strongly considers my personal goals and values.					
35	The school really cares about my well being.					
36	The school takes pride of my accomplishment.					
37	The school is willing to help me if I need a special favor.					
38	The school values my contribution to its well being.					
39	The school cares about my opinions.					
40	The school disregards my best interest when it makes decisions that affect me.					
41	If given the opportunity, the school would take unfair advantage of me(R).					
42	The school would ignore any complaint from me(R).					
43	The school fails to appreciate any extra effort from me.					
44	The school cares about my general satisfaction at work.					

**5. Teachers' feeling of professional community scale**

No	STATEMENT	Responses				
		SD	D	U D	A	S A
45	In this school, the experienced teachers always help the new teachers to improve.					
46	In this school, there is an active concern for others in the school community.					
47	Students, teachers, and administrators work cooperatively to make the school a better place in which to work and learn.					
48	Staff in this school always shares, among them selves, their joys, and difficulties.					
49	The principal treats all school community members as his or her equal.					
50	In this school teachers with equal experience help and support each other.					
51	Teachers respect the personal competence of their colleagues.					
52	My colleagues are usually fair and collaborative.					
53	Teachers in this school are continually learning and seeking new ideas.					
54	There is a great deal of cooperative effort among staff members.					

55	I can get good advice from other teachers in this school when I have a teaching problem.					
56	This school seems like a big family, every one is so close and friendly					
57	In this school, teachers are motivated to plan, discuss on ideas, and solve problems cooperatively in groups.					
58	I want my colleagues visit my class while I am teaching, and offer a constructive feedback.					
59	We discuss on the contents of lesson plans so that teachers' teaching at the same level and grade have the same teaching methods and qualities.					

Note: R=reversed items



	ይታይበታል።					
9	በሀይወቴ ከማስተማር ስራዬ የማስበልጣቸው ሌሎች ጠቃሚ ተግባራት እንዳሉ ይሠማኛል።					
10	በትምህርት ቤት ተኮር የስርዓተ ትምህርት ዝግጅት የቡድን አባል በመሆን የነቃ ተሳትፎ አድርጌአለሁ።					
11	ለመምህራን የሙያ ማሻሻያ ለመስጠት በተቋቋመ ቡድን ውስጥ በመሳተፍ የበኩሌን እገዛ አድርጌአለሁ።					
12	ወደ ተማሪነት ዘመኔ ብመለስና እንደገና ሙያ እንድመርጥ ቢፈቀድልኝ በድጋሜ አስተማሪ የምሆን ይመስለኛል።					
13	ከትምህርት ሰዓት ውጭ ተማሪዎች ችግሮቻቸውን እንዲፈቱ መርዳት የማይቻልና ጊዜን የሚሻግ ጉዳይ ነው።					
14	ለትምህርት ቤቱ የማደርገውን አስተዋጽኦ ትምህርት ቤቱ ዋጋ እንደሚሰጠው አምናለሁ።					
15	መምህራን በጋራ እንድናቅድ፣እንድንወያይና ድክመቶቻችንን በውይይት እንድንቀርፍ የትምህርት ቤቱ አስተዳደር ድጋፍና አበረታችነት ከፍተኛ ነው።					
16	በትምህርት ክፍል ተጠሪነት፣ በዩኒት አስተባባሪነት ወይም ከማስተማር ስራዬ ተጨማሪ በሆነ ሌላ የትምህርት ቤቱ ሥራ ላይ ተመድቤ አገልግሎት ሰጥቻለሁ።					
17	የተማሪዎችን ጥረትና ስኬት ለማበረታታት በተቋቋመ ቡድን ውስጥ በመሳተፍ የበኩሌን ጠንካራ አገልግሎት ሰጥቻለሁ።					
18	እኔ በሀይወቴ የሰራሁት ትልቁ ስህተት አስተማሪ እንድሆን ስመደብ ሃሳቡን ተቀብዬ መምህር መሆኔ ነው።					
19	በውሳኔ አሰጣጥ ሂደት ውሳኔው ጥቅሜን የሚነካ እንኳ ቢሆን ትምህርት ቤቱ የኔን ሀሳብ አዳምጦ ከግምት ውስጥ ለማስገባት ሙከራ ያደርጋል ብዬ አሳስብም።					
20	በዚህ ትምህርት ቤት መምህራን መካከል በትምህርት ጉዳዮች የመወያየትና እርስ-በርስ የመማማር ተነሳሽነት መኖሩ በግልጽ ይታያል።					
21	እንደ ዓይነት ትምህርትና በአንድ የክፍል ደረጃ የምናስተምር መምህራን አንድ ዓይነት የማስተማር ስልት እንዲኖረን በዕለታዊ የትምህርት ዕቅድ ይዘቶች ላይ መወያየት እናዘውትራለን።					
22	በክፍል ውስጥ የተወሰኑ ተማሪዎች ትምህርቱን መቀበል እንዳቃቃቸው በተረዳሁ ጊዜ የማስተማር ስልቱን በመቀየር ማስተማር አዘውትራለሁ።					
23	ከመምህራን ጋር በመተባበር፣ትምህርታዊ ዝግጅትና ውይይት በማድረግ ሙያችንን ለማሻሻል የጊዜ እጥረት አንዱ ችግር እንደሆነብን ይሰማኛል።					
24	የትምህርት ቤቱን አዳዲስ እቅዶች ለማዘጋጀት የመምህራንን የካበተ ልምድ የመጠቀም ባህል ዳብሮ ይታያል።					
25	በማስተማር ላይ እያለሁ የስራ ባልደረቦቹ እንዲያዩኝና ገንቢ አስተያየት እንዲሰጡኝ እፈልጋለሁ።					
26	ይህ ትምህርት ቤት በትልቅ ቤተሰብ ይመሠላል፣ እያንዳንዱ ከሌላው ጋር የመቀራረብና የጓደኝነት ስሜት እንዳለው ይታያል።					
27	በትምህርት አሰጣጥና በተማሪዎች አያያዝ ላይ በጋራ ውሳኔዎችን ለማሳለፍ ቁልፍ ሚና እንዳለኝ ይሰማኛል።					
28	ከትምህርት ቤቱ ተማሪዎች ጋር ቀጣይነት ያለው ግንኙነት በመፍጠር ያላቸውን ባህላዊና ማህበራዊ ሁኔታዎች ለመገንዘብ ጥረት አድርጌአለሁ።					

29	በትምህርት ቤቱ የበጀት ጉዳይ ላይ ተወያይቶ ውሳኔ በመወሰን ሂደት ዘወትር እሳተፋለሁ።				
30	የትምህርት ጥራትን ለመጠበቅ በሚያስችሉ ትምህርታዊ ጉባኤዎች ላይ ትምህርት በመስጠት፣ ጥያቄ በመጠየቅ፣ መልስ በመመለስና በመሳሰሉት ንቁ ተሳትፎ አደርጋለሁ።				
31	አሁን ለማስተማር ሙያ ያለኝ ፍላጎት ሙያውን ስጀምር ከነበረኝ ያነሰ መሆኑ ይሠማኛል።				
32	ልምድ ያላቸው መምህራን ልምድ ለሌላቸው መምህራን የሙያ እገዛ ሲያደርጉ ማየት በዚህ ትምህርት ቤት የተለመደ አይደለም።				
33	መምህር መሆኔን ቀድመው ለማያውቁኝ ሌሎች ሰዎች መምህር ነኝ ብሎ መናገር ያሳፍረኛል።				
34	ተማሪዎች፣ መምህራንና አስተዳደሩ ትምህርት ቤቱን የተሻለ የስራና የመማሪያ ቦታ ለማድረግ በመተባበር ይሠራሉ።				
35	ስለማስተማር ሙያ በሌላ ሙያ ላይ ከተሰማሩ ሰዎች ጋር መወያየት ያስደስተኛል።				
36	የዚህ ትምህርት ቤት ርዕሰ መምህር/ት ተግባቢ ሁሉም ሊቀርበው/ባት የሚችል/ምትችል መሆኑ/ኗ ይሠማኛል።				
37	የኔን ደህንነት የሚጎዱ ሁኔታችን ለማስወገድ ትምህርት ቤቱ ተግባራዊ ጥረት እንደሚያደርግ አውቃለሁ።				
38	በእኩል የስራ ልምድ ላይ ያሉ የትምህርት ቤቱ መምህራን እርስ በዕርሳቸው የመተጋገዝና የመረዳዳት ሁኔታዎችን ያሳያሉ።				
39	ለትምህርት ቤቱ ተጨማሪ ገቢና እርዳታ ለማሰባሰብ ከወላጆችና ከሌሎች የማህበረሰቡ አባላት ጋር የቀረበ ግንኙነት በመፍጠር ሠርቻለሁ።				
40	የዚህ ትምህርት ቤት መምህራን የስራ ባልደረቦቻቸውን የስራ ችሎታ ሲነቅፉ መስማት የተለመደ ነው።				
41	የዚህ ትምህርት ቤት መምህራን አስደሳችና አስቸጋሪ ገጠመኞቻቸውን በጋራ የማሳለፍ ልምድ እንዳላቸው ይሠማኛል።				
42	ልዩ ድጋፍ ቢያስፈልገኝ ትምህርት ቤቱ እኔን ለመርዳት ሙሉ ፍቃደኛ እንደሚሆን አምናለሁ።				
43	በማስተማር ስራዬ ላይ ችግር ሲያጋጥመኝ ከስራ ባልደረቦች ጠቃሚ ድጋፍ ላገኝ እንደምችል ይሠማኛል።				
44	በትምህርት ቤቱ አዳዲስ ውሳኔዎችና ትግበራዎቻቸው ከትምህርት ቤቱ ማህበረሰብ ጋር የጋራ ሃላፊነት እንዳለብኝ ይሠማኛል።				
45	በዚህ ትምህርት ቤት አዲስ ነገር ተግባራዊ ሊሆን መታቀዱን የምሰማው፣ ሁሉም ነገር ተወስኖ ካለቀ በኋላ ነው።				
46	እድሉ ቢኖረው ትምህርት ቤቱ ጥቅሜን የሚጎዳ ሥራ ከመስራት እንደማይመለስ አውቃለሁ።				
47	በአዳዲስ ውሳኔዎች የትግበራ ሂደት፣ መምህራን በሚያጋጥሙ ችግሮች ዙሪያ ተወያይተን ተግባራዊ የመፍትሄ ሃሳብ ላይ እንድንደርስ ይደረጋል።				
48	የጋራ ውሳኔ በሚያስፈልጋቸው የትምህርት ቤቱ ጉዳዮች ላይ ለመገኘት አስገዳጅ ሁኔታዎች ከሌሉ በስተቀር አለመሳተፍን እመርጣለሁ።				
49	በዚህ ትምህርት ቤት የተመረጡ መምህራን ብቻ በቁልፍ የውሳኔ አሰጣጥ ሂደት ውስጥ ሲሳተፍ ይታያል።				
50	ለትምህርት ቤቱ ውጤታማነት ይበጅ ዘንድ ከማስተማር ስራዬ በተጨማሪ ሌላ የትምህርት ቤቱን ስራ ለመስራት ፍቃደኛ ነኝ				
51	ማስተማር ከሌሎች ሙያዎች ሁሉ አስበልጬ ልሰራበት የምመርጠው የሙያ አይነት ነው።				
52	ትምህርት ቤቱ ተጨማሪ የሥራ ጥረቶቼን ለማድነቅ እንደሚችል				

	ይሠማኛል።						
53	ትምህርት ቤቱ እኔ በስራዬ ተደሳኝና ውጤታማ እንደሆን ይረዳኛል።						
54	የተሻለ ጥቅም የሚያስገኝልኝ እንኳን ቢሆን፣ የማስተማር ሙያዬን መተው-ትክክል ነው ብዬ አላምንም።						
55	በትምህርት ቤቱ ተነሳሽነት የመማር ማስተማር ሙያን ለማሻሻል የሚያግዝ እርዳታ ለማሰባሰብ በተቋቋመ ቡድን ውስጥ ተሳትፎ አለሁ።						
56	ወደፊት በማስተማር ሙያዬ ይበልጥ ታዋቂ የመሆን ጠንካራ ፍላጎት እንዳለኝ ይሠማኛል።						
57	ከማስተማር ተግባራዊ ውጭ በሌሎች ተጨማሪ የትምህርት ቤቱ ተግባራት ጊዜዬንና ጉልበቴን እንዳባክን የሚያስገድደኝ ምክንያት እንደማይኖር ይሠማኛል።						
58	ለኔ የግል ግቦችና እሴቶች ትምህርት ቤቱ ከፍተኛ ግምት ይሠጣል።						
59	እያስተማርሁት ያለው የትምህርት አይነት አስጠልቶኛል፣ ሌላ ትምህርት ባስተምር ወይም ከማስተማር ሙያ ውጭ በሆነ ተግባር ብሰማራ እመርጣለሁ።						

## QUESTIONNAIRE TO THE SCHOOL PRINCIPAL

In the following items, it is intended to know your perception regarding your teachers' professional life at your school. Please write the correct information as you feel on the space provided.

Thank you for your cooperation!

1. How do you evaluate your teachers' commitment to their profession?

\_\_\_\_\_

What strategies do you use to enhance teachers professional commitment?

\_\_\_\_\_

2. How do you make your teachers actively participate in decision-making activities? \_\_\_\_\_

1 Are your teachers equally willing to participate in decision-making activities? \_\_\_\_\_

2 Do you think that teachers who participate actively in school decision-making are professionally committed than others who are not? \_\_\_\_\_

Why do you think so?

\_\_\_\_\_

3. Do you think teachers' perception of organizational support affects their professional commitment? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

4. How do you categorize your teachers' relations with their colleagues or with the school community in general?

\_\_\_\_\_

Do you think that teachers' relationship with their colleagues have an effect on their professional commitment? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

5. What are the advantages and disadvantages of assigning teachers in additional non-teaching school activities?

\_\_\_\_\_

6. How do you associate teachers' professional commitment with their teaching experience? \_\_\_\_\_

7. What challenging experiences do you face each day in your school in relation to the uncommitted teachers professional practice?

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX B

### ITEM ANALYSIS SUMMARY OF THE PILOT TESTS

1. Item analysis summary of the teachers' professional commitment scale

item	Item total correlation	Decisions to accept and use for final data collections; or decisions to reject
item1	.205	Rejected
item11	.143	Rejected
item16	.535(**)	Accepted
item25	.537(**)	Accepted
item30	.483(**)	Accepted
item35	.200	Rejected
item40	.595(**)	Accepted
item45	.499(**)	Accepted
item49	.460(**)	Accepted
item52	.719(**)	Accepted
item55	.500(**)	Accepted
item58	.546(**)	Accepted
item6	.167	Rejected
item61	.049	Rejected
item64	.198	Rejected
item67	.153	Rejected
item68	.015	Rejected
item70	.551(**)	Accepted
item73	.378(*)	Accepted
item74	.580(**)	Accepted
item75	.376(*)	Accepted
item76	.533(**)	Accepted

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Cronbach's Alpha Reliability before removal of defected items=0.729 (with 22 items)

Cronbach's Alpha Reliability after removal of defected items= 0.818 (with 14 items)

2. Item analysis summary of the participation in decision-making scale

item	Item total correlation	Decisions to accept and use for final data collections; or decisions to reject
Item 54	.3739(*)	Accepted
Item 60	.494(**)	Accepted
Item 1	.205	Rejected
Item 12	.592(**)	Accepted
item17	.307	Rejected
item2	.702(**)	Accepted
item21	.653(**)	Accepted
item26	.459(**)	Accepted

item31	.602(**)	Accepted
item36	.620(**)	Accepted
item41	.583(**)	Accepted
item7	.352(*)	Accepted

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Cronbach's Alpha Reliability before removal of defected items= .693 (with 12 items)

Cronbach's Alpha Reliability after removal of defected items= .722 (with 10 items)

### 3. Item analysis summary of teachers' feelings of professional community scale

item	Item total correlation	Decisions to accept and use for final data collections; or decisions to reject
item4	.535(**)	Rejected
item9	.780(**)	Accepted
item14	.732(**)	Accepted
item19	.727(**)	Accepted
item23	.318	Rejected
item28	.836(**)	Accepted
item33	.805(**)	Accepted
item38	.733(**)	Accepted
item43	.650(**)	Accepted
item47	.463(**)	Rejected
item51	.641(**)	Accepted
item57	.788(**)	Accepted
item63	.570(**)	Accepted
item65	.749(**)	Accepted
item66	.596(**)	Accepted
item69	-.036	Rejected
item71	.294	Rejected
item72	.712(**)	Accepted
item77	.598(**)	Accepted
item78	.723(**)	Accepted

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Cronbach's Alpha Reliability before removal of defected items=.917 (with 20 items)

Cronbach's Alpha Reliability after removal of defected items= .930 (with 15 items)

### 4. Item analysis summary of the teachers' extra role involvement scale

item	Item total correlation	Decisions to accept and use for final data collections; or decisions to reject
item5	.457(**)	Accepted
item10	.574(**)	Accepted
item15	.684(**)	Accepted
item20	.417(*)	Accepted

item24	.628(**)	Accepted
item29	.389(*)	Accepted
item34	.393(*)	Accepted
item39	.371(*)	Rejected
item44	.452(**)	Accepted
item48	.450(**)	Accepted

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Cronbach's Alpha Reliability =0.630 (with 9 items)

5. Item analysis summary of the perceived organizational support scale

item	Item total correlation	Decisions to accept and use for final data collections; or decisions to reject
item3	.841(**)	Accepted
item8	.770(**)	Accepted
item13	.549(**)	Accepted
item18	.716(**)	Accepted
item22	.616(**)	Accepted
item27	.902(**)	Accepted
item32	.184	Rejected
item37	.153	Rejected
item42	.692(**)	Accepted
item46	.584(**)	Accepted
item50	.640(**)	Accepted
item53	.313	Rejected
item56	.687(**)	Accepted
item59	.419(*)	Rejected
item62	.676(**)	Accepted

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Cronbach's Alpha Reliability before removal of defected items=0.868 with 15 items

Cronbach's Alpha Reliability after removal of defected items= 0.900 with 11 items

## DECLARATION

I declare that this thesis is my original work. The sources used for the thesis are adequately acknowledged.

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Signature: Hadi Zelalem Addis

Date: 08-08-2007