

JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT OF
TEACHER EDUCATORS: THE CASE OF ARBAMINCH COLLEGE OF
TEACHER EDUCATION (AMCTE)

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Job Satisfaction and Organizational Commitment of Teacher
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This is to certify that the thesis prepared by Mohammed Gezmu entitled Job Satisfaction and Organizational Commitment of Teacher Educators: The Case of Arbaminch College of Teacher Education (AMCTE) and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational research and Development) complies with the regulations of the University and meets the accepted standards.

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ABSTRACT

Job Satisfaction and Organizational Commitment of Teacher Educators: The Case of Arbaminch College of Teacher Education (AMCTE)

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Addis Ababa University, 2013

The general objective of this study was to assess the job satisfaction and organizational commitment of the academic staff in Arbaminch College of Teacher Education. A mixed approach (QUAN→qual), sequential explanatory design was employed. All teachers found in the college in the year 2012/2013 were subjects of the study. From the total of 90 teachers, 79 of them successfully completed the questionnaire. Teachers job satisfaction in the selected nine facets of job and organizational commitment data were collected through questionnaire and interview. Descriptive statistics, correlations (zero order and partial), and multiple regressions were employed in the analysis of the data. The results of the study revealed that a) the majority of teacher educators in AMCTE experience a very low over all job satisfaction. More specifically, teachers in the college were moderately satisfied with the work itself and co-worker relations. They were very slightly satisfied with supervision and autonomy while they were dissatisfied with pay and workload followed by physical environment & facilities. Also, teachers in the college were not satisfied with recognition and promotional opportunities. b) Teachers' overall commitment towards AMCTE was very low. They had a slight, but relatively better affective commitment compared to other components of organizational commitment. Majority of the teachers were not normatively committed to the college, they feel a very low obligation to remain in the college. Also, teachers in the college underestimated the associated costs of leaving the college. c) The correlation analysis also revealed a significant relationship between satisfaction with the selected facets (recognition, pay, co-worker relation, work itself, autonomy, physical environment and facilities, work load, supervision, and promotion/growth) and overall job satisfaction of teachers. e) Only tenure had a significant negative relationship with job satisfaction of teachers in AMCTE. Tenure and educational level also negatively and significantly correlated with affective commitment. d) Overall job satisfaction significantly explained the variance only in affective commitment of teachers in a positive direction. Therefore, it is recommended that the college administrators should provide different intrinsic and extrinsic rewards in order to raise teachers' satisfaction and organizational commitment; such as creating an environment which allow teachers to make additional financial benefits by doing extra hours, and appropriate compensations for teachers' extra workload. It is also recommended that providing an appropriate level of autonomy and recognition, smooth supervision, and good prospects of promotion opportunities might raise teachers satisfaction and commitment; especially for senior and better educated staffs. Finally, further studies on job satisfaction and organizational commitment are recommended.

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List of Abbreviation

AMCTE: Arbaminch College of Teacher Education

CHAPTER ONE: INTRODUCTION

This part of the paper presents an introduction to the study, which includes: Background of the study, statement of the problem, the basic research questions that govern the study, the intended objectives, significance of the study in educational context, scope of the study, limitations, and operational definition of terms.

1.1. Background of the Study

The study of behaviors within organizational setting has highlighted critical variables that are supportive or detrimental to the performance of workforce. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000).

In order to find its ideals, each organization should bear different resources. Undoubtedly, occupied man power is the most important resource of all organizations. In case of good motivations, satisfaction and high commitment, they will apply their specific talents and power in the organization. As a result, any success and development of the organization is based upon its man power. In lack of efficient man power in any organizations, it is impossible for them to reach to their goals as well (Graham, 1982).

In order to have correct benefits from man power it will be so much important to consider and reveal the importance of various and complex dimensions of people including inborn/cultural/social and economic properties. Then it is possible point out to both variants such as *job satisfaction* and *organizational commitment*. In lack of any attention to these variants, the staff would be non-satisfied and will face with different problems including service abandon of them. Job satisfaction and Organizational commitment are widely studied factors in management literature (Billingsley, & Cross, 1992; Begley & Czajka, 1993; Allen & Meyer, 1990) which are the precursors of employees' performance. These factors are even more important to study in academic institutions, especially higher education institutes which are the sources of human resources and sole responsible for educating the intellect of nations.

Job Satisfaction is defined as an attitude that individuals have about their jobs. It results from their perception of their jobs (Spector, 1997). Job satisfaction refers to the extent that the working environment meets the needs and values of employees and the individual's response to that environment (Luthans, 1998). Job satisfaction refers to "a collection of attitudes that workers have about their jobs" (Gary & M.Saks, 2001:110).

In addition to the belief that job satisfaction is a summary evaluation that people make of their work, it should still be remembered that factors contributing for job satisfaction vary by place and person. Studies in different foreign countries reported that factors such as: Pay (Luthans, 1992), Work itself (Luthans, 1992), Supervision (Ting, 1997), Promotion Possibilities (Robbins (1998), relation with coworkers (Mowday & Sutton, 1993), recognition (Kraig, 2003) have a relationship with job satisfaction of employees. Also, factors related to demographic characteristics of the individuals such as: Tenure (Chambers, 1999), education (Saal & Knight, 1988), age (Jones Johnson & Johnson, 2000), and gender (Al-Mashaan, 2003) have a relationship with job satisfaction.

Moreover, research show that Job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993). The effects job satisfaction has on an organization are numerous. Job satisfaction is one of the most researched areas of organizational behavior and education. Many researchers have suggested that job satisfaction is a predictor of organizational commitment (Mannheim et al., 1997; Price and Mueller, 1981; Taunton, Krampitz, & Woods, 1989; Williams & Hazer, 1986). Shan (1998) also indicated that job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher *commitment*. He added that research, however, reveals wide-ranging differences in what contributes to job satisfaction and group differences according to demographic factors.

Therefore, the researcher consider that it is important to study whether teachers are satisfied, because it is believed that workers who are more satisfied will likely exhibit more positive feelings, thoughts, and actions toward their job.

The other variable which is believed to have an influence on employees work behavior is organizational commitment. Organizational commitment, according to Myer and Allen (1997), is the individual's psychological attachment to the organization and has three components; Affective, continuance and normative commitment. Affective component of organizational commitment refers to employees' emotional attachment, identification and involvement in the organization; Continuance component refers to commitment based on the costs that employees associate with leaving the organization; and normative commitment reflects an employee's feeling of obligation to remain with the organization.

Organizational commitment is determined by a number of factors, including personal and organizational factors. All these things affect subsequent commitment (Northcraft & Neale, 1996). They also added that Organizational commitment in turn predicts other variables such as turnover, and job performance. Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment.

Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviors as tardiness, absenteeism and turnover (Yousef, 2000). Moreover, they have also been linked to increased productivity and organizational effectiveness (Buitendach & De Witte, 2005). This is furthermore postulated to have an influence on whether employees will have a tendency to remain with the organization and to perform at higher levels.

Though, there may be features which differentiate academic institutions with that of non-academic institutions, it is possible to say both variables such as job satisfaction and organizational commitment have an important implication. According to Bishay (1996), the teaching profession ranks high on the success list of a society. Thus, understanding teacher's behaviors and attitudes needs more attention in institutions. In order to effectively carry out the expected roles and responsibilities, it takes a lot of commitment on the part of the teacher educators, which takes into consideration their emotional or affective attachment to their job and workplace. According to Kimball and Nink (2006, as cited in Chua, 2008), employees who are committed tend to strive for excellence in

their job than those who are not committed. Hence, a committed work force will be an added asset to institution which focused on quality and world class performance. Researchers (Shin & Reyes, 1995; Kimball & Nink, 2006; Whiteacre, 2006; cited in Chua, 2008) found that employee's commitment can be influenced by the extent of job satisfaction they experience in their job. It was reported that commitment of educators could be elevated when they experience higher job satisfaction.

However, the working situations in the context of developing countries is not free from factors which create stress and let employees feel low attachment, and belongingness with the employing organization. Accordingly, in Ethiopia, the working environment in educational institutions is criticized for inadequate provision of intrinsic and extrinsic rewards to fulfill employees' needs. Inadequate provision of facilities, promotion/growth opportunities, financial benefits, and poor management are some of the factors associated with unfavorable feelings of employees. Tesfaye (2011), in his study entitled 'Vulnerability to Brain-Drain among Academics in Institutions of Higher Learning in Ethiopia' disclosed that unfavorable working conditions, dissatisfaction with administration, limited opportunities for carrier development, inadequate research funding, and the salary were associated brain-drain.

If so, the issues surrounding job satisfaction and commitment should be of utmost importance to administrators. Often they have little understanding of these work attitudes practiced in their institution. However, by increasing their understanding of staff's commitment and job satisfaction, administrators are able to retain talented human capitals that are committed to the goals of the institution.

In general, what we can infer from the above literatures is that both job satisfaction and organizational commitment are important for better attainment of institutional objectives. Furthermore, these literatures revealed that those who are satisfied with the different dimensions of the job and are committed to their organization exhibit more involved and positive work behaviors. But the researcher's experience shows that there are specific signs of job dissatisfaction and low organizational commitment among teachers (expressing their complaint among themselves including heavy teaching workload with

no reasonable pay, unreasonable demands from the administration, intent to leave the college, and working without adequate resources. They also observed lack interest to attend occasional programs like students' graduation ceremony, being uncooperative for staff, leave the class early, being absent, and taking long tea breaks) in Arbaminch college of Teacher Education. Though studies had conducted at different parts of the country in different institutions related with job satisfaction and organizational commitment, to the best knowledge of the researcher, there are no studies which addressed the role of different job dimensions on job satisfaction and organizational commitment of teachers particularly in AMCTE.

Therefore, the purpose of this study was 'investigating teacher educators' job satisfaction with the various job facets and their organizational commitment' at Arbaminch College of Teacher Education (AMCTE).

1.2. Statement of the Problem

Arbaminch College of Teacher Education (AMCTE), as one of Teacher Education Institutions in the country, had given the responsibility to prepare primary school teachers and educational leaders who will be able to attain the objectives of the Education and Training Policy and the strategies contained within the National Teachers Development program (Legislation of Arbaminch College of Teachers' Education, 2011). So as to realize these responsibilities, it is believed that the role of teacher educators who are committed for the success of their college is crucial.

However, with increasing roles and responsibilities teacher educators in Arbaminch College of Teacher Education have to play today, it is not uncommon to find them expressing their complaint among themselves. Based on unrecorded conversations and observations; their grievances include heavy workload with no reasonable pay, working without adequate resources, unsatisfactory financial benefits, and poorly equipped offices and cafeteria. Teacher educators in the college also listened discussing to leave the college, and bring malicious gossip about a superior and college administrator in the middle of their conversation. They also observed lack interest to attend occasional

programs like students' graduation ceremony, being uncooperative for staff, being absent from class as well as exam, leave the class early, and taking long tea breaks. In this connection, Rosse and Saturay (2004) indicated that employees who are not satisfied at work show different behaviors of work withdrawal: includes more short-term means of escaping from noxious work conditions, such as arriving late or leaving work early, being absent, or minimizing time spent on task. Similarly, Mullins (2005) indicated that employees show different defensive behaviors when they are frustrated by blockage of needs and personal goals at work. He further elaborated that the possible reactions to frustration caused by the failure to achieve or satisfy desired goals include: a physical or verbal attack on some person or object; for example, striking a supervisor, rage or abusive language, destruction of equipment or documents. It also includes different withdrawal behaviors like arriving at work late and leaving early, sickness and absenteeism, refusal to accept responsibility, avoiding decision-making, passing work over to colleagues, or leaving the job altogether. With these as signs of teacher educators' unfavorable attitudes towards their working environment, their sense of commitment and satisfaction with their job become questionable.

However, instead of relying on personal interpretation, suspicion and rumor, there was a pressing need for the researcher to investigate further into these variables by means of a well designed survey. Hence, this study was designed to assess teacher educators' work attitudes, specifically on their job satisfaction and commitment to Arbaminch College of Teacher Education.

If teacher educators are expected to perform better, the issues surrounding job satisfaction and commitment cannot be ignored. Ideally, complete loyalty to the institution with the staff highly satisfied in their jobs is warranted, but the underlying questions are 'Are they highly satisfied with the different facets of their job?', and 'Are the teacher educators committed to the college?' Therefore, it was important to address these issues as there are virtually no studies or literature investigating into these variables among the teaching staff of Teacher education Colleges.

Though studies have been conducted in different parts of the country related with job satisfaction (e.g. Yitbarek, 2007; Gedefaw, 2007; Yonas, 2011), most of these studies were specifically focused on job satisfaction; and they did not look the implications behind. However, few studies [e.g. stress, job satisfaction, and commitment' (Girma, 1995), work environment perceptions and affective commitment (Tesfaye, 2004, 2011), job satisfaction and performance (Gashaw, 2009)] attempted to examine some correlates of job satisfaction. But still most of the above studies were outside the context of tertiary education, and may not represent how teacher educators perceive their working environment. This study is therefore designed to fill the gap by empirically examining the feeling that teacher educators have towards the different dimensions of their job; and how it links with their commitment for the success of the institution.

As stated earlier, much of the perception of teacher educators of Arbaminch College of Teacher Education had been taken from unrecorded conversations and observations. The exact levels of their job satisfaction and commitment have yet to be determined.

Therefore, this study was intended to consider different facets of job that may contribute for job satisfaction and organizational commitment of teachers. Then, it would be possible to present some operational strategies for betterment of job satisfaction and organizational commitment by the use of extracted results. To do so, the researcher raised the following basic questions.

1.3. Research Questions

The study considers the following leading questions:

1. What does the current job satisfaction of teacher educators look like?
2. What does the organizational commitment of teacher educators look like?
3. Is there a statistically significant relationship between the demographic characteristics (age, sex, tenure, and educational level) and job satisfaction of teacher educators?
4. Do the selected facets of job have a significant relationship with the overall job satisfaction of teacher educators?

5. Is there a statistically significant relationship between the demographic characteristics (age, sex, tenure, and educational level) and organizational commitment of teacher educators?
6. Is there a statistically significant relationship between job satisfaction and organizational commitment of teacher educators?
7. Does overall job satisfaction significantly explain the variance in organizational commitment of teacher educators?

1.4. Research Objectives

The general objective of this study was to investigate job satisfaction and organizational commitment of teachers in Arbaminch College of Teacher Education.

Specific objectives include:

- To investigate the level of job satisfaction among teachers in AMCTE.
- To investigate the level of organizational commitment among teachers.
- To examine whether the selected job facets have a significant relationship with overall job satisfaction of teachers.
- To examine if there is a significant relationship between job satisfaction and organizational commitment of teachers.
- To examine if there are significant relationships between the demographic characteristics and job satisfaction of teachers.
- To examine if there are significant relationships between the demographic characteristics and organizational commitment of teachers.
- To examine whether overall job satisfaction significantly explains the variance in organizational commitment of teachers.

1.5. Significance of the Study

It is important to note that previous research findings show there are various facets of job which contribute for job satisfaction of teachers. These studies also revealed that those who are satisfied with their job are more likely to have a strong organizational commitment. In addition, employees with a higher level of satisfaction and organizational commitment

are more likely to be productive and strive for the realization of the organization's goal. Therefore, it is necessary to be aware of teacher's attitude towards the working environment: their level of satisfaction (what makes them satisfied/dissatisfied?) and their organizational commitment if we expect high productivity and realize institutional goals. Thus, the findings of this study are expected to be an important input and source for different pertinent bodies. The potential benefits include:

- Providing useful information for college administrators and stream officers on the job satisfaction and organizational commitment of teachers; and recommend further measures in order to raise teacher's job satisfaction and organizational commitment.
- The findings of the study may help college administrators and officials in designing interventions to improve the existing job satisfaction and organizational commitment of teachers. Hence, promoting positive work behaviors.
- The findings may use as a base for other researchers who wants to study job satisfaction and organizational commitment in relation to other job related behaviors such as turnover, absenteeism, teachers' performance and the like.

1.6. Delimitation of the Study

The purpose of this study was to investigate teachers' satisfaction with the different aspects of their job and organizational commitment in AMCTE. For different reasons, this study could not assess all factors contributing for the job satisfaction and organizational commitment of teachers. Therefore, this study examined only nine potential antecedents of teachers' job satisfaction namely: work itself, pay, recognition, opportunities for promotion/growth, supervision, co-worker relation, physical environment, workload, and autonomy; and organizational commitment consisting affective, continuance, and normative components. The study also controlled for some selected demographic characteristics of teachers such as gender, age, educational level, and tenure since these variables exhibited significant relationship with job satisfaction and organizational commitment of teachers in some of the reviewed studies.

1.7. Limitations of the Study

The current study attempted to consider different things in order to maximize the worth of research findings. But, it is not to mean that this study was free from limitations; and the researcher acknowledged them as follows.

While teacher responses remained confidential, the situational impact or social bias could have led teachers to respond in a manner different from their true feelings. The necessity of honest responses from participants and the assumption that the data given reflected honest opinions could be possible limitations of this study.

The limitations of the study also include a relatively small number of females, unmatched gender ratio and the fact that the conclusions related with gender may not be reasonable.

Again, from the total of 90 (100%) teacher educators found in the college, 79(87%) of them completed and returned the questionnaire. The remaining 11(13%) of teachers might have different feelings that could change the research findings.

1.8. Operational Definition of Terms

Facet satisfaction is the measurement of teacher's feelings and attitudes towards each specific aspect of the job: recognition, pay, autonomy, work itself, supervision, promotion/growth, workload, physical environment, or co-worker relation.

Overall Job satisfaction is the aggregate measurement of teacher's total feelings and attitudes towards recognition, pay, autonomy, work itself, supervision, promotion/growth, workload, physical environment & facilities, and co-worker relation in AMCTE.

Organizational commitment is the degree to which a teacher identifies with Arbaminch College of Teacher Education and its goals, and wishes to maintain membership in the college.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter presents a conceptual framework of the study and a discussion of job satisfaction and organizational commitment with reference. Definitions and concepts of job satisfaction and organizational commitment, as well as theories related to job satisfaction, dimensions and determinants of organizational commitment and job satisfaction are discussed in detail. It also includes related research findings in the area. The summary of reviewed literatures provided at the end of the chapter.

2.1 Conceptual Framework of the Study

This section contains the theoretical framework for the study. As it is indicated earlier, the general objective of this study was examining teachers' satisfaction with the different aspects of job and their organizational commitment. To achieve this goal, the following conceptual framework was developed from a review of literature on job satisfaction and organizational commitment of employees. Though, a number of different theoretical perspectives and models have been applied to employee satisfaction, this study mainly uses Herzberg et al.'s Two Factor Theory of Needs, Maslow's Needs Hierarchy Theory, Alderfer's ERG Theory, and McClelland's Theory of Needs as a theoretical ground. The one among these theories, Herzberg et al.'s two factor theory categorized man's work needs as follows: achievement, promotion, autonomy, recognition and work itself; they called them 'the motivating factors' whereas the hygiene factors are pay/salary, job security, working conditions, policy and administration, supervision and interpersonal relationships. Though the above theories have their own distinct approaches to satisfaction, this study was not intended to check their approaches. Rather, the selected areas of needs from the above theories formed the components of job satisfaction in this study.

In addition to the facets of job selected based on the aforementioned theories and research findings, selected demographic characteristics of employee's are included in the model since they have exhibited significant correlation with job satisfaction and organizational commitment in some of the reviewed studies.

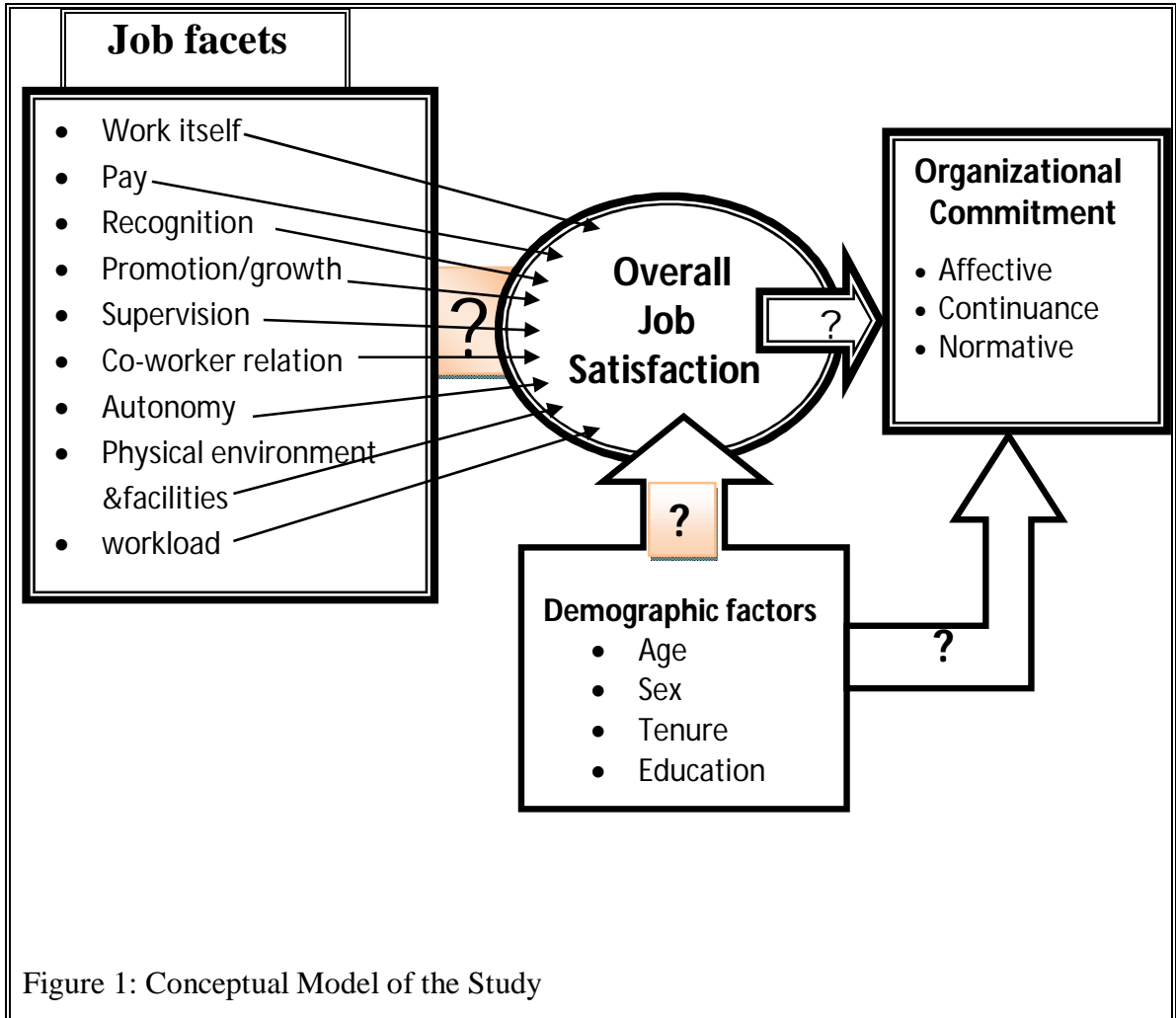
First, attempt was made to identify factors assumed to contribute for job satisfaction of teachers. The factors found in the reviewed studies were organized into two broad categories. These are: (a) Work and work environment related factors namely: work itself, pay, recognition, opportunities for promotion/growth, supervision, co-worker relation, physical environment, workload, and autonomy; and (b) demographic characteristics of teachers such as age, gender, educational level, and tenure. In addition, the three model conceptualization of organizational commitment namely: affective, continuance, and normative commitment developed by Allen and Meyer (1997) was used to determine how much teachers identify themselves with AMCTE and its goals, and wishes to maintain membership in the college. Then, a causal link was established between overall job satisfaction and organizational commitment of teachers based on the findings of previous studies.

The following major facets of job and demographic characteristics that became the domain were identified. These include: (1) work itself, (2) pay, (3) recognition, (4) Promotion/growth opportunities, (5) supervision, (6) co-worker relation, (7) autonomy, (8) physical environment and facilities, (9) workload, (10) gender, (11) tenure, (12) age, (13) educational level, (14) affective commitment, (15) continuance commitment, and (16) normative commitment.

Each facet is assumed to have causal relationship with overall job satisfaction; and the other underlying assumption was that overall job satisfaction leads to organizational commitment. This framework assumes that if a teacher is satisfied with the selected aspects of his or her job, the decision is often made to be a committed one for the institution. If a teacher is not satisfied with these aspects of his/her job, the decision is often made to become not committed for the college.

Therefore, the relationships between the factors/job-facets and overall job satisfaction; and teacher's overall job satisfaction and organizational commitment are the theoretical framework in this study.

Throughout this chapter, each facet is discussed, including the effect of the selected facets on overall job satisfaction; and the relationship between job satisfaction and organizational commitment. Related research, theory, and explanations are provided where available. A diagram of the conceptual framework is indicated below in Figure 1.



The hypothesized relationship between job facets and overall job satisfaction, job satisfaction and organizational commitment, and each of the selected personal/demographic characteristics are discussed below.

2.2 Job Satisfaction

2.2.1 Definitions and Concepts of Job Satisfaction

Job satisfaction is one of the most researched areas of organizational behavior and education. It is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs (Spector, 1997). This is an important area of research because job satisfaction was correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993). Locke (cited in Sempane, Rieger, & Roodt, 2002:23) defined job satisfaction as "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Therefore, job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them. Simply put, job satisfaction is an attitude, people have about their jobs.

Moreover, Job satisfaction is defined as "the measurement of one's total feelings and attitudes towards one's job" (Graham, 1982:68). It indicates that job satisfaction is the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives. It means, job satisfaction can be expressed with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace. In conjunction with this, Robbins (1998:25) indicated that job satisfaction is based on "the difference between the amount of rewards workers receive and the amount they believe they should receive."

Because job satisfaction may be an indicator of whether individuals: will be affectively connected to an institution, will merely comply with directives, or will quit (Ma & Macmillan, 1999), principals ought to have some understanding of the factors that influence teachers' satisfaction with their work lives and the impact this satisfaction has on teachers' involvement in their schools, especially when changes are implemented.

Similar to professionals in other occupations, job satisfaction in educators has been related to a number of factors. Researchers have linked job satisfaction to teacher attrition

(Rylance & Bongers, 2001), organizational commitment (Aref, K. & Aref, A., 2011; Tesfaye, 2004; Girma, 1995), demographic variables including age, education and gender (Castillo, Conklin & Cano, 1999), and practice related variables such as salaries, opportunities for promotion, supervision, recognition, student behavior, working conditions, and sense of autonomy (Spector, 1997).

Rylance and Bongers (2001) maintain that high attrition rates among teachers can be attributed to job dissatisfaction. They concluded that, lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay, and stressful interpersonal interactions all contributed to teachers' dissatisfaction and decisions to leave schools. Moreover, Shan (1998) indicated that teacher job satisfaction was a predictor of teacher retention, and a determinant of teacher commitment.

Buitendach and de Witte (2005) proffer the view that job satisfaction relates to an individual's perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them. Therefore, job satisfaction can be attributed to different phenomena in the work place as well as personal factors. In line with this, Kim and Loadman (1994) listed seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional autonomy, working conditions, salary, and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload of teachers, changes in the school curriculum, labor policies and the like which teachers have little or no control over.

In general, the above definitions and findings indicate that job satisfaction is a multidimensional concept, which indicate employees' feelings towards their job and it can be attributed to different factors in the working environment and personal characteristics of the individuals.

2.2.2 Theories Related to Job Satisfaction

In order to understand job satisfaction, it is important to understand what motivates people at work. Campbell, Dunnette, Lawler and Weik (1970, cited in Smucker & Kent, 2004) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998).

2.2.2.1 Maslow's Theory of Needs Hierarchy

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992).

The behavior of a person is influenced by different factors. Various theories have been offered to provide insight into how people behave in certain way or what factors motivates them towards specific behavior. Among all these, the most influential theory was presented by Abraham Maslow (1943, 1970) which was termed as Need-Based Theory of Motivation. According to Smith and Cronje (1992), this theory provided hierarchy of factors that motivate an employee such as physiological/basic needs, safety and security, belongingness and affiliation, self-esteem, and self-actualization. They indicated that in organizational context, an employee is first motivated due to

physiological factors such as food, clothing, shelter ...etc or in short he/she needs pay to fulfill his basic needs. Then security and safety needs are activated. Employees need secure jobs, safe working conditions, protection against threats etc. Later, belongingness and affiliation needs are required to be fulfilled. Then, employees look for love and association which induce them be a part of groups and coalitions. Afterwards, he/she needs respect, autonomy, recognition. The last ladder comprises the need for self-actualization where employees seek to realize personal potential and interested in fulfilling their potential.

However, Robbins, Odendaal, and Roodt (2003) argued that research does not validate the theory, since Maslow does not provide any empirical confirmation, and a number of studies that were seeking validation for the theories have similarly not found support for it.

2.2.2.2 Herzberg's Two-Factor Theory

In terms of Herzberg's motivation-hygiene theory, factors that make employees feel good about their work, are different from factors that make them feel bad about their work. According to Herzberg (cited in Schultz, Bagraim, Potgieter, Viedge, & Werner, 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behavior to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors respectively.

It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the satisfaction of the individual. Criticism against Herzberg's theory is that the relationship between motivation and dissatisfaction is too simplistic as well as the relationship between sources of job satisfaction and dissatisfaction (Smith & Cronje, 1992).

2.2.2.3 Alderfer's ERG Theory

Alderfer revised Maslow's theory to align work with more empirical research (Robbins, Odendaal, & Roodt, 2003). Alderfer's theory is referred to as ERG theory and is based on

the following three needs; existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow.

The ERG theory suggests that more than one need is in operation at the same time. When the aspiration to satisfy a higher need is passive, the desire to satisfy a lower order level need increases. Alderfer (1972) mentioned two forms of movement which will become important to a person. The first one is referred to as satisfaction-progression. The second movement is the frustration-regression, which provides additional insight about motivation and human behavior. According to Alderfer, when a person's needs are frustrated at higher level, it leads to movement down the hierarchy and called it satisfaction-regression.

2.2.2.4 McClelland's Theory of Needs

McClelland's needs theory focuses on the need for achievement, power and affiliation (Luthans, 1998). It can be briefly described as follows: need for achievement (it is a drive to excel to meet standards and try to be successful), need for power (to let others behave in such a way that they do not behave otherwise), and need for affiliation (to have a friendly disposition and good interpersonal relationships) (Luthans, 1998).

Despite the various theories relating to job satisfaction, there are several dimensions of job satisfaction addressed by different scholars. They indicated that there are several dimensions that influence job satisfaction, like the work itself, pay, supervision, promotion, recognition, workload, autonomy, physical environment facilities and the workgroup. Each of which is briefly addressed below.

2.2.3 Dimensions of Job Satisfaction

In order to understand job satisfaction in detail, it may be necessary to identify variety of aspects in one's job. Locke (1976, cited in Sempene et al., 2002) presented a summary of

job dimensions that have been established to contribute significantly to employees' job satisfaction. As to Locke, the particular dimensions represent characteristics associated with job satisfaction. Based on the above idea, nine selected dimensions of job are discussed below for the purpose of this study. These are: co-workers, work it-self, promotion, pay, supervision, physical environment & facilities, autonomy, workload, and recognition.

2.2.3.1 Co-worker relation

There are empirical evidences that co-worker relations are an antecedent of job satisfaction. Research (Mowday & Sutton, 1993), suggested that job satisfaction is related to employees' opportunities for interaction with others on the job. An individual's level of job satisfaction might be a function of personal characteristics and the characteristics of the group to which he or she belongs. Relationships with both co-workers and supervisors are important. Gedefaw (2007), in his study entitled 'Job satisfaction among secondary school teachers of Addis Ababa' reported that there were a significant association between teachers' satisfaction with co-worker relations and their overall job satisfaction. Teachers satisfied with their interpersonal relations found to exhibit better overall job satisfaction.

In addition, Luthans (1998) forwarded that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction or dissatisfaction. When cohesion is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction. Yonas (2011), in his study of employees' satisfaction in Addis Ababa University found that co-worker relations were significant contributor for overall job satisfaction.

2.2.3.2 The Work Itself

Luthans, (1992) stated that the nature of the work performed by employees has a significant impact on their level of job satisfaction. According to Luthans (1992), employees derive satisfaction from work that is interesting and challenging, and a job that

provides them with status. This implies work that is personally interesting to employees is likely to contribute to job satisfaction. Similarly, research suggests that task variety may facilitate job satisfaction (Eby, Freeman, Rush, & Lance, 1999). This is based on the view that skill variety has strong effects on job satisfaction, implying that the greater the variety of skills that employees are able to utilize in their jobs, the higher their level of satisfaction. Sharma and Bhaskar (1991) postulated that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him/her by the organization. In addition, Yonas (2011) reported a significant relationship between employees feeling on the nature of the work and overall job satisfaction. Similarly, Gedefaw (2007) indicated that teachers' attitude towards the work assigned to them significantly predict their overall job satisfaction.

2.2.3.3 Promotion opportunities

An employee's opportunities for promotion are also likely to exert an influence on job satisfaction. Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. He further elaborated that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. If people feel they have limited opportunities for career advancement, their job satisfaction may decrease. It is also possible to add that employees' satisfaction with promotional opportunities will depend on a number of factors including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Supporting this, Luthans (1992) indicated that promotions may take a variety of different forms and are generally accompanied by different rewards. Yonas (2011) also indicated that there were a significant relationship between employees' attitude towards promotional opportunities and their overall job satisfaction. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

2.2.3.4 Pay/compensation

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Compensation and earnings are a cognitively complex and multidimensional factor in job satisfaction. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Supporting this idea, Yitbarek (2007), a study entitled ‘Job stress and satisfaction of TVET teachers in Tigray region, Ethiopia’ found that salary and benefits were very important factors for job satisfaction.

According to Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances. Lambert, Hogan, Barton and Lubbock (2001) found financial rewards to have a significant impact on job satisfaction. A recent study by Yonas (2011) also indicated that there were a significant relationship between employees’ perception of their payments and overall job satisfaction. Though Tesfaye (2004) found that no significant relationship between salary and job satisfaction of instructors. However, it is believed that employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations; otherwise it leads to dissatisfaction (Robbins et al., 2003).

2.2.3.5 Supervision

Research indicates that the quality of the supervisor-subordinate relationship will have a significant, positive influence on the employee’s overall level of job satisfaction (Luthans, 1992). Ting (1997) also holds the idea that dissatisfaction with supervision is a significant predictor of job dissatisfaction. Luthans (1992) also added that supervisors who allow their employees to participate in decisions that affect their own jobs will, in doing so, stimulate higher levels of employee satisfaction. It indicates that setting up shared decision-making processes in educational institutions, such as management committee, academic committee allows teachers to participate in institutional processes

rather than feel subordinate to their principals; and it likely contributes for teacher's satisfaction. A more recent study by Yonas (2011), titled 'An assessment on factors that affect job satisfaction of the administrative staffs of Addis Ababa University' found that employees attitude towards the appropriateness of supervisory activities had a significant relationship with their overall job satisfaction.

2.2.3.6 Physical environment and facilities

Physical environment covers infrastructure of the school building, class rooms, furniture and other interior, teacher's room, toilets, computer facilities, telephone, fax, communication and location of the schools. A physical working condition is a factor that has a moderate impact on the employee's job satisfaction (Luthans, 1992). According to Luthans (1992), if people work in a clean and resourceful environment, they will find it easier to come to work. If the opposite happen, they will find it difficult to accomplish tasks.

Though, empirical studies show that the physical working environment and facilities have a potential to influence teachers satisfaction, in Ethiopia, it is not uncommon to see different working conditions based on the past and/or inadequate allocation of resources to educational institutions. In line with this idea, Robbins (1998) and Yitbarek (2007) indicated that the provision of adequate and appropriate working equipment and clean facilities were related to high job satisfaction. Rylance and Bongers (2001) added that the environment within which employees work under determine whether they were satisfied or not. That is, an increase in the availability of facilities such as computers and teaching aids, clean and well arranged offices increase the probability of better job satisfaction.

2.2.3.7 Autonomy

Autonomy is expressed interims of the control, influence, participation and authority that one has over his/her job. Task autonomy is the extent to which employees have a major say in scheduling their work and deciding on procedures to be followed. In line with this, it is also suggested that autonomy and empowerment at a work place enhances the satisfaction of the employees (Kim and Loadman, 1994). In addition, Rylance and Bongers (2001) reported that autonomy had relationship with employee's job satisfaction;

and autonomy at work increase the satisfaction level. Similarly, Spector (1997) indicated that autonomy in the work place had a positive relationship with job satisfaction.

The above definitions and findings indicate that autonomy is the degree to which the job provides substantial freedom for an employee; and the extent to which workers are allowed freedom in the work place, independence when performing their job tasks and duties. If there is greater autonomy in a work, it is likely to increase the satisfaction of employees.

2.2.3.8 Recognition

According to Spector (1997), recognition is a process of giving an employee a certain status within an organization; and this is a very crucial factor towards an employee motivation. Recognition describes how the work of an employee is evaluated and how much appreciation he/she receives in return from the organization. It also specifies the way an organization gives its employee the reward and status for his/her work and activities.

Herzberg, et al. (1959, cited in Schultz et al., 2003) also suggested that the need for recognition is one of the motivators and it enhances the worker's satisfaction. It means that recognition has a positive relationship with employee's satisfaction. It tells how the work of an employee is assessed and how much appreciation he/she gets in return from the people around. Supporting this idea, Kraig (2003) suggested that the effective reward package enhances the productivity of the employee's such as recognition and appreciation from the boss which leads to satisfaction of the employees. Moreover, Luthans (1998) and Girma (1995) found that recognition was positively related with the satisfaction of employees.

2.2.3.9 Workload

Several studies have highlighted the harmful consequences of high workloads or work overload. Workload creates stress-can be defined as reluctance to come to work and a feeling of constant pressure accompanied by the general physiological, psychological, and behavioral stress symptoms (Division of Human Resource, 2000 cited in Rehman,

Irum, Tahir, Ijaz, Noor, and Salma, 2012). Al-Aameri (2003, cited in Rehman et al., 2012) also mentioned in his study that one of the six factors of occupational stress was pressure originating from workload; it had a relationship with employee's satisfaction. However, Rehman et al. (2012) concluded that workload is positively related with job satisfaction of employees. They further interpreted that this positive relationship was resulted from poverty; and employees demand extra work and they want to increase their income. This finding indicates that the relationship between workload and job satisfaction is dependent up on the compensation system a particular organization follows; and economical level of employees.

2.2.4 Demographic correlates of job satisfaction

2.2.4.1 Gender

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders.

According to Coward, Hogan, Duncan, Horne, Hiker, and Felsen (1995, cited in Jinnett and Alexander, 1999), female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings whereas Al-Mashaan (2003) stated that male employees in comparison to female employees, reported higher levels of job satisfaction. This, he attributes to the better chances for employment men are argued to have, and opportunities to advance in their jobs at a more rapid pace than females. However, Adugna (2007) indicated that male-female differences alone can not specify variation in job satisfaction.

Miller and Wheeler (1992, cited in Lim, Teo, & Thayer, 1998) maintain that women are inclined to be less satisfied in their jobs because they tend to hold positions at lower levels in the organizational hierarchy where pay and promotion prospects are less attractive. Numerous studies across a variety of occupational settings have, however, found no significant gender differences in job satisfaction, despite the fact that women on average have inferior jobs in terms of pay, status, level of authority, and opportunities for

promotion (Jones Johnson & Johnson, 2000). Local studies (Yitbarek, 2007; Tesfaye, 2004; and Gedefaw, 2007)) also reported that gender has a significant relationship with job satisfaction; male teachers experienced better satisfaction than female.

2.2.4.2 Age

Regarding the relationship between age and job satisfaction of employees, majority of research suggests that older employees tend to experience higher levels of job satisfaction (Jones Johnson & Johnson, 2000). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work. Blood, Ridenour, Thomas, Qualls, and Hammer (2002) also support the view that older respondents were more likely to report higher levels of job satisfaction than younger respondents.

In addition, it was argued that older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1997). Brush et al. (1987, cited in Blood et al., 2002) postulated that older workers may have jobs that use their skills better, work under better job conditions, benefit from advancements and promotions, and appreciate fringe benefits more than younger, less experienced workers. However, some local studies (Yitbarek, 2007; and Tesfaye, 2004) found that the association between age and job satisfaction were not significant.

2.2.4.3 Tenure

Tenure refers to the length of time for which the individual has worked for the organization (Lim et al., 1998). Research (Jones Johnson & Johnson, 2000) indicates that employees with longer tenure have a greater tendency to be satisfied with their jobs than employees with shorter tenure. Conversely, Tesfaye (2004) found that tenure had no significant relationship with job satisfaction of instructors.

Moreover, a study by Chambers (1999) established that employees with longer tenure were more satisfied with their work itself as well as their level of pay. From this it might be concluded that satisfaction increases with time and that those benefits that increase in time, such as security and experience, are likely to have an important influence on employee satisfaction. On the other hand, Lambert et al. (2001) concluded that an inverse relationship existed between tenure and job satisfaction.

The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how tenure is viewed. In some organizations, senior employees are highly respected, while high tenure is viewed as a problem in other organizations.

2.2.4.5 Educational Level

The level of education and job satisfaction of employees is investigated by different scholars. According to Ting (1997), research is unequivocal with respect to the relationship between job satisfaction and educational level. Proponents (Saal & Knight, 1988) maintain that the relationship between education and job satisfaction is positive in nature. However, Tesfaye (2004) reported that educational level and job satisfaction were inversely correlated. The higher the level of education, the less job satisfaction of instructors became.

2.3. Organizational Commitment

2.3.1. Definitions and Concepts of Organizational Commitment

Organizational commitment has emerged as an important construct in organizational research owing to its relationship with work-related constructs such as absenteeism, turnover, job satisfaction, job-involvement and leader-subordinate relations. Organizational commitment can be defined as the strength of an individual's identification with, and involvement in the organization (Allen & Meyer, 1997). Organizational commitment is distinguished from job satisfaction in that organizational commitment is the affective response to the whole organization, while job satisfaction is an immediate affective response to specific aspects of the job (Williams & Hazer, 1986).

According to Mowday, Porter and Steers (1982, cited in Ebey et al., 1999), people who are committed are more likely to stay in an organization and work towards the organization's goals. Therefore, it is possible to say that organizational commitment is a useful tool to measure organizational effectiveness. According to Morrow (1993, cited in Meyer and Allen, 1997:12), "organizational commitment is a multidimensional construct

that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and attainment of organizational goals.”

Researchers have also viewed commitment as involving an exchange of behavior in return for valued rewards. According to Scarpello and Ledvinka (1987), organizational commitment is the outcome of a matching process between the individual’s job-related and vocational needs on the one hand and the organization’s ability to satisfy these needs on the other.

2.3.2 Components of organizational commitment

Bussing (2002) identifies three sources of commitment: the instrumental, affective and normative source. Affective commitment emphasizes attachment to the organization; individuals put all their energy into their work, which is not expected of them. Whereas instrumental commitment focuses on the idea of exchange and continuance, and Normative commitment focuses on an employee’s feelings of obligation to stay with an organization.

Bagram (2003) stated that, although various multidimensional models of organizational commitment exist, the three models, which are proposed by Allen and Meyer (1997), are widely accepted in organizational research. It includes: affective, continuance and normative commitment.

2.3.2.1 Affective Commitment

Affective organizational commitment is conceptualized as “an individual’s attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization” (Mowday et al., 1982 cited in Eby et al., 1999:464).

Meyer and Allen (1984:375) defined affective commitment as the employee’s “positive feelings of identification with, attachment, and involvement in the work organization.” Bagram (2003) indicated that affective commitment develops if employees are able to

meet their expectations and fulfill their needs within the organization. It is an indication that affective commitment is associated with the employees' level of satisfaction.

Affective commitment results in employees staying within an organization because they want to; and according to Meyer and Allen (1997), these employees will generally act in the organization's best interest and are less likely to leave the company. Eisenberger, Huntington, Hutchinson, and Sowa (1986) stated that individuals expend different degrees of effort and maintain differing affective responses to an organization depending upon perceived commitment of an organization to an employee within the organization. Therefore, employees will exhibit organizational commitment in exchange for organizational support and rewards.

2.3.2.2 Continuance Commitment

Buitendach and de Witte (2005) posit the view that continuance commitment can be conceptualized as the tendency for employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization. Similarly, Meyer and Allen (1984:373) indicated that:

...continuance commitment can be used to refer to anything of value that an individual may have invested (e.g. time, effort, and money) that would be lost to be deemed worthless at some perceived cost to the individual if he or she were to leave the organization. Such investments might include contributions to non-vested pension plans, development of organization specific skills or status, use of organizational benefits such as reduced mortgage rates and so on. The perceived cost of leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments.

Therefore, continuance commitment reflects the recognition of costs associated with leaving the organization, and anything that increases perceived costs can be considered as an antecedent.

2.3.2.3 Normative Commitment

Normative commitment can be conceptualized as the belief that "employees have a responsibility to their organization" (Bagraim, 2003:14). According to Bagraim (2003), employees experience normative commitment due to their internal belief that it is their duty to do so. Sparrow and Cooper (2003) put forward that normative commitment

encompasses an employee's felt obligation and responsibility towards an organization and is based on feelings of loyalty and obligation.

Scholl (1982, cited in Meyer and Allen, 1991) also elaborated that normative commitment may also develop when an organization provides the employee with different rewards such as paying college tuition and costs associated with different job trainings. Recognition of these investments on the part of the organization may create an imbalance in the employee-organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid.

Generally, organizational commitment is understood based on the aforementioned three dimensions. Because these components arise from quite different antecedents, and it is necessary to consider that these components have their own implications in an organization.

A number of job related and personal determinants have been associated with organizational commitment. Satisfaction with the different facets of job and demographic/personal characteristics of employees are given due consideration in this study.

2.3.3. Demographic correlates of organizational commitment

There have been a number of studies that have investigated the personal correlates of organizational commitment. Characteristics such as age, tenure, educational level, and gender have been found to influence organizational commitment; and these variables are considered in this study too.

2.3.3.1 Organizational Commitment and Age

Concerning the relationship between age and organizational commitment, researchers (Meyer & Allen, 1997; and Luthans, 1992) support the view that the relationship between organizational commitment and age is significant. They indicated that older employees were more committed than younger ones. Still others postulate the idea that, as

individuals become aged, alternative employment opportunities become limited, thereby making their current jobs more attractive (Mathieu & Zajac, 1990).

We can also hypothesize that older individuals may be more committed to their organizations because they have a stronger investment and a greater history with the organization while younger employees are generally likely to be more mobile and to have lower psychological and social investments in the organization. Again, the older employees become, the less willing they are to sacrifice the benefits and distinctive credits that are associated with seniority in the organization. As a result older employees may exhibit higher commitment to the organization. But, it is necessary keep in mind that there may be organizations in which older employees are excluded from different staff benefits causing dissatisfaction and less commitment. However, Tesfaye (2004) found that the relationship between age and organizational commitment was not significant.

2.3.3.2 Organizational Commitment and Tenure

The view that, tenure or the length of service in a particular organization has a significant relationship with employees' levels of commitment towards that organization is supported by different researchers. Researchers (Meyer & Allen, 1997) support the view that a positive relationship exists between organizational commitment and tenure. Similarly, Tesfaye (2004) reported that there were a positive relationship between tenure and organizational commitment.

Some of the possible reasons for the positive relationship between tenure and organizational commitment (Lim et al., 1998) may be resulted from the reduction of employment opportunities and the increase in the personal investments that the individual has in the organization. This is likely to lead to an increase in the individual's psychological attachment to the organization. However, researchers such as Luthans, McCaul, and Dodd (1985, cited in Lim et al., 1998) failed to find support for the relationship between tenure and organizational commitment.

2.3.3.3 Organizational Commitment and Level of Education

The relationship between employee's educational level and organizational commitment was studied by different researchers and come up with different findings. Luthans et al. (1987) indicated that majority of studies show an inverse relationship between organizational commitment and an individual's level of education.

Research maintains that the higher an employees level of education, the lower that individual's level of organizational commitment (Mathieu & Zajac, 1990). It was further interpreted that the negative relationship may result from the fact that highly qualified employees have higher expectations that the organization may be unable to fulfill. However, Meyer and Allen (1997) indicated that the level of education does not seem to be consistently related to an employee's level of organizational commitment.

On the other hand, more educated individuals may also be more committed to their profession. As a result, it would become difficult for an organization to compete successfully for the psychological involvement of these employees, which leads to less organizational commitment (Mowday et al., 1982 cited in Ebey et al., 1999). However, there are researchers (Billingsley and Cross, 1992; Tesfaye, 2004) failed to find support for a significant relationship between level of education and organizational commitment.

2.3.3.4 Organizational Commitment and Gender

Similarly with education, the influence of gender on organizational commitment remains unclear. It is indicated that the majority argument appears to be that women tend to be more committed to their employing organization than are their male counterparts (Mathieu & Zajac, 1990). Mathieu and Zajac (1990) indicated that women were more likely to report that they are proud to work for their organization, that their values and the company's values are similar, and that they would accept almost any job offered to them in order to remain with their current employer.

Several explanations have been offered to account for the greater commitment of female employees. Mowday et al. (1982, cited in Ebey et al., 1999) maintain that women generally have to overcome more barriers to attain their positions within the organization.

They concur that the effort required to enter the organization translates into higher commitment of female employees.

There are also researchers, however, failed to find support for a relationship between gender and organizational commitment (Billingsley & Cross, 1992). Tesfaye (2004) also failed to find a significant relationship between gender and organizational commitment of instructors. It may, thus, be concluded that the relationship between sex and organizational commitment is inconsistent.

2.4. The Link between Job Satisfaction and Organizational Commitment

A number of previous researchers have reported mixed findings on the relationship between job satisfaction and organizational commitment of employees. For instance, Curry, Wakefield, Price, and Mueller (1986) found no significant relationship between job satisfaction and organizational commitment. However, Mannheim et al. (1997) found that job satisfaction was a significant predictor of organizational commitment. It is also indicated that some researchers argued job satisfaction reflects immediate affective reactions to the job while commitment to the organization develops more slowly after the individual forms more comprehensive evaluations of the employing organization, its values, and expectations and one's own future in it. Therefore, job satisfaction is seen as one of the determinants of organizational commitment (Mannheim et al., 1997). It is thus expected that highly satisfied workers will be more committed to the organization. Supporting this idea, Tesfaye (2004) maintains a significant positive relationship between job satisfaction and organizational commitment of teachers. A Similar result was obtained by Girma (1995).

More recent studies (Aref, K. & Aref, A. 2011; Aydogdu and Asikgil, 2011; Yücel, 2012) also reported a significant positive relationship between job satisfaction and organizational commitment of employees. Aref, K. and Aref, A. , in their study of 'the relationship between job satisfaction and organizational commitment of school teachers in Iran' indicated that teachers who were satisfied with their job manifested better affective, continuance, and normative commitment towards their school. Similarly, Aydogdu and Asikgil found that job satisfaction significantly and positively explain the

variance in organizational commitment. It means the variability in organizational commitment of employees were highly associated with their level of job satisfaction. Further, a number of researches suggested that job satisfaction plays a significant role in understanding of the effects of various antecedent constructs of commitment. Earlier studies investigated organizational commitment (Price and Mueller, 1981; Williams and Hazer, 1986; Taunton, Krampitz, & Woods, 1989) suggested that the various antecedents of commitment are mediated through job satisfaction. For example, Williams and Hazer (1986) concluded that a number of variables such as age, pre-employment expectations, perceived job characteristics and leadership style, all influence organizational commitment via their effects on job satisfaction. In line with majority of the above studies, this proposed model (Figure 1: p. 13) logically tests overall job satisfaction as an important correlate of organizational commitment.

2.5. Summary

This chapter had provided an overview of job satisfaction and organizational commitment. Job satisfaction is defined in different words but almost similar meanings. Some others defined job satisfaction as one's attitude towards the different dimensions of his/her job while others define it as the totality of feelings that employees form based on their evaluations of how much of their needs fulfilled. Job satisfaction is considered as a complex construct and different scholars recommended the importance examining various issues in order to understand one's job satisfaction.

Different theories and models are available to form the constructs of job satisfaction in an organization. The most widely used theories to understand employees' job satisfaction are the content theories of satisfaction. In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job. For the purpose of this study, four content theories of job satisfaction are discussed in order to give a theoretical ground for the selected job facets. Accordingly, nine facets of job namely: recognition, pay, autonomy, promotion/growth opportunities, co-worker relation, work itself, workload, supervision, and physical

environment and facilities are discussed considering their importance to understand job satisfaction of teachers in AMCTE.

Though the theories discussed in this chapter differ in their classifications of the above dimensions, they all recognize the importance of these facets in understanding employees' job satisfaction. For example: Maslow classified employees' needs in to five categories in a hierarchy starting from physiological needs to the last ladder comprises the need for self-actualization where employees seek to realize personal potential/growth and interested in fulfilling their potential; while Alderfer's theory is referred to as ERG theory and is based on the following three needs: existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow. McClelland's needs theory also focuses on the need for achievement, power and affiliation. And the fourth Herzberg et al.'s two factor theory classify the job facets into two categories saying 'motivator' referred as internal rewards (recognition, autonomy, achievement, the work itself, growth) and 'hygiene' factors refer to external rewards (such as facilities, pay, co-worker relation, supervision).

Moreover, different research findings are included into the literature to show the practical importance of the selected dimensions in understanding job satisfaction. Most of the reviewed studies showed that all the above dimensions have an influence on employees' level of satisfaction though discrepancies in their magnitude observed. Also, the findings related with the relationship between job satisfaction and demographic variables (age, sex, tenure, and level of education) found inconclusive.

The other important variable, organizational commitment is conceptualized as having three components (affective, continuance, and normative). Affective commitment according to Allen and Meyer is a result of one's' internal belief in the goals and values of an organization, and they call it 'desire based'. On the other hand, continuance commitment is 'cost based' and it indicates employees' decision to be committed

considering the associated costs of leaving an organization. Normative commitment is defined as 'obligation based'. Though all these components are necessary, Allen and Meyer arranged these components of organizational commitment as affective, normative, and continuance according to their importance for an organization.

The reviewed studies in the area indicated that both job satisfaction and organizational commitment are important variables to understand and determine employees work behavior such as productivity, absenteeism, turnover, turnover intentions and the like. It is also indicated that there is a relationship between job satisfaction and organizational commitment of employees. But still there are discrepancies in the findings of the reviewed studies.

Since majority of the reviewed studies indicated that both job satisfaction and organizational commitments have a paramount effect on employees' work behavior and organizational success, it was reasonable to investigate towards these variables in order to be aware of teachers feelings about their job and the college as an organization. Then, it could be possible to suggest important measures to create favorable feelings.

Generally, this chapter gave an important overview of the variables related with job satisfaction and organizational commitment. Where corresponding local research based on the topic was obtained, it was integrated into the literature review. The next chapter focuses on the research design, methods, and procedures used to carry out this study.

CHAPTER THREE: RESEARCH DESIGN, METHODS AND PROCEDURES

This chapter provides an outline of the research methods and procedures employed in the investigation of teachers' job satisfaction and organizational commitment in Arbaminch College of Teacher Education. The selection of study population, data collection instruments, procedures of data collection, and the analysis techniques utilized relating to the research are described.

3.1. Study Design

In order to address the research questions and objectives mentioned in chapter one, a mixed approach (QUAN → qual) sequential explanatory design was employed. Creswell (2009) suggested that this design is typically suitable to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. The quantitative data collected first through self reporting questionnaire which incorporate nine sub-scales for job satisfaction (recognition, pay, co-worker relation, promotion, autonomy, physical environment and facilities, workload, supervision and work itself); and three components of organizational commitment(affective, continuance, and normative). Then, based on the figures in the quantitative data, qualitative information was gathered through interview in order to further interpret and explain the quantitative findings related with job satisfaction and organizational commitment of teachers.

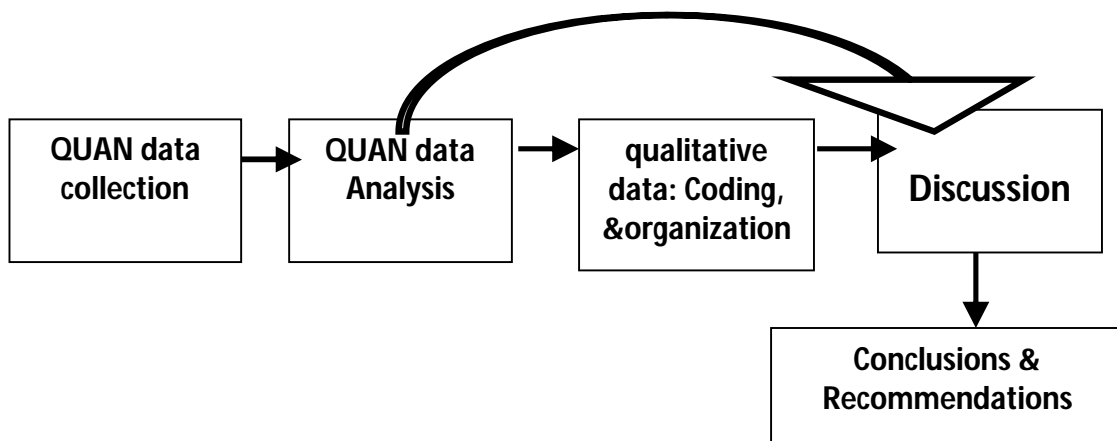


Figure 2: Diagram of the study design; Adapted from Creswell (2008:209).

3.2. Study Population

Marczyk, DeMatteo, and Festinger (2005:18) defined a population as encompassing “the total collection of all members, cases or elements about which the researcher wishes to draw conclusions.” The population for this research included teachers from Arbaminch College of Teacher Education. To achieve the intended objectives of the study, all teachers of different departments in Arbaminch College of Teacher Education in the year 2012/2013 were participated. Since the total number of teacher educators found in the college was about 90, it was manageable and reasonable to study all the population. From the total number of 90 teacher educators, 79 (87.78%) of them successfully completed and returned the questionnaire. Table 1 below presents the study population by sex, level of education, age, and tenure in years.

Table 1: Demographic Characteristics of the Study Population

	Female		Male		Total	
	N	%	N	%	N	%
Diploma(technical assistants)	1	1.3%	3	3.8%	4	5.1%
First degree	2	2.5%	32	40.5%	34	43%
Master's degree	4	5.1%	37	46.8%	41	51.9%
Total	7	8.9%	72	91.1%	79	100%

By age and tenure				
	Minimum	Maximum	Mean	Median
Age	22	53	34	30
Tenure	.3	20.0	4.7	3.6

Table 1 above shows that teachers in AMCTE were characterized by three levels of education: Namely diploma holders (technical assistants), first degree holders, and Master’s degree holders. The high proportion (about 52%) of teachers was Master’s degree holders and about 43% of the teachers were first degree holders. The remaining 5.1% were diploma holders serving as technical assistants in physics, chemistry, biology, and aesthetics department one for each. When we see the male/female composition of the

teacher educators, only 8.9% of teachers were females while the remaining 91.1% were males.

As indicated in the table above, teachers' age in AMCTE ranged between 22 and 53. The average age of teachers in the college was 34, and about 50% of teachers in the college were less or equal to 30 years old. The minimum year of stay in the college was 0.3 years (three months). There were teachers with about 20 years work experience with in the college. The average year of teachers work experience in the college is found to be about 4 years and 7 months. Also, 50% of the population had tenure of only 3.6 years or below in the college.

3.3. Data Collection Instruments

In order to collect the necessary data concerning the job satisfaction and organizational commitment of teacher educators in Arbaminch College of Teacher Education, self reporting questionnaire and semi-structured interview were employed.

3.3.1. Questionnaire

Various items of Job Satisfaction and Organizational Commitment questionnaires were used. Since the concepts of job satisfaction and organizational commitment are complex to measure, attempts were made to assure the inclusion of the different dimensions of job satisfaction and organizational commitment based on theory and previous studies.

3.3.1.1. Job Satisfaction Questionnaire

Job satisfaction was measured using job satisfaction questionnaire that assesses nine dimensions of job; which includes recognition, pay, co-worker relation, autonomy, work itself, promotion opportunities, workload, supervision, and physical environment and facilities. Most of the items in Job satisfaction questionnaire are adapted from previously used scales, and some items added by the researcher. The instrument was originally developed by a group of scholars in University of Damman, Kingdom of Saudi Arabia. In their study to validate the Academic Job Satisfaction Questionnaire (AJSQ), Al-Rubashi,

Rahim, Abumadani, and Wosornu (2011) reported a reliability coefficient of 0.76 for the total scale.

A five-point Likert type scale (1 = *strongly Disagree*, 2 = *Disagree*, 3 = *undecided*, 4 = *Agree*, and 5 = *Strongly Agree*) was used. There were reverse scored items in the Job Satisfaction Questionnaire such as ‘My pay is low compared to what others get for a similar work in other institutions’. These items were reverse coded when entering the data. (See appendix C).

The instrument was pilot tested on a randomly selected fourteen teachers; and the resulting Cronbach’s alpha values of the current study as indicated below in table 2 ranged between 0.71 and 0.91, and it was quite reasonable (Yalew, 2011).

Table 2: Reliability Coefficients for the Sub-scales in Job Satisfaction Questionnaire

Dimensions	No of items	Cronbach’s Alpha
Co-worker relation	4	.91
Promotion and growth	6	.87
Recognition	5	.85
Physical environment & facilities	3	.84
Supervision	5	.84
Work itself	4	.82
Autonomy	4	.80
Pay	4	.75
Workload	5	.71
Total	40	_____

3.3.1.2. Organizational Commitment Questionnaire

Organizational commitment was operationalized using Meyer and Allen’s (1997) organizational commitment scale (OCS). The original instrument was prepared to measure the extent to which employees are committed to the employing organization and

was adapted to the specific purpose. The scale measures three distinct dimensions of commitment - affective commitment (AC), continuance commitment (CC), and normative commitment (NC).

A five-point Likert type scale (1 = “Strongly Disagree” and 5 = “Strongly Agree”) was used. There were reverse scored items in the Organizational Commitment Questionnaire such as ‘I do not feel like part of the family in the college’. These items were reverse coded when entering the data. A mean score was determined for the items matching the three dimensions of the Organizational Commitment Questionnaire. The organizational commitment questionnaire was pilot tested on fourteen teachers; and the resulting Cronbach’s alpha values of the current study were .95 for affective commitment, .73 for Continuance Commitment, .71 for Normative Commitment, and .87 for total Organizational Commitment. The three commitment dimensions are as follows in Appendix C:

- Affective Commitment was measured by 6 items: A sample item for affective commitment was ‘I feel a strong sense of belonging to the college’
- Continuance Commitment was measured by 3 items: A sample item for continuance commitment was ‘It would be very hard for me to leave this college right now, even if I wanted to’.
- Normative Commitment was measured by 4 items: A sample item for normative commitment was ‘I would feel guilty if I left the college now.’

3.3.2. Interview

A semi-structured interview was employed to gather additional information in order to support the data collected through questionnaire. Since the data collected through survey questionnaire does not allow giving further explanations on teachers’ satisfaction and organizational commitment, it was necessary to have a qualitative data in which teachers report different contextual reasons for their satisfaction/dissatisfaction as well as the reasons for different levels of organizational commitment. Twelve members from teachers who completed the survey questionnaire were involved. This method allowed further interpretation of the quantitative results.

3.4. Reliability and Validity of the Questionnaire

According to Marczyk, DeMatteo, and Festinger (2005), a consideration of the psychometric property (validity and reliability) is always an essential first step. The authors also indicated that the reliability and validity of measurements can be maximized through different techniques. The researcher started with a wide-ranging review of the literature. The Herzberg's two factor Theory, Maslow's Hierarchy of Needs, Alderfer's ERG Theory, and McClelland's Theory of Needs mentioned in the literature, were considered to be a good theoretical support to identify the sub-scales in job satisfaction questionnaire: recognition, payments, supervision, promotion/growth opportunities, workload, co-worker relations, work itself, autonomy, and physical environment and facilities. Then, items were adapted from the Academic Job Satisfaction Questionnaire (AJSQ), developed by Al-Rubashi *et al.* Also, Allen and Meyer's three model conceptualization of organizational commitment were adapted to assess teachers feeling towards AMCTE.

Considering the cultural differences, the researcher invited panel of experts to evaluate the appropriateness of each item and sub-scales in measuring teachers' job satisfaction and organizational commitment in the context of teacher training colleges in Ethiopia. Five instructors qualified in Psychology and Educational Planning and Management participated in this process and only one item having below 75% raters' agreement discarded (See Appendix A).

After some modifications are made based on the comments given by those experts, 59 items for job satisfaction and 21 items for organizational commitment were pilot tested on randomly selected 14 teachers to see the reliability of the questionnaire. The resulting Chronbach's alpha coefficients for job satisfaction questionnaire ranged between 0.71 and 0.91; and 0.71 to 0.87 for organizational commitment sub-scales. The pilot test also helped to improve ambiguous item and improve the questionnaire. Then, 19 items from job satisfaction and eight items from organizational commitment questionnaire were removed from the instrument based on their corrected item total correlation ($r < 0.30$);

and some items were deleted considering the amount of time required to complete the questionnaire (see appendix B).

Finally, 40 items for job satisfaction and 13 items for organizational commitment were prepared for the final study (see Appendix C).

3.5. Procedures of Data Collection

Permission to collect data from teachers was guaranteed from college deans. Teachers were also asked whether they are willing to participate in the study. Cover letters, attached to the questionnaire, to explain the nature of the study, as well as assuring respondents of the confidentiality of any information provided. Respondents also provided with detailed instructions as to how the questionnaires would be completed and returned. The rationale behind providing clear instructions and assuring confidentiality of information was based on the fact that this significantly reduces the likelihood of obtaining biased responses (Cohen, Manion, & Morrison, 2005).

As it is indicated in the study's design, two phases of data were required in this study. The quantitative data was collected first using the above mentioned questionnaires. After one week the collection of the quantitative data, qualitative data was gathered through semi-structured interview based on the findings in the quantitative data.

3.6. Procedures and Methods of Data Analysis

The collected data was first coded, cleaned, and 79 questionnaire booklets were made ready for final analysis. The items included in the questionnaire were a 5-point scale (1 = strongly disagree, 5 = strongly agree). Though there are no specific cut scores that determine whether an individual is satisfied or dissatisfied, in other words, we cannot confidently conclude that there is a particular score that is the dividing line between satisfaction and dissatisfaction. However, Spector (1994) indicated that where there is a need to draw conclusions about satisfaction versus dissatisfaction for samples or individuals, two approaches can be used. The first one is the normative approach in which one's level of satisfaction is described in comparison to others in the sample; and

the second approach is the absolute approach in which numbers are arbitrarily assigned to represent dissatisfaction versus satisfaction.

Therefore, given the job satisfaction questionnaire in this study uses 5-point likert's scale (strongly agree=5, Agree=4, Undecided=3, Disagree =2, and strongly disagree =1), we can assume that agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items; and agreement with negative-worded items represents dissatisfaction. Hence, the mean score (after the negatively worded items are reversed coded) less than three represents 'dissatisfaction' (slightly dissatisfied to strongly dissatisfied) while a mean score above three is considered as 'satisfaction' (slightly satisfied to strongly satisfy). The mean score equal to three indicates 'neither satisfied nor dissatisfied' in this study. A similar approach was employed to analyze the organizational commitment scales.

The analyses were done with the help of Microsoft EXCEL and Statistical Packages for Social Sciences (SPSS) version 19. After the data were coded, entered and cleaned, different statistical methods were employed accordingly with the research questions. These are:

Descriptive statistics: the mean, median, standard deviation, histogram, and percentages to determine the current level of job satisfaction and organizational commitment of teachers. Also, scatter plots were employed to check the data for statistical assumptions.

Pearson's product moment (zero-order) and Partial correlation: To determine the relationships among the study variables. In both zero-order and partial correlations, the effect size for correlation coefficients interpreted based on Cohen's (1988) conventions. Cohen (1988 cited in Hinton, 2004) suggested a correlation coefficient of .10 is thought to represent a weak or small association; a correlation coefficient of .30 is considered a moderate correlation; and a correlation coefficient of .50 or larger is thought to represent a strong or large correlation.

Multiple Regressions: a hierarchical multiple regressions was employed to determine the proportion of variance in organizational commitment that was explained by job satisfaction, controlling for demographic variables. Here, it was found necessary to check the data for assumptions of multiple regressions. Landau and Everitt (2004) indicated that having arrived at a final multiple regression models for a data set, it is important to carry on and check the assumptions made in the modeling process. It is believed that only when the model appears adequate in light of the data should the fitted regression equation be interpreted. Landau and Everitt (2004: 126) suggested the following three important assumptions for a multiple regression modeling; and checked accordingly. These include:

1. The errors have the same variance (homogeneity). This assumption can be checked by visual examination of a plot of the standardized residuals (the errors) by the regression standardized predicted value.
2. The errors arise from a normal distribution.
3. The relationship between each explanatory variable and the dependent variable is linear.

Taking the above assumptions into consideration different residual diagnostic techniques were employed. Residual plot is used to identify residuals outside the standard deviation of 2 and -2, histogram to check whether the errors arise from a normal distribution, and scatter plot for linearity of the relationships (Landau & Everitt 2004).

In examining the residual plot (Appendix F-I), three horizontal reference lines at y-levels of 2, 0, and -2, were inserted respectively in order to make visual identification of outliers easy. Under the model assumptions, 95% of the Studentized residuals are expected to be within the range from -2 to 2 (Landau and Everitt, 2004). In other language, only 5% of the residuals are expected to lie outside the given boundaries. It was found that 2 (2.53%) out of 79 teachers in affective commitment received a residual with absolute value more than 2, which is perfectly reasonable under the model assumptions. Therefore, the assumption of homogeneity of variance is met since the residuals scatter randomly around the zero line and the degree of scatter appears constant

across the range of predicted values. The histogram of the residuals was also consistent with the assumption of normality (see Appendix F_{II}).

Also the scatter plot (Appendix F-III) showed that the relationship between job satisfaction and affective commitment is linear.

Having confirmed that all the model assumptions seem reasonable in the light of the data, the researcher returned to the objective for developing the multiple regression models, namely, prediction of affective commitment via job satisfaction.

F-test: to determine the significance of variance explained by job satisfaction in affective commitment.

Finally, the data collected through interview were coded, organized and built on the quantitative findings while discussing the findings in order to give further explanations about the job satisfaction and organizational commitment of teachers in AMCTE.

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF DATA

The main objective of this study was to investigate the job satisfaction and organizational commitment of teachers in Arbaminch College of Teacher Education. Accordingly, different questions were raised and the results obtained from the data are presented in this chapter. The analysis and presentation of the data is categorized into three parts. The first part deals with the descriptive statistics for the variables in the survey and can be viewed in Tables 3 up to 9. Then, the relationships among the study variables are presented in Tables 10 up to 13. Finally the multiple regression results are offered.

4.1. Descriptive Results

This section presents the results of descriptive statistics. Accordingly, instructors' overall job satisfaction, satisfaction on the separate dimensions of job, and organizational commitment has been described for the total population as well as by sex and level of education.

4.1.1. Teachers' Job satisfaction in AMCTE.

In order to examine teachers' feelings about the favorableness of their job, a self reporting questionnaire including nine facets of job were employed. The data collected were organized in such a way that indicates teachers' level of satisfaction in each facet and their overall job satisfaction.

4.1.1.1. Teachers' Overall Job Satisfaction.

Teachers' overall job satisfaction in this study indicates their aggregate scores in the selected nine facets of job, and divided by the number of items in the job satisfaction questionnaire. Therefore, the overall job satisfaction of teachers ranged between 1 and five. Table 3 presents the summary of teachers' overall job satisfaction in AMCTE. Table 3 below is the mean, standard deviations, minimum, and maximum scores for the entire population in relation to overall job satisfaction.

Table 3: Summary of Teachers' Overall Job Satisfaction

N	Minimum	Maximum	Mean	Std. Deviation	Skewness
79	2.28	4.53	3.18	.46	.33

Though there are no specific cut for scores that determine whether an individual is satisfied or dissatisfied, Spector (1994) indicated that where there is a need to draw conclusions about satisfaction versus dissatisfaction for samples or individuals, two approaches can be used. The first one is the normative approach in which one's level of satisfaction is described in comparison to others in the sample; and the second approach is the absolute approach in which numbers are arbitrarily assigned to represent dissatisfaction versus satisfaction.

Therefore, given the job satisfaction questionnaire in this study uses 5-point likert's scale (Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, and Strongly Disagree=1) we can assume that agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items; and agreement with negative-worded items represents dissatisfaction. Hence, the mean score (after the negatively worded items are reversed coded) less than three represents 'dissatisfaction' (slightly dissatisfied to strongly dissatisfied) while a mean score above three is considered as 'satisfaction' (slightly satisfied to strongly satisfied). The mean score equal to three indicates 'neither satisfied nor dissatisfied' in this study.

It can be seen from the above Table that the mean score for overall job satisfaction (Mean=3.18) is slightly higher than the boundary (*neither satisfied nor dissatisfied*) at which teachers gave their responses ambivalently. This mean score is an indication that not all but a large number of teachers reported a very slight satisfaction, inclined to ambivalent. Teachers in the college felt that their needs are not responded as well. In addition, the cumulative percentile in Appendix E₁ evidenced that about 34.20% of the population's job satisfaction scores fallen below 3 (considered as neither satisfied nor dissatisfied in this study). It means a considerable number of teachers feel dissatisfied.

On the other hand, about 63.30% of teachers' job satisfaction scores were above the boundary indicating positive feelings at different levels.

To better understand the current job satisfaction of teacher educators in AMCTE, the levels of satisfaction and dissatisfaction, which found to the right and left side of the continuum, were divided into three sections arbitrarily with 0.66 intervals each as indicated in Table 4.

Instructors with the mean score between 1.00-1.66= highly dissatisfied, 1.67-2.32=moderately dissatisfied, 2.33-2.99 = slightly dissatisfied, 3= ambivalent (neither satisfied nor dissatisfied), 3.01-3.66 = slightly satisfied, 3.67- 4.33 = moderately satisfied, and scores equal or above 4.34 were categorized as highly satisfied. On the basis of this categorization; it is found that 50.60% of teachers were slightly satisfied, 11.40% moderately satisfied, and only 2.50% of teachers reported high satisfaction. Of the rest 34.20% of teachers found in the left side of the continuum, 29.10% were slightly dissatisfied, and 5.10% of them were moderately dissatisfied with their job. The remaining 2.50% of teachers were neither satisfied nor dissatisfied.

The other descriptive statistics presented in Table 3 above is skewness, which indicates the distribution of job satisfaction scores. The skewness 0.33 shows that the job satisfaction scores were a little bit skewed to the right; that is a very few number of scores found extremely above the mean score 3.18. The skiwness parameter indicated that the job satisfaction scores were normally distributed and can be used for further analysis. The histogram in Figure 3 also evidenced the normality of the distribution.

Table 4: The Percentage of Teachers across Different Levels of Dissatisfaction and Satisfaction

Dissatisfied			Satisfied			
Highly Dissatisfied	Moderately Dissatisfied	Slightly dissatisfied	Undecided	Slightly satisfied	Moderately Satisfied	Highly satisfied
—	5.1%	29.1%	2.5%	49.4%	11.4%	2.5%

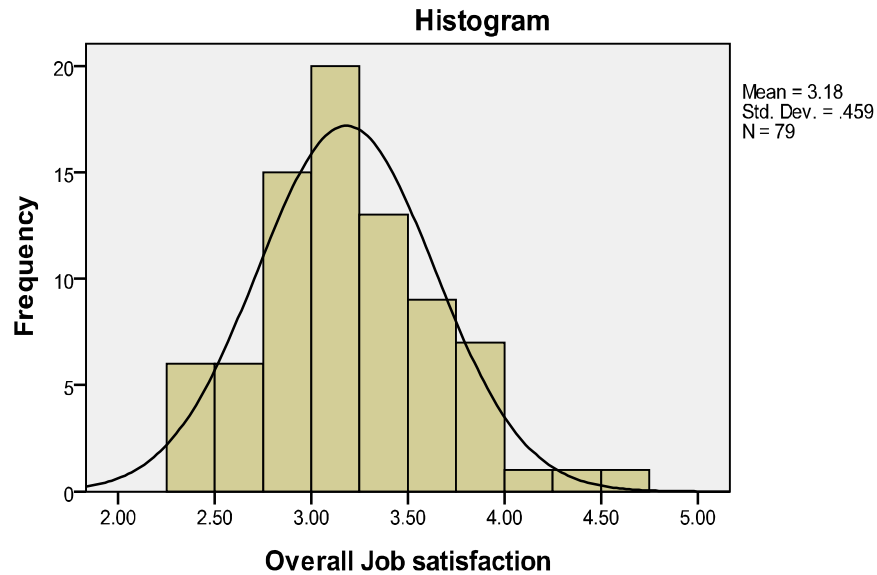


Fig. 3: A Histogram showing the distribution of Job satisfaction scores in AMCTE

The histograms above shows how the job satisfaction scores were distributed along the normal curve with a standard deviation of .46 and mean 3.18.

4.1.1.2. Teachers' Satisfaction in each Facet of Job.

Since the primary aim of this study was to investigate teachers' satisfaction through facet approach, which is suitable for further intervention, Table 5 presents teachers' level of satisfaction in each selected facet of job. This Table indicates that the mean satisfaction with the selected dimensions of job ranged between 2.74 for *payment/compensation* and 3.81 for *work itself*. These dimensions are arranged in a decreasing order based on their mean scores. In the first six out of nine selected facets of job, the mean score is found to be above the boundary (neither satisfied nor dissatisfied). The highest satisfaction was reported in the *work itself* (mean=3.81) followed by *co-worker relation* (mean=3.61), *supervision* (mean=3.44), and *autonomy* (mean=3.22). Also the mean scores in *promotion* and *recognition* were very slightly above the boundary. Teachers' mean satisfaction with the remaining three dimensions namely *pay*, *workload*, and *physical environment & facilities* were below the boundary indicating dissatisfaction.

Teachers in the college were moderately satisfied with the work itself while they were slightly satisfied with their relationships with co-workers, their interaction with supervisors, and the extent to which the job gives them autonomy. Also teachers were very slightly satisfied with promotion and the recognition that they received from the college. Moreover, the mean scores indicated that teachers were dissatisfied with physical environment & facilities, workload, and compensation systems.

Table 5: Summary of Teachers' Satisfaction in Each Aspect of Job

Facets	N	Minimum	Maximum	Mean	Std. Deviation	Percentage below 3
Work it-self	79	2.00	5.00	3.81	.75	13.90
Co-worker relation	79	1.25	5.00	3.61	.75	13.90
Supervision	79	1.40	5.00	3.44	.74	21.50
Autonomy	79	2.00	5.00	3.22	.84	39.20
Promotion	79	1.00	4.67	3.04	.80	44.30
Recognition	79	1.20	4.40	3.02	.78	44.30
Physical Envnt. & facilities	79	1.00	5.00	2.99	.91	44.30
Workload	79	1.00	4.40	2.84	.85	51.90
Pay/compensation	79	1.00	4.75	2.74	.86	51.90

To better understand teachers' level of satisfaction in each dimension of their job, percentages were employed. The last column in Table 5 is about the percentage of teachers who were clearly dissatisfied with each dimension. As depicted in this Table, about 13.90% of teachers were dissatisfied *with work itself* and *co-worker relations*. It is a relatively lower proportion compared to 51.90% of teachers who were dissatisfied with both *pay* and *workload*. Also about 44.30% of teachers' job satisfaction scores were below the boundary in *promotion*, *recognition*, and *physical environment & facilities*. Also 21.50% and 39.20% of teachers were dissatisfied with *supervision* and *autonomy* respectively.

4.1.1.3. Differences of job satisfaction as a result of sex and educational level

Based on the evidences reviewed in chapter two, teachers job satisfaction were analyzed for different groups according to their sex and educational level in Arbaminch college of Teacher Education. The mean, median, and standard deviations for each group were analyzed and the results are presented below in Table 6.

Table 6: Summary of Job Satisfaction by Sex and Level of Education

	Overall Job satisfaction			
	N	Mean	Median	Standard Deviation
Female	7	3.15	2.93	.38
Male	72	3.18	3.19	.47
Diploma(technical assistants)	4	3.64	3.67	.17
First degree	34	3.19	3.14	.44
Master's degree	41	3.13	3.05	.47

Table 6 above shows that there is a slight mean difference = 0.03 in overall job satisfaction between male and female instructors; in which males experienced a relatively higher satisfaction. The median score 2.93 indicated that 50% of female instructors are found in the left side of the continuum below that point experiencing dissatisfaction. A relatively higher score of median 3.19 for male instructors refer to low proportion of males in the left side of the continuum (dissatisfied) compared with females. But, the analysis given under this topic should be interpreted with caution, since the number of female instructors is very low.

The descriptive analysis computed to see the difference on overall job satisfaction as a result of educational level also exhibited some differences. As depicted in the Table above, diploma level staffs' mean 3.64 is the highest, followed by first degree holders (mean=3.19); and the least satisfaction (mean =3.13) is reported by master's level staffs. In all levels, the mean score is slightly higher than the scale which is used as a boundary (*neither satisfied nor dissatisfied*).

4.1.2. Organizational commitment of teachers in AMCTE.

Teachers' organizational commitment: Their emotional attachment, belief in the values and objectives of the college, and willingness to maintain membership with the college was examined. Teachers' total feeling as well as their level of commitment in each component is presented below in Table 7 and 8 consecutively.

4.1.2.1. Total organizational commitment of teachers.

The total organizational commitment indicates the aggregate of teachers' affective (desire based), continuance (cost based), and normative (obligation based) commitment scores. The analysis in Table 7 presents teachers' total feelings towards AMCTE as an organization.

Table 7: Summary of Teachers' Total Organizational Commitment

N	Minimum	Maximum	Mean	SD	Skewness
79	1.85	4.38	3.27	.48	-.46

Table 7 above is the mean, standard deviations, minimum, and maximum scores for the entire population in relation to overall organizational commitment. The mean statistic 3.27 with standard deviation .48 shows that the overall organizational commitment of teachers is slightly higher than the midpoint 3(*undecided*) referring teachers in the college manifested a very slight commitment towards their college. Teachers with the mean score below 3(*undecided*) were considered as 'not committed' whereas the mean score above 3 is considered as committed in this study.

Moreover, the cumulative frequency table (Appendix E_{II}) shows that 24% of teachers' organizational commitment scores fallen below the boundary *undecided* indicating teachers were 'not committed'. The other 2.7% of teachers gave their responses ambivalently, could not decide whether they are committed or not; and the remaining 73.3% of teachers reported a positive organizational commitment at different levels on the continuum, slightly committed to very committed. The histogram in Figure 4 also gives a visual presentation of how organizational commitment scores distributed among

the study population. As can be observed from the graph, a high concentration of scores fallen around the mean 3.27 indicating a very low total organizational commitment of teachers.

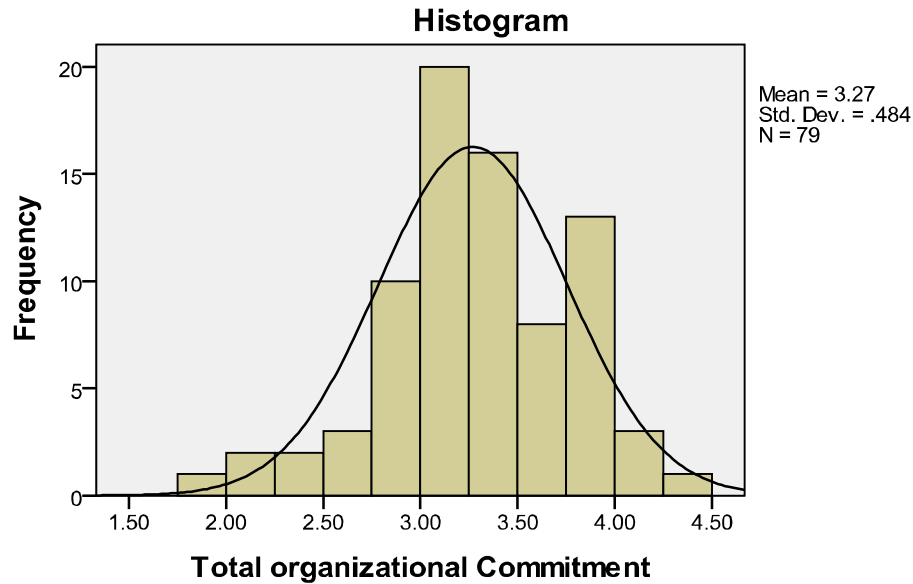


Fig. 4: A Histogram showing teachers' total organizational commitment in AMCTE

The other statistics, skewness = -0.46 indicated that the organizational commitment scores were somewhat negatively skewed though it was an acceptable level to use the data for further analysis.

4.1.2.2. Organizational commitment of teachers in each component.

Since the three components of organizational commitment (affective, continuance, and normative) have their own distinct natures and implications, it was necessary to examine teachers' level of commitment with regard to the three dimensions used in this study. Hence, it could be possible to understand which form of organizational commitment is being exhibited by majority of teachers; and for what purpose teachers in AMCTE were being committed. Table 8 below presents teachers' level of commitment in each component of organizational commitment.

Table 8: Summary of Teachers' Organizational Commitment in each Component

	N	Mean	SD	Percentage at/below 3	Skewness
Affective Commitment	79	3.60	.44	26.60	-.16
Continuance Commitment	79	3.08	.46	49.40	.01
Normative Commitment	79	2.91	.40	65.80	.04

The mean score 3.60 for affective commitment is higher than the mean scores for continuance commitment = 3.07 and normative commitment = 2.90. The mean scores in affective, continuance, and normative commitments above evidenced that teachers in the college experienced a moderate affective commitment (need based) while their continuance (resulted from the associated costs of leaving the college) and normative commitments (resulted from moral obligations to remain with the college) were very low.

Also, the percentage at/below undecided in the above Table indicates the proportion of teachers who reported that they are either uncertain or not committed for the college with the specified purpose in each category. About 26.60% in affective commitment, 49.40% in continuance commitment, and 65.80% of teachers in normative commitment gave their responses unfavorably indicating that they are not committed for their institute. Majority of teachers manifested affective commitment followed by continuance, and the least in normative commitment (low feelings of obligation to remain with the college). The standard deviations 0.44, 0.46, and 0.40 are approximately equal for the three components; and teachers' scores in the three components of organizational commitment were not as such deviated from the mean. Moreover, the Scores approaching to zero in skewness also assured normality of the data.

4.1.2.3. Differences of organizational commitment as a result of sex and educational level.

In this study, Sex and educational level of employees were controlled to see whether they have had a differential impact on overall organizational commitment of teachers in

AMCTE. Table 9 below presents the summary of teachers' organizational commitment by sex and educational level.

Table 9: Summary of Organizational Commitment by Sex and Level of Education

		N	Mean	Median	St.deviation
Sex	Female	7	3.40	3.46	.31
	Male	72	3.26	3.23	.50
Current level of Education	Diploma	4	3.31	3.31	.26
	First degree	34	3.37	3.35	.50
	Master's degree	41	3.18	3.15	.48

The analysis in Table 9 above shows the mean score 3.40 for female instructors is found to be higher than their counterpart males. There is a mean difference of 0.14 favoring females. The median statistics also showed that 50% of female instructors overall organizational commitment scores found above 3.50 whereas the median score for male instructors = 3.23 is relatively lower. Using the median score of female instructors as a reference, it is possible to indicate that a relatively lower proportion of male instructors overall organizational commitment scores fallen above 3.50 compared to females.

The level of education also demonstrated some statistical differences between groups. The mean score of overall organizational commitment for first degree holders (mean = 3.37) is found to be higher followed by diploma level staffs (mean = 3.31), and masters degree holders mean score (Mean = 3.18) is relatively lower. The median, which indicates where 50% of the group's scores fallen, is also higher for first degree holders referring a relatively better organizational commitment followed by diploma level assistants. In addition, using the mean and standard deviation of the three groups, Z-scores then percentiles were calculated (see Appendix G) to compare the proportion of overall organizational commitment scores fallen above the boundary 3(*undecided*). Based on this, about 77% of organizational commitment scores for first degree holders were above the boundary while 88% is for diploma level; and a relatively lower proportion (65%) is for master's degree holders. In other language, about 23% of bachelor's, 12% of

diploma holders, and 35% of master's level teachers were either ambivalent or 'not committed' for the college.

4.2. Results of Correlation Analysis

This section of the paper presents the correlation analysis between the study variables. In order to examine the significance of relationships, both zero-order and partial correlations were employed.

4.2.1. The relationship between job satisfaction and demographic variables.

One of the research questions raised in this study was about the significance of relationships that would exist between job satisfaction and the selected demographic variables (age, sex, tenure, and educational level) of teachers in Arbaminch College of Teacher Education. So as to deal with this question, zero order Pearson's correlation was employed and the results are presented in Table 10 below.

Table 10: Pearson's Correlation for Job Satisfaction and Demographic Variables

	Overall Job satisfaction
Sex	0.02
Age	0.12
Tenure	-.24*
level of education	-0.16

Note: *p < 0.05, **p < 0.01 (2-tailed); sex: 0=female,1=male;N = 79

Concerning the relationship between overall job satisfaction and the selected demographic variables of sex, age, tenure, and level of education, a significant negative correlation coefficient ($r = -0.24$, $P < 0.05$) was observed between tenure and overall job satisfaction indicating a small effect size. The negative correlation coefficient in this case indicates that long stay in the college is accompanied by decrease in job satisfaction of teachers. Overall job satisfaction also found to be negatively correlated with educational level of teachers; those with better educational level reported less job satisfaction, though the correlation coefficient ($r = -0.16$, $P > 0.05$) failed to reach statistical significance.

4.2.2. The relationship between organizational commitment and demographic variables.

In order to examine whether the demographic variables of teachers (age, sex, tenure, and educational level) have a differential impact on their organizational commitment, zero-order Pearson's correlation were employed and the results are presented in Table 11.

Table 11: Pearson's Correlation for Organizational Commitment and Demographic Variables

	Sex	Age	Tenure	Education
Affective commitment	0.06	-0.02	-.27*	-.24*
Continuance commitment	-0.12	0.04	0.09	0.10
Normative commitment	-0.11	-0.07	-0.15	-0.13
Overall Organizational commitment	-0.06	-0.03	-0.21	-0.18

Note: * $p < 0.05$, ** $p < 0.01$ (2-tailed); sex: 0=female, 1=male; N = 79

As depicted in Table 11, none of the demographic variables, used as control variables in this study were significantly correlated with total organizational commitment. But, tenure and educational level of teachers exhibited a significant inverse relationship only with affective commitment of teachers ($r = -0.27$, $p < 0.05$ for tenure, and $r = -0.24$, $p < 0.05$ for level of education). Both, teachers with longer stay in the college and/or better educational level tend to exhibit lower attachment and less feeling of belongingness towards the college. The other demographic variables, age and gender do not show a significant relationship with total organizational commitment as well as the three components of organizational commitment.

4.2.3. The relationship between Teachers' facet satisfaction and overall job satisfaction.

In order to examine and identify the facet, which have a relatively strong association with overall job satisfaction of teachers, partial correlation coefficients were computed controlling for the influence of age, sex, tenure, and educational level. The results are presented in Table 12.

Table 12: Partial Correlations for Facet Satisfaction and Overall Job Satisfaction

Job facets	Overall Job satisfaction	
	Zero-order(r_{12})	Partial ($r_{12.3456}$)
Recognition	.69**	.64**
Pay/compensation	.45**	.45**
Promotion/growth	.75**	.75**
Co-worker relation	.66**	.65**
Supervision	.52**	.50**
Physical environment & facilities	.40**	.45**
Autonomy	.52**	.43**
Work itself	.56**	.50**
Workload	.48**	.44**

Note: ** $p < 0.01$ (2-tailed); $N = 79$; Control Variables: age, sex, tenure, & educational level

As observed from Table 12, the correlation coefficients between the selected facets and overall job satisfaction were all significant at $\alpha < 0.01$. In order to show the differences in correlation coefficients as a result of demographic variables (control variables), both zero-order and partial correlation coefficients are presented. Zero-order coefficients (r_{12}) in the above Table indicate the relationships without considering the influence of other variables while partial correlation coefficients ($r_{12.3456}$) refer to the relationships between teachers' satisfaction with the selected facet (1) and overall job satisfaction (2) adjusting for demographic variables (3,4,5,6). The later measures the strength of the linear relationship between two variables that cannot be attributed to one or more confounding variables.

Among the partial correlation coefficients of the selected variables, the highest was observed between promotion/growth and overall job satisfaction ($r_{12.3456} = 0.75$, $p < 0.01$) followed by co-worker relation ($r_{12.3456} = 0.65$, $p < 0.01$). The least partial correlation coefficient observed in autonomy ($r_{12.3456} = 0.43$, $p < 0.01$), followed by workload ($r_{12.3456} = 0.44$, $p < 0.01$). A relatively higher correlation coefficient in promotion/growth

opportunities followed by co-worker relation in this study shows that both facets have a better determining power than others in trying to understand overall job satisfaction of teachers. Based on the positive significant partial correlation coefficients in Table 12, it is possible to conclude that teachers satisfied with each facet of job were more likely to report better overall job satisfaction. That is, satisfaction in each facet of job tend to influence teachers overall job satisfaction. In addition, the effect size for promotion, recognition, co-worker relation, supervision, and the work itself were large; and pay, autonomy, physical environment & facilities, and workload had moderate effect on overall job satisfaction of teacher educators.

Moreover, though the control variables (age, sex, tenure, and educational level) brought some differences in correlation coefficients, their influences were not significant in changing the relationships between the study variables.

4.2.4. The relationship between job satisfaction and organizational commitment.

It is indicated by different studies that job satisfaction had a relationship with organizational commitment of employees. This study also examined the significance of relationships between overall job satisfaction and organizational commitment; and the results are presented in Table 13.

Table 13: Partial Correlations for Job Satisfaction and Organizational Commitment

	Job satisfaction	
	Zero-order (r_{12})	Partial ($r_{12.3456}$)
Affective commitment	.46**	.37**
Continuance commitment	.02	.07
Normative commitment	.18	.14
Total organizational commitment	.41**	.35**

Note: ** $p < 0.01$ (2-tailed); $N = 79$; Control Variables: age, sex, tenure, & educational level

As can be observed from Table 13, the partial correlation coefficients for overall job satisfaction and organizational commitment were computed. Among the correlation

coefficients, the highest was observed between overall job satisfaction and affective commitment ($r_{12.3456} = 0.37, p < 0.01$). The relationship between overall job satisfaction and total organizational commitment also found to be “*significant*”¹ ($r_{12.3456} = 0.35, p < 0.01$) after adjusting for demographic variables (age, sex, tenure, and educational level). But, the relationship between job satisfaction and the other two components of organizational commitment (continuance commitment and normative commitment) were not significant. The positive significant correlation coefficient between overall job satisfaction and organizational commitment is an indication of teachers’ increased commitment when they feel satisfied with their job in general.

However, looking at the analysis in Table 13 above, one may raise a question about the significant relationship existed between job satisfaction and total organizational commitment; because total organizational commitment is the aggregate of the three components (affective, continuance, and normative), and only affective commitment exhibited a significant relationship with job satisfaction. As a result, computing partial correlation for the relationship between job satisfaction and total organizational commitment controlling for affective commitment was used as a means to explain whether the variability in total organizational commitment was cause of affective commitment. Table 14 presents the partial correlation analysis between job satisfaction and total organizational commitment inserting the three components in to control list one by one.

Table 14 gives a clue for the significance of relationship between job satisfaction and total organizational commitment that we questioned above. First, the relationship between job satisfaction and total organizational commitment was examined controlling for the influence of affective commitment in addition to the selected demographic variables; and their relationship became insignificant ($r_{12.34567} = .11, P = .37$). In the second and third steps, normative and continuance commitment scores were added in to control list respectively; but in both cases the relationships between job satisfaction and total organizational commitment were not different from the correlation coefficient ($r_{12.3456} =$

¹ The relationship found insignificant later on; please refer the analysis in Table 14

.35, $p < 0.01$) observed in Table 13 above. It indicated that the contributions of continuance and normative commitment were not significant in influencing the relationships between job satisfaction and total organizational commitment.

Table 14: Partial Correlations for Job Satisfaction and Total Organizational Commitment

Control Variables		Overall Job satisfaction	P
Sex, Age, Tenure, Current level of Education, & Affective commitment	Total Organizational Commitment	.11	.37
Sex, Age, Tenure, Current level of Education, & Normative commitment	Total Organizational Commitment	.34	.00
Sex, Age, Tenure, Current level of Education & Continuance commitment	Total Organizational Commitment	.35	.00

Note: Degree of freedom = 72

Finally, it is inferred that the relationship between job satisfaction and total organizational commitment was a result of the presence of affective commitment scores in total organizational commitment; and their relationship is not significant when the contribution of affective commitment was ‘taken out’. Therefore, job satisfaction significantly correlated only with affective commitment of teachers. The association between job satisfaction and affective commitment found to be moderate.

4.3. Results of Multiple Regression Analysis

This section presents the regression analysis for the predictive power of overall job satisfaction of teachers. The dependent variable was organizational commitment. Hierarchical multiple regression models were fitted in two steps considering organizational commitment as the dependent variable. Here, the objective was to find the

strength of overall job satisfaction in predicting teachers' commitment to their college as an organization.

Based on previous research findings, relevant control variables (age, sex, tenure, and educational level) were identified to be included in the model. Though some of the selected demographic variables were not significantly correlated with organizational commitment in the current study, these variables were entered in the regression model assuming their combined affect on the study variables.

4.3.1 The strength of relationship between job satisfaction and affective commitment.

The partial correlation analyses in Table 13 and 14 above evidenced that only affective commitment had a significant positive relationship with job satisfaction of teachers. Accordingly, a hierarchical multiple regressions were employed to examine the strength of their relationship controlling for the aforementioned demographic variables.

Table 15a: Multiple Correlation Coefficients and Percentage of Variances Explained by Overall Job Satisfaction and Demographic Variables in Affective Commitment

Model	R	R ²	Adjusted	Change Statistics				
			R ²	ΔR^2	ΔF	df ₁	df ₂	P
1. Educational level, Sex,Tenure,&Age	.36	.13	.08	—	—	—	—	—
2. Educational level, Sex,Tenure,Age,& Job satisfaction	.50	.25	.20	.12	11.51	1	73	.00

Note: ΔR^2 =change in R square, ΔF = F change, df=degree of freedom

Table 15a shows that the multiple correlation coefficient (R) between the demographic variables (sex, age, tenure, and level of education) and affective commitment is .36; and their coefficient of determination (R²) was .13. Educational level, age, sex, and tenure together explained 13% of the variance in affective commitment. Adding the job satisfaction scores to the model in the second step increased the amount of variance by

12%. The respective test for significance of increase in coefficient of determination indicates that job satisfaction made a significant increment in the model after adjusting for demographic variables ($\Delta F_{(1, 73)} = 11.51, P < 0.01$). Therefore, it is found that job satisfaction significantly predicts affective commitment controlling for demographic variables. Table 15b below presents one way analysis of variance for each model.

Table 15b: Summary of ANOVA for Multiple Regression Analysis

Model	Variance	SS	df	MS	F	P
1. Educational level, Sex,Tenure,&Age	Between	199.12	4	49.78	2.74	.03
	Within	1345.71	74	18.19		
	Total	1544.84	78			
2. Educational level, Sex,Tenure,Age,& Job satisfaction	Between	383.06	5	76.61	4.81	.00
	Within	1161.77	73	15.92		
	Total	1544.84	78			

Note: SS = Sum of Squares,MS =Mean Squares,df =degree of freedom

In Table 15b, the results of one way analysis of variance (ANOVA) for the significance of each model in explaining affective commitment shows that the coefficient of determination for demographic variables was statistically significant in the regression model ($F_{(4, 74)} = 2.74, p < 0.05$). In the second step, the model entered demographic variables and overall job satisfaction of teachers into the regression model, and the coefficient of determination was significant again ($F_{(5, 73)} = 4.81, p < 0.01$). Not only that, the inclusion of job satisfaction scores improved the significance level in the regression model. So that job satisfaction together with demographic variables in the second model also significantly explained the variance in affective commitment.

Moreover, the relative contributions of demographic variables and job satisfaction in affective commitment were examined. In Table 15c, “B” stands for the unstandardized coefficients of regression and “ β ” stands for the standardized coefficients of regression.

Table 15c: Relative Contribution of Overall Job Satisfaction and Demographic Variables to Affective Commitment of Teachers

	Model	B	SEB	β	t	P
1	(Constant)	3.93	.50		7.86	.00
	Sex	.01	.28	.01	.04	.97
	Age	.02	.01	.20	1.54	.13
	Tenure	-.07	.03	-.34	-2.67	.01
	Educational level	-.25	.14	-.20	-1.77	.08
2	(Constant)	2.02	.73		2.75	.01
	Sex	.01	.27	.01	.05	.96
	Age	.01	.01	.06	.44	.66
	Tenure	-.04	.03	-.19	-1.45	.15
	Educational level	-.15	.13	-.12	-1.14	.26
	Overall Job satisfaction	.62	.18	.38	3.40	.00

In model one, all control variables were entered and only tenure ($\beta = -.34$, $t = -2.67$, $p < 0.01$) found to be significantly contributing for the prediction of affective commitment in the model. The contributions of other demographic variables (age, sex, and level of education) were not significant.

In the second step, overall job satisfaction scores together with the above demographic variables were entered; and only job satisfaction contributed significantly to the prediction of affective commitment after adjusting for demographic variables ($\beta = .38$, $t = 3.40$, $P < 0.01$). The regression model when overall job satisfaction was used as the predictor including the other predictors gives $\bar{Z} = 0.01Z_1 + 0.06Z_2 - 0.19Z_3 - 0.12Z_4 + 0.38Z_5$ (where, \bar{Z} = predicted score of affective commitment; and Z_1 , Z_2 , Z_3 , Z_4 and Z_5 are standardized scores (Z-score) of sex, age, tenure, level of education, and overall job satisfaction respectively). In addition, tenure, it was significantly contributed in the first model, lost its power when overall job satisfaction is included in the model. It may be because of its strong relationship with overall job satisfaction.

Therefore, it is found that overall job satisfaction was significant predictor of teachers' affective commitment regardless of the effects of demographic variables. Although

tenure and educational level were negatively and significantly correlated with affective commitment ($r = -0.27$, $p < 0.05$, and $r = -0.24$, $P < 0.05$ respectively), they were not significant predictor of affective commitment.

CHAPTER FIVE: DISCUSSION ON FINDINGS OF THE STUDY

This chapter presents a discussion on the main research findings emanated from the data analysis. In order to contextualize the research, comparisons are made with available literature on job satisfaction and organizational commitment. The discussions are made based on the research questions raised in chapter one. It starts with the discussion of findings arise from descriptive statistics on job satisfaction and organizational commitment; then the results of correlation and multiple regressions follow.

5.1. What does the job satisfaction of teachers in AMCTE look like?

5.1.1. Overall job satisfaction of teachers.

This is an important area of research because job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993). Locke (1976, cited in Sempene, Rieger, and Roodt, 2002:23) defined job satisfaction as "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Job satisfaction can be viewed as an employees' observation of how well their work presents those things which are important to them. Simply put, job satisfaction is an attitude, people have about their jobs.

As indicated above, previous studies examined how job satisfaction interact with different behaviors of an employee and influence the realization of organizational goals. This notion is most probably true in academic institutions too, which are the sources of educated and skilled man power for the country. So that, teachers' job satisfaction in Arbaminch College of Teacher Education was examined assuming that understanding their attitude towards their job has an important input for the betterment of teachers' satisfaction where by improving their performance and students learning.

Two approaches are available in the literature to conclude about employees' level of satisfaction. The first one is the normative approach in which one's level of satisfaction is described in comparison to others in the sample; and the second approach is the absolute approach in which numbers are arbitrarily assigned to represent dissatisfaction versus

satisfaction. Therefore, given the job satisfaction questionnaire in this study uses 5-point likert's scale (strongly agree=5, Agree=4, Undecided=3, Disagree =2, and strongly disagree =1) we can assume that agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items; and agreement with negative-worded items represents dissatisfaction. Hence, the mean score (after the negatively worded items are reverses coded) less than three represents 'dissatisfaction' (slightly dissatisfied to strongly dissatisfied) while a mean score above three is considered as 'satisfaction' (slightly satisfied to strongly satisfied). The mean score equal to three indicates 'neither satisfied nor dissatisfied' in this study.

On the basis of this assumption, it can be seen from the analysis in chapter four, Table 3 that the mean score for overall job satisfaction (Mean=3.18, Standard Deviation = 0.46) is slightly higher than the boundary/ neither satisfied nor dissatisfied; at which teachers gave their responses ambivalently. This average score is very low to say teachers in the college have good feelings towards their job. It is an indication that not all but a significant number of teachers reported their unfavorable feelings about the job. More specifically, about 34.2% of the population's job satisfaction score fallen below 3(considered as neither satisfied nor dissatisfied in this study). It means a considerable number of population feel dissatisfied. These amounts of unsatisfied reports might have a negative influence on the attainment of organizational goals in the college. Previous studies in the area asserted that teachers who were not satisfied with their job have difficulty of giving plenty of opportunity for individualized student work, using a variety of approaches to gain interest and participation, making learning experiences relevant to the students' lives, and concerns and giving special attention to develop students' thinking (Ninomiya, 1990 cited in Gashaw,2009).

Also the histogram in Fig. 3 indicated that the majority of job satisfaction scores found to be near the grand mean 3.18. It is again a big question whether this slight satisfaction is significantly different from zero in motivating teachers to perform better than others.

It cannot be denied that securing all needs and expectations of teachers is not as such easy for an institution functioning with a scarce allocation of resources from regional education office and ministry of education. However, the very important idea should be attempting to respond to teachers feelings with the maximum provision of both intrinsic and extrinsic rewards as possible.

Because job satisfaction may be an indicator of whether individuals: will be affectively connected to an institution, will merely comply with directives, or will quit (Ma & Macmillan, 1999), principals ought to have some understanding of the factors that influence teachers' satisfaction with their work lives and the impact this satisfaction has on students learning and quality of service. There are empirical evidences (eg. Gashaw, 2009), which show the relationship of job satisfaction with teachers' self reported performance; and job satisfaction has a significant power to predict teachers' performance on different aspects of teaching (lesson preparation, presentation and management). So that, it is very crucial to understand that organizations/institutions can influence educational quality by influencing teachers' performance via job satisfaction.

Generally, the job satisfactions of teachers in AMCTE were very low, putting their performance under question mark. It is obvious that the primary aim of the college is training teachers who have the necessary skills and attributes to serve the society. In order to achieve the predefined goal, the role of teacher educators who are satisfied with their job is crucial. Different studies indicated that employees who are satisfied with their job are more likely to perform better at work. If so, it is necessary to recognize that teachers' unfavorable feelings towards their job can retard their performance. As a result, it may be impossible to move towards the desired quality of trainees in the college.

5.1.2. Teachers satisfaction in each facet of job.

The importance of using the facet approach to measure job satisfaction is that it allows understanding the areas to which teachers feel satisfied and/or dissatisfied; and take measures accordingly. Keeping this in mind, nine selected dimensions were used to measure teachers' job satisfaction in AMCTE. The entire facets are discussed below

starting from the *work itself* in which teachers reported moderate satisfaction to the most dissatisfying aspect (pay/compensation) of job in AMCTE.

5.1.2.1 Satisfaction with the Work itself.

The mean score for work itself (Mean=3.81) was higher of all the selected dimensions. It implies that teachers were relatively satisfied with the nature of the work that they were doing though it was not to the expected level. A relatively lower proportion (13.90%) of teachers reported that they were dissatisfied with the nature of the work that they were doing. The majority (87%) were satisfied with their work. Though, only 13.9% of teachers reported their unfavorable feelings about the work itself, it should not be ignored since their satisfaction had a significant relationship with overall job satisfaction whereby it influences their further actions. In line with this, Luthans (1992) stated that the nature of the work performed by employees has a significant impact on their level of job satisfaction.

Dissatisfaction with the work itself in AMCTE was attributed for the negative feedback resulted from students' poor achievement. Teachers expressed their feelings unfavorably for the reasons that students had been enrolled to the college were below the standard. As a result, teachers can't see the worth of their effort at work. Therefore, creating a mechanism to raise the quality of students enrolling to teacher training colleges should be the joint-venture of the college and the regional education office. But it is not simply to raise teachers' satisfaction, rather to improve their activities and work behavior at work.

5.1.2.2 Satisfaction with Co-worker relation.

The relationship among teachers is the one which had a significant relationship with satisfaction of teachers. There is empirical evidence that co-worker relations are an antecedent of job satisfaction. Research (Mowday & Sutton, 1993) showed that job satisfaction is related to employees' opportunities for interaction with others on the job. Therefore, to check whether teachers in AMCTE were satisfied with their co-worker relation, self reported data analyzed in Table 5 indicated that teachers were slightly satisfied with the way their co-workers interact with them. Further, higher proportion

(about 87.1%) of teachers reported that they are satisfied with the relationship they had with colleagues. Co-worker relation was the second facet in which teachers reported relatively better satisfaction following work itself. There are evidences to show the contribution of co-worker relation for teachers' overall satisfaction and its related importance. Luthans (1998) forwarded that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction or dissatisfaction. When cohesion is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable.

Therefore, raising teachers' satisfaction with their co-worker relation means improving their overall job satisfaction and it also contributes a lot for the success of the college by improving their work related behaviors.

5.1.2.3 Satisfaction with Supervision.

Research indicates that the quality of the supervisor-subordinate relationship will have a significant, positive influence on the employee's overall level of job satisfaction. It is why to what extent teachers in AMCTE feel satisfied was given due attention in this study. The average score (Mean=3.44) in Table 5 indicated that teachers were slightly satisfied with the relationship and the technical support that they obtain from immediate supervisors. When we look at the percentage of teachers in a similar Table, about 78.5% of teachers feel satisfied while the remaining 21.5% reported that they are dissatisfied with their immediate supervisors. Dissatisfaction with immediate supervisors in AMCTE was attributed for different reasons. The first one is lack of opportunities to contribute on issues that influence teachers at work. Also, teachers were not happy for that their immediate supervisors treat them unprofessionally, giving them less respect. Moreover, teachers were dissatisfied why their superiors earn much more financial benefits, which are not allowed for them.

Based on the above discussion it is possible to make an educated guess that this amount of unsatisfied reports in supervision can retard teachers' performance directly or via its affect on overall job satisfaction. A previous study in the area such as Ting (1997) holds

the idea that dissatisfaction with supervision is a significant predictor of job dissatisfaction.

5.1.2.4 Satisfaction with Autonomy.

Autonomy is expressed interims of the control, influence, participation and authority that one has over his/her job. Task autonomy is the extent to which employees have a major say in scheduling their work and deciding on procedures to be followed. In line with this, it is also suggested that autonomy and empowerment at a work place enhances the satisfaction of employees (Kim and Loadman, 1994). Having this in mind, teachers feeling towards the autonomy that they had at work in AMCTE was measured. The mean score 3.22 is an indication of a very low satisfaction of teachers with this aspect of the job. Besides the mean score, about 60.8% of teachers reported that they feel satisfied with their chances to decide on the work. The remaining 39.2% of teachers were not satisfied with it. Instructors with this regard believe that they are responsible enough to work for the betterment of their students; and should not be interfered much. They also complained that not classroom teachers, but their immediate supervisors involved much to decide on students' grade.

Since autonomy at work is positively correlated with overall job satisfaction of teachers (Rylance and Bongers ,2001; Spector, 1997), due consideration should be made to provide teachers with autonomy at work after discussing on responsibilities and accountabilities.

5.1.2.5 Satisfaction with Promotion/growth opportunities.

An employee's opportunity for promotion is also likely to exert an influence on job satisfaction. Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. If so, being aware of teachers' feelings towards promotion/growth opportunities in AMCTE was necessary. As depicted in Table 5, the mean score (Mean= 3.04) is not different from 3/neither satisfied nor dissatisfied. Here, the rule of thumb that 'a satisfied work force is productive' should be recognized. Because, not an ambivalent but satisfied teachers required. Also, about

44.3% of teachers in the college feel dissatisfied with promotion and growth opportunities. It accounts nearly half of the teachers in the college.

Teachers in the college feel uncomfortable for the reason that there were no hierarchies left that teachers with lecturer level can attain; and they feel dissatisfied why it was the highest level that they can hold in the college. But, it should not be forgotten that the college's legislation allow teachers to get promoted further if they have a published research or materials in the area. Also there was a good start in the college that up to three chances are being given for doctoral degree; and it would allow teachers to be promoted further in their academic rank.

Concerning the importance of employees' satisfaction with promotional activities, researchers (Robbins, 1998; Luthans, 1992) acknowledged that it has a significant relationship with overall job satisfaction; reminding the association of overall job satisfaction with different work related behaviors of employees such as performance (Gashaw, 2009) and commitment (Aref, K. and Aref, A., 2011).

5.1.2.6 Satisfaction with Recognition.

According to Spector (1997), recognition is a process of giving an employee a certain status within an organization; and this is a very crucial factor towards an employee motivation. Recognition describes how the work of an employee is evaluated and how much appreciation he/she receives in return from the organization. It also specifies the way an organization gives its employee the reward and status for his/her work and activities.

Concerning teachers' level of satisfaction with the amount and type of recognition that they get from the college, the analysis in Table 5 clearly shows that teachers were not satisfied with it. The average score (mean =3.02) is not different from three/neither satisfied nor dissatisfied as we have discussed in promotion above. The same to promotion opportunities, about 44.3% of teachers reported their unsatisfied feelings about recognition in AMCTE. Dissatisfaction with recognition in the college was interpreted as administrators' failure to identify teachers who contribute something special for the

benefit of the college, whatever small it would be. In addition, teachers criticize the college administrators for that they were eager to find faults easily but ignorant for teachers' contribution.

5.1.2.7 Satisfaction with Physical environment and facilities.

Physical environment covers infrastructure of the college building, class rooms, furniture and other interior, teacher's room, toilets, computer facilities, copiers, telephone, fax communication and location of the college. It is believed that a physical working condition is a factor that has a moderate impact on the employee's job satisfaction (Luthans, 1992). Though, empirical studies show that the physical working environment and facilities have a potential to influence teachers satisfaction, in Ethiopia, it is not uncommon to see different working conditions based on the past and/or inadequate allocation of resources to educational institutions. The same is true in Arbaminch College of teacher education in which about 44.3% of teachers reported that the physical working environment was below the standard. The mean score 2.99 further illustrates how much teachers were dissatisfied with the arrangement and quality of facilities in the college. This puts physical environment and facilities at the third place of most dissatisfying dimensions of job in AMCTE. Teachers attributed their dissatisfaction for poorly arranged offices, which do not allow teachers to be available there for students. They also complained about poor equipments like seats and inadequate services at cafe, lack of resources for laboratory work, and less functionality of computers and copiers. Previous studies show that if people work in a clean and resourceful environment, they will find it easier to come to work. If the opposite happen, they will find it difficult to accomplish tasks (Luthans, 1992). Supporting this idea, Robbins (1998) indicated that the provision of adequate and appropriate working equipment and clean facilities are related to high job satisfaction.

Therefore, the college administrators should be alert to take measures as much as possible since teachers' dissatisfaction with the physical environment and facilities have a tendency to retard students' learning.

5.1.2.8 Satisfaction with Workload.

Several studies have highlighted the harmful consequences of high workloads or work overload. Workload creates stress-can be defined as reluctance to come to work and a feeling of constant pressure accompanied by the general physiological, psychological, and behavioral stress symptoms (Division of Human Resource, 2000 cited in Rehman, M., Irum, R., Tahir, N., Ijaz, Z., Noor, U. , and Salma, U., 2012). Teachers satisfaction with the amount of work that they were expected to accomplish in AMCTE indicated that there is a serious problem which calls the attention of college administrators.

The mean score (mean=2.84) was an evidence that majority of teachers feel dissatisfied with work overload. Similarly, 52% of teachers reported that they were clearly dissatisfied with this aspect of the job. Teachers in the college reported their unfavorable feelings opposing additional work assignments in practicum without extra benefits. However, it seems teachers' misunderstanding that practicum is part of the teaching work, and expecting additional payments may not be reasonable. But, teachers further extended their complain for the reason that teaching about 15 credit hours per week plus practicum works was not fair compared to other institutions.

Previous studies indicated that teachers level of satisfaction with the amount of work have a significant relationship with their overall job satisfaction-which determines further feelings and behaviors of the teacher. However, Rehman, M. et al. (2012) concluded that workload is positively related with job satisfaction of employees. They further interpreted that this positive relationship is resulted from poverty; and employees demand extra work and they want to increase their income. This finding indicates that the relationship between workload and job satisfaction is dependent up on the compensation system a particular organization follows. Therefore, lack of appropriate compensation might be the reason that teachers feel discomfort with work overload in the college.

5.1.2.9 Satisfaction with Payment/compensation.

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. The analysis in Table

5, (mean=2.74) was an evidence to say teachers in AMCTE were not comfortable with the payments other than salary. Above half (52%) of teachers gave their responses unfavorably. Teachers in the college attribute their dissatisfaction for inequalities of payments compared to similar institutions in the region for similar work. They also reported that the college's finance system had no clear guides; and the amount of payments like per diems, and house allowances are not fair. Further, teachers believe that they were neglected from making additional money by doing extra hours in non-formal (summer) programs.

The issue of appropriate compensation system is researched by different scholars and it is found to be a significant contributor for employees' satisfaction. According to Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Robbins et al. (2003) also indicated that employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations; otherwise it leads to dissatisfaction.

In AMCTE, compensation/payments were found to be the most dissatisfying aspect of the job. Creating a situation which allows teachers to get reasonable and equitable financial benefits should be the primary concern of the college.

To sum-up, the above discussions and the literatures reviewed in chapter two implied that the selected facets have a relationship with job satisfaction of teachers; and job satisfaction has an influence on teachers' performance, organizational commitment, turnover and other work behaviors. Therefore, it is possible to infer that the selected facets can influence teachers' performance and organizational commitment via their influence on overall job satisfaction of teachers. Raising teachers' satisfaction in each facet would benefit the college more in attaining its objectives.

5.2. What does the organizational commitment of teachers look like?

5.2.1 Teachers overall organizational commitment.

Organizational commitment has emerged as an important construct in organizational research owing to its relationship with work-related constructs such as absenteeism, turnover, job satisfaction, job-involvement and leader-subordinate relations. Organizational commitment can be defined as the strength of an individual's identification with, and involvement in the organization (Allen & Meyer, 1997). Considering its importance for organizational success, teachers' overall commitment for AMCTE was assessed through self reporting data. The descriptive analysis in Table 7 shows that the average score (mean=3.27) was very low to say teachers in the college have a belief on the goals, exert a considerable effort, and willing to continue membership. Though the mean score 3.27 is near the boundary which indicates teachers are ambivalent about their feelings, the majority (73.3%) of organizational commitment scores found above the boundary (3/undecided) that we used for demarcation. This indicates a very slight overall organizational commitment among teachers. According to Mowday, Porter, and Steers (1982, cited in Ebey *et al.*, 1999), people who are committed are more likely to stay in an organization and work towards the organization's goals. In addition, Morrow (1993, cited in Meyer & Allen, 1997:12) indicated that "organizational commitment is a multidimensional construct that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and attainment of organizational goals." But, the overall organizational commitment of teachers in AMCTE as indicated by the mean score does not guarantee the behaviors stated in the literature.

5.2.2. Teachers commitment in each component (affective, continuance, and normative).

In addition to the scores of overall organizational commitment, the mean and standard deviations of the employees' commitment to their organization in each component is presented in Table 8 as indicated by the respondents. The mean and standard deviation scores for each of the employee commitment scales are ranked by respondents as affective commitment has 3.60, continuance commitment has 3.08, and normative commitment has 2.91.

When we see from highest to lowest mean scores, respondents ranked their “Affective commitment” with highest mean of 3.60 whereas their “Normative commitment” having lowest mean of 2.91 from total. From standard deviation scores, continuance commitment has the highest value of all (SD= 0.46). It indicated that teachers reported a relatively higher variation towards continuance commitment. Regardless of the variations in standard deviation, a relatively higher score in affective commitment when we compare with the other two components of organizational commitment, teacher in AMCTE have a moderate belief in the objectives, feel belongingness, and are willing to exert a considerable effort on the behalf of the college. But, about 26.6% of teachers clearly stated that they are not affectively committed for the college. It is possible to conclude that being not committed affectively means, just doing the tasks assigned by the college for the sake of maintaining employment agreements. Since affective commitment is conceptualized as “an individual’s attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization” (Mowday *et al.*, 1982 cited in Eby *et al.*, 1999:464), due consideration is needed to improve teachers affective commitment in the college. Bagraim (2003:13) maintains that “affective commitment develops if employees are able to meet their expectations and fulfill their needs within the organization.” If so, the above 26.6% of unfavorable reports on affective commitment in AMCTE can be attributed to less job satisfaction.

Concerning continuance commitment of teachers, the mean score (mean=3.08, SD=0.46) indicated that teachers’ perception towards the associated costs of leaving the college was very low. Teachers in the college do not worry about the status, money, and other instrumental rewards that would be lost, and to be deemed worthless at some perceived cost if they were to leave the college. Therefore, a high probability of teacher attrition may result; but taking the available external work opportunities into consideration.

The third component of organizational commitment (Normative commitment) as indicated in Table 8, (mean=2.91, SD=0.40) was the least of all as reported by teachers in AMCTE. The mean scores for about 66% of teachers were below 3/undecided;

indicating that they are not committed for the college. Normative commitment, according to Bagraim (2003:14) can be conceptualized as the belief that “employees have a responsibility to their organization”. According to him, employees experience normative commitment due to their internal belief that it is their duty to do so. But what we actually observed in the analysis indicated a very low normative commitment of teachers in AMCTE. They do not feel that they were responsible and accountable for the college’s success or failure. This may partially be attributed for unsatisfied reports on the different dimensions of their job (see Table 5); especially autonomy, because high autonomy mean giving employees a freedom to decide on things which may affect their students as well as the college. As a result they may develop a sense of responsibility towards their wrong and Wright actions. Otherwise, they may tend to blame the college for their mistakes.

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Allen & Meyer (1990) do not provide guidance about average, required, ideal, or expected means for affective, continuance, and normative commitment. Instead, Allen and Meyer (1990) and Meyer et al. (2004) studied to identify what was a relationship between the different types of organizational commitment and the outcomes that are being examined, as well as the pattern for those findings, and their level of influence. They indicated that affective commitment is a relatively better component to show one’s organizational commitment.

The results of this study reflected that the pattern for mean scores is consistent with the abovementioned ones by presenting that affective commitment has highest score. This indicates that some of the academic staff has strong affective commitment towards their college where they would consider themselves as belonging to this college. However, lower mean of continuance commitment implies as the respondents felt that the college leaders are not paying enough attention to the rewards in exchange of efforts they provide to the college compared to others. The third and lowest mean of normative commitment also evidenced that the college failed to build an asset on teachers that makes them feel obligated and responsible towards their college.

Generally, teachers in the college were not as such concerned with the associated costs of leaving the college. Similarly, they feel a very low obligation for the college as well as the society. It is believed that affective commitment (teachers' emotional attachment with the college) is a relatively preferable component of organizational commitment. However, affective commitment alone may not secure stability of the work force. Therefore, making teachers feel obliged, and unaffordable to leave the college has a considerable input for effectiveness of the college.

5.3. Do the selected facets of job have a significant relationship with overall job satisfaction of teachers in AMCTE?

The analysis in Table 12 showed that all the selected facets of job significantly correlated with overall job satisfaction of teachers. It was found that the correlation coefficients between the selected facets and overall job satisfaction were all significant at $\alpha = 0.01$. Among the partial correlation coefficients of the selected variables, the highest is observed between promotion/growth and overall job satisfaction ($r_{12.3456} = 0.75, p < 0.01$) followed by recognition ($r_{12.3456} = 0.64, p < 0.01$). The least partial correlation coefficient observed in autonomy ($r_{12.3456} = 0.43, p < 0.01$), followed by workload ($r_{12.3456} = 0.44, p < 0.01$).

Concerning the relationship between promotion/growth opportunities and overall job satisfaction, a strong positive relationship was found ($r_{12.3456} = 0.75, P < 0.01$). Teachers satisfied with promotional opportunities were more likely to have high scores in overall job satisfaction. A similar result was reported by Luthans (1992). He indicated that promotions may take a variety of different forms and are generally accompanied by different rewards. Therefore, Promotional opportunities have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

Similarly, the relationship between satisfaction with co-worker relations and overall job satisfaction was significant ($r_{12.3456} = 0.65, P < 0.01$). This indicated that a positive and friendly relationship among the staff members has an association with teachers' job satisfaction. Supporting this idea, (Mowday & Sutton, 1993; Luthans, 1998) forwarded

that, work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction. It is possible to say that when unity is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable.

The significant relationship between pay and job satisfaction ($r_{12.3456} = 0.45$, $P < 0.01$) also indicated that the higher teachers perceive their payments/compensations are fair and enough, their overall job satisfaction became better. It is evidenced by scholars (Luthans, 1998) that financial benefits have an importance to fulfill the basic needs as well as higher order needs of employees. Similarly, Lambert et al. (2001) found financial rewards to have a significant impact on job satisfaction. However, Tesfaye (2004) found that no significant relationship between salary and job satisfaction of instructors in Debu Universities (Ethiopia). Though the primary focus in the current study was compensations other than salary, the findings related with salary should be interpreted based on the salary scale and payment systems that the particular organization follows.

The relationship of overall job satisfaction with recognition ($r_{12.3456} = 0.64$, $P < 0.01$), supervision ($r_{12.3456} = 0.50$, $P < 0.01$), and autonomy ($r_{12.3456} = 0.43$, $P < 0.01$) was also significant in this study. The correlation coefficients as indicated in Table 12 showed that increase in satisfaction with recognition, supervision, and autonomy have a significant implication for the betterment of teachers' overall job satisfaction.

Concerning the relationships between these facets and overall job satisfaction, previous studies also indicated that supervision (Luthans, 1992; Ting, 1997), recognition (Spector, 1997; Kraig, 2003, Luthans, 1998), and autonomy (Kim and Loadman, 1994; Bongers, 2001; and Spector, 1997) have a positive relationship with overall job satisfaction of employees. Similarly, a significant relationship was found between physical environment & facilities and overall job satisfaction of teachers ($r_{12.3456} = 0.45$, $P < 0.01$). In this study, teachers' feeling towards the physical environment and facilities found to be moderately associated with overall job satisfaction. Supporting this idea, Luthans (1992), if people work in a clean and resourceful environment, they will find it easier to come to work. If the opposite happen, they feel dissatisfied and will find it difficult to accomplish tasks. In

addition, Robbins (1998) indicated that the provision of adequate and appropriate working equipment and clean facilities are related to high job satisfaction. Therefore, it is necessary to consider the appropriateness of the physical environment and facilities in which teachers are working.

Teachers' attitude towards the 'Work it-self' (the nature of work) and 'Workload' (the amount of work that teachers expected to perform) also examined to see their relationship with overall job satisfaction of teachers. The partial correlation coefficient ($r_{12.3456} = 0.50$, $P < 0.01$) in Table 12 showed that the relationship between work it-self and overall job satisfaction is significant. Teachers who were satisfied with the nature of work (challenging, variety, and feedback....etc) were more likely to experience high overall job satisfaction. In line with this, Luthans (1992) stated that the nature of work performed by employees has a significant impact on their level of job satisfaction. According to him, employees derive satisfaction from work that is interesting and challenging, and a job that provides them with status. This implies work that is personally interesting to employees is likely to contribute to job satisfaction.

Also, satisfaction with workload in AMCTE was significantly correlated with overall job satisfaction ($r_{12.3456} = 0.44$, $P < 0.01$). It indicates that work overload has a significant negative relationship with teachers' level of satisfaction. Teachers satisfied with the expected amount of workload were more likely to manifest positive feelings towards their job. Concerning the findings in this study, Al-Aameri (2003, cited in Rehman, M. et al., 2012) also mentioned in his study that one of the factors of occupational stress is pressure originating from workload; and it has a relationship with employee's job satisfaction. However, Rehman et al. (2012) concluded that workload positively related with job satisfaction of employees. They further interpreted that this positive relationship is resulted from poverty; and employees demand extra work and they want to increase their income. This finding indicates that the relationship between workload and job satisfaction is dependent up on the compensation system a particular organization follows.

5.4. Is there a statistically significant relationship between teachers' overall job satisfaction and organizational commitment?

As observed from Table 13 and 14, the correlation coefficients for overall job satisfaction and organizational commitment were computed. At first the relationship between overall job satisfaction and total organizational commitment was found to be significant. But the partial correlation in Table 14 disproved that the significant relationship between job satisfaction and total organizational commitment is a result of affective commitment; and the relationship is insignificant when the influence of affective commitment was taken out.

Among the three components of organizational commitment, only affective commitment was significantly correlated ($r_{12.3456} = 0.37, P < 0.01$) with job satisfaction of teachers. Teachers who were satisfied with their job tend to show higher affective commitment, they were more likely attached to the college, willing to continue membership, and were willing to exert the effort beyond that is normally expected. This result is in line with the findings reported by Lumley, Coetzee, Tladinyane, and Ferreira (2011) that job satisfaction relates most strongly to affective commitment. A similar result was reported by Tesfaye (2004). The positive significant relationship between job satisfaction and affective commitment was an indication of teachers' feeling of belongingness, high emotional attachment, and willingness to exert a considerable effort for the success of their college when they feel satisfied with their job in general.

But, the relationship between job satisfaction and the other two components of organizational commitment (continuance commitment and normative commitment) were not significant. Though the current results contradict with some studies (Aydogdu and Asikgil, 2011; Aref, K. and Aref, A., 2011), the lack of significant relationship between overall job satisfaction and continuance commitment seems logical to some extent. Because continuance commitment is basically resulted from the individuals recognition of the associated costs that may encounter by termination of employment. Hence, teachers may perform the activities assigned by the college since acting in such a way is the only option to secure employment. In line with this, Allen and Meyer (1991) indicated that anything that increases the cost associated with leaving an organization

have the potential to increase continuance commitment. This indicates that, regardless of their satisfaction at job, employees may have higher or lower continuance commitment. But, Organ (1987, cited in Allen & Meyer, 1991) further warned that organizational effectiveness depends on more than simply maintaining a stable workforce; employees must perform the assigned duties dependably and willing to engage in activities that go beyond role requirements.

Similarly, the relationship between job satisfaction and the third component (Normative commitment) is not significant. This result opposes the findings reported by Aydogdu and Asikgil (2011), and Aref, K. and Aref, A. (2011). They reported that there were a significant relationship between job satisfaction and normative commitment of employees. Though inconsistencies with some previous studies observed, justifications can be given for the insignificant relationship obtained between job satisfaction and normative commitment of teachers in the current study. As Weiner (1982, cited in Allen and Meyer, 1991) indicated, normative commitment (the feeling of obligation to remain in an organization) may result from the internalization of normative pressure exerted on an individual prior to entry to the organization (familial or cultural socialization) or following entry (i. e. organizational socialization). Therefore, whether a teacher is satisfied or not, he/she may prefer to be committed for the college taking the familial, cultural, organizational ...etc socializations in to consideration. Again, employees may be normatively committed because of the investments on the part of the organization (e.g. costs associated with college tuition, job training...etc); and it creates an imbalance in the employee/organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid (Scholl, 1981 cited in Allen & Meyer, 1991). This also indicates that normative commitment is not necessarily correlated with job satisfaction of employees.

5.5. Does overall job satisfaction significantly explain the variance in organizational commitment of teachers in AMCTE?

Attempts were made to indicate the link between job satisfaction and organizational commitment of employees through review of literature in the area. The results in this study also showed that job satisfaction significantly explained the variance in affective

commitment of teachers after controlling for the influence of demographic variables (age, sex, tenure, and educational level). The findings in the current study corroborates with Mannheim et al., (1997), Aydogdu Asikgil (2011) and Yücel (2012). Tesfaye (2004) also reported that job satisfaction significantly explain the variance in affective commitment of teachers. It is thus expected that highly satisfied teachers will be more attached to the college and work for the realization of the college's goal.

Moreover, Studies such as Mannheim et al. (1997) found that job satisfaction is a significant predictor of organizational commitment. Further, it was argued that job satisfaction reflects immediate affective reactions to the job while commitment to the organization develops more slowly after the individual forms more comprehensive evaluations of the employing organization, its values, and expectations and one's own future in it. Therefore, job satisfaction is seen as one of the determinants of affective commitment.

Therefore, understanding teachers' level of satisfaction will have an important clue in understanding teachers' attachment with an employing institution, their belief in the objectives of the college, and willingness to stay in the college. It is also possible to suggest that by raising teachers' satisfaction on their job, an organization can secure an emotional attachment, feeling of belongingness, and teachers' willingness to exert the effort beyond that is normally expected from them.

5.6. Is there a statistically significant relationship between job satisfaction and demographic characteristics of teachers?

As stated earlier, one of the objectives of this study was determining whether the demographic variables (sex, age, tenure, and level of education) have a significant relationship with job satisfaction of teachers in AMCTE. The results of the correlation analysis stated in Table 10 showed that among the selected demographic variables, a significant negative correlation coefficient ($r = -0.24$, $P < 0.05$) was observed between tenure and overall job satisfaction. The negative correlation coefficient in this case indicates that longer stay in the college was accompanied by decrease in job satisfaction of teachers. A similar result was reported by Lambert et al. (2001). Conversely, Jones

Johnson and Johnson (2000) indicated that employees with longer tenure have a greater tendency to be satisfied with their jobs than employees with shorter tenure. However, Tesfaye (2004) argued that tenure has no significant relationship with job satisfaction of instructors. The reason the findings are both inconsistent and inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how tenure is viewed. In some organizations, senior employees are highly respected, while high tenure is viewed as a problem in other organizations. Accordingly, the negative relationship between job satisfaction and tenure in AMCTE was attributed to lack of recognition, autonomy, and limited promotional opportunities for senior staffs.

5.7. Is there a statistically significant relationship between the demographic characteristics and organizational commitment of teachers?

There have been a number of studies investigated the personal correlates of organizational commitment. Characteristics such as age, tenure, educational level, and gender have been found to influence organizational commitment. Previous studies showed that age ((Meyer & Allen, 1997; Luthans, 1992), gender (Mathieu and Zajac, 1990), tenure (Teskaye 2004; Meyer & Allen, 1997), and educational level (Mathieu and Zajac, 1990) have a significant relationship with employees organizational commitment. As a result, these variables were examined in the current study to see whether a significant relationship could exist.

As depicted in Table 11, tenure and educational level of teachers exhibited a significant relationship with only affective commitment of teachers ($r = -0.27$, $p < 0.05$ for tenure, and $r = -0.24$, $p < 0.05$ for level of education). Both, teachers with longer stay in the college and better educational level tend to exhibit lower attachment and less feeling of belongingness towards the college. Since affective commitment is basically resulted from the fulfillment of needs, the college seems unable to cope with these increased job expectations of teachers with a relatively higher educational level. Again, the negative relationship between tenure and affective commitment was interpreted as those stayed longer in the college had a better chance to evaluate the favorableness of the institution in

fulfilling their needs. Hence, failures to meet their needs from time to time decreased their feelings of attachment with the college.

CHAPTER SIX: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides an overview of salient research findings emanated from the research. It also provides conclusions that can be drawn from the research and offers suggestions for change and research into job satisfaction and organizational commitment of teachers.

6.1. Summary

The main objective of this study was to find out and explain the job satisfaction and organizational commitment of the academic staff in AMCTE. In order to arrive at the intended objectives, the study was guided by the following basic research questions.

1. What does the current job satisfaction of teacher educators look like in AMCTE?
2. What does the organizational commitment of teacher educators look like in AMCTE?
3. Is there a statistically significant relationship between the demographic characteristics (age, sex, tenure, and educational level) and job satisfaction of teachers?
4. Is there a statistically significant relationship between the demographic characteristics (age, sex, tenure, and educational level) and organizational commitment of teachers?
5. Do the selected facets of job have a significant relationship with the overall job satisfaction of teachers?
6. Is there a statistically significant relationship between job satisfaction and organizational commitment of teachers?
7. Does overall job satisfaction significantly explain the variance in organizational commitment of teachers in AMCTE?

In order to address the aforementioned research questions, a mixed approach (QUAN → qual) sequential explanatory design was employed. The quantitative data collected first through self reporting questionnaire, which incorporate nine sub-scales (recognition, pay, co-worker relation, promotion, autonomy, physical environment and facilities, workload,

supervision and work itself); and organizational commitment (affective, continuance, and normative). Based on the figures in the quantitative data, qualitative information was gathered through interview in order to further interpret and explain the findings related with job satisfaction and organizational commitment of teachers. The qualitative data built on the quantitative findings while discussing the results of the study in the previous chapter; and implied in the recommendations.

The participants of the study were all the academic staffs who were at the college in the academic year 2012/2013. The total number of teachers (excluding the three deans of the college and about 28 teachers studying their master's or doctoral degrees in different universities of Ethiopia) participated in the study were 90. Of this total population, 79 (72 male and 7 female) of them successfully completed and returned the questionnaire.

Varieties of analysis techniques were applied to reach at conclusions in this study. Teachers level of satisfaction with the selected facets of job, and teachers level of organizational commitment with regard to the three components (affective, continuance, and normative) were described using mean, standard deviation, and percentages. Pearson's product moment correlation (zero order and partial) were employed to check the relationship among the study variables; and their relationship with demographic variables. Also, Hierarchical standard multiple regressions were employed to determine the strength of relationships between job satisfaction and organizational commitment of teacher educators in AMCTE.

1. Teachers' level of job satisfaction

The overall job satisfaction of teachers as measured by the aggregate scores of teachers in the selected nine facets, with the mean score 3.18 indicated that teachers were very slightly satisfied with their job. In addition to the mean score, percentages of teachers below the boundary (neither satisfied nor dissatisfied) were calculated; and a total of 34.2% teachers reported that they are dissatisfied. Also, teachers' satisfaction with each dimension was examined. The analysis and discussions made earlier informed that teachers were moderately satisfied with the work itself while compensation, physical environment & facilities, and workload found to be the most dissatisfying aspects in the

college; about 52 % of teachers reported their unfavorable feelings in workload and compensation. Also teachers were not satisfied with promotion opportunities and recognition. A slight satisfaction reported in autonomy, supervision, and co-worker relation.

2. Teachers' organizational commitment

Organizational commitment can be defined as the strength of an individual's identification with, and involvement in the organization (Allen & Meyer, 1997). Considering its importance for organizational success, teachers' overall commitment for AMCTE was assessed through self reporting data. The descriptive analysis in table 7 showed that the average score (mean=3.27) were very low to say teachers in the college have a belief on the goals, exert a considerable effort, and willing to continue membership. Concerning the three components of organizational commitment, teachers exhibited a relatively better commitment in affective one. The mean scores for the three components (affective, continuance, and normative) were 3.64, 3.08, and 2.98 respectively. This indicated that teachers manifested very low continuance and normative commitment.

3. The relationship between the selected job facets and overall job satisfaction

As observed from Table 12, the correlation coefficients between the selected facets (recognition, pay, promotion/growth, physical environment and facilities, co-worker relation, supervision, autonomy, workload, and work itself) and overall job satisfaction were all significant at $\alpha < 0.01$. Among the correlation coefficients of the selected variables, the highest was observed between promotion/growth opportunities and overall job satisfaction ($r_{12.3456} = 0.75$, $p < 0.01$) followed by co-worker relation ($r_{12.3456} = 0.65$, $p < 0.01$). Satisfaction in each facet is more likely to influence teachers overall job satisfaction. The effect size for promotion, recognition, supervision, work itself, and co-worker relations were large while compensation, workload, physical environment & facilities, and autonomy had a moderate effect on overall job satisfaction.

4. The relationship between job satisfaction and organizational commitment

The relationship between the three components of organizational commitment (affective, continuance, and normative) and job satisfaction was scrutinized; and only affective commitment exhibited a positive significant relationship with job satisfaction ($r_{12.3456} = .37, P < 0.01$). Their association was moderate. However, no significant relationship was found for the rest two components of organizational commitment with job satisfaction.

The positive significant correlation coefficient between overall job satisfaction and affective commitment is an indication of teachers' increased emotional attachment, belongingness, strong desire to maintain membership, and exert a considerable effort for the success of their college when they feel satisfied with their job in general.

5. The proportion of variance in affective commitment explained by job satisfaction

Since the partial correlations for continuances, normative, and total organizational commitment was insignificant, only affective commitment was regressed on job satisfaction. The results in table 15a-c evidenced that overall job satisfaction significantly explained affective commitment (teachers' belief on the goals of the college, emotional attachment, and willingness to exert the effort beyond normally expected). Overall job satisfaction accounted 12% of additional variance explained in affective commitment after adjusting for the influence of demographic variables. The addition of job satisfaction in the model brought a significant change in the model ($\Delta F_{(1, 73)} = 11.51, P < 0.01$). The relative contribution was also significant ($\beta = .38, t = 3.40, P < 0.01$) in a positive direction. Other things remain constant; overall job satisfaction significantly predicted affective commitment of teachers in AMCTE.

6. The relationship between demographic variables and job satisfaction

The results of the correlation analysis stated in table 10 showed that among the selected demographic variables, a significant negative relationship ($r = -0.24, P < 0.05$) was observed between tenure and overall job satisfaction. Though its association was small, the negative correlation coefficient in this case indicated that longer stay in the college was accompanied by decrease in job satisfaction of teacher educators. Other demographic

variables (age, sex, and level of education) had no significant relationship with job satisfaction.

7. The relationship between demographic variables and organizational commitment

A look into the relationships between demographic variables and organizational commitment revealed that only affective commitment significantly and inversely correlated with tenure ($r = -0.27, p < 0.05$) and educational level ($r = -0.24, p < 0.05$) of teacher educators. But, none of the selected demographic variables significantly correlated with total organizational commitment. Also, no significant relationship was found between demographic variables and the rest two components (continuance and normative) of organizational commitment.

6.2 Conclusions

This study examined teachers' job satisfaction with nine selected facets of job and their commitment towards AMCTE. The following conclusions can be drawn from the findings reported above.

The majority of teacher educators in AMCTE experienced a very low over all job satisfaction. More specifically, teachers in the college were moderately satisfied with the work itself (the nature of the work) followed by co-worker relations. However, the physical environment and facilities (arrangement of office equipments, cafeteria services, & laboratory resources), financial benefits and compensation systems, promotional opportunities and practices, autonomy, and recognition of teacher educators' contributions were not adequate in satisfying their needs.

Similarly, teachers' had a very low commitment towards AMCTE. Though some teachers had a strong emotional attachment, belongingness, and they care for the fate of the college; majority of teacher educators in the college feel low obligation to stay in the college; and underestimate the associated costs of leaving the college at any time.

Based on a significant relationship between satisfaction with the selected facets (recognition, pay, co-worker relation, work itself, autonomy, physical environment and

facilities, workload, supervision, and promotion/growth opportunities) and overall job satisfaction of teacher educators, it is concluded that the above mentioned facets of job have moderate to large effect either to increase or decrease teachers' overall feelings about the favorableness of their job in the college.

One of the findings in the current study indicated that overall job satisfaction significantly explain the variance in affective commitment of teachers in AMCTE. Depending on their level of job satisfaction, teachers in the college had varying levels of emotional attachment and belongingness with the college. Other things remain constant; teachers with better job satisfaction tend to care for the fate of the college, have a strong desire to continue membership, and work for the realization of institutional goals. However, teachers' obligation-based and cost-based commitments not necessarily depend on their job satisfaction.

Only tenure had a significant negative relationship with job satisfaction of teachers in AMCTE. Those stayed longer in the college were not comfortable with the job; it is because of failure to satisfy their needs repeatedly. Lack of recognition, autonomy, and very limited promotion opportunities for senior staffs were some of the reasons. Similarly, tenure and educational level of teachers had a significant negative relationship with their affective commitment. Since affective commitment is basically resulted from the fulfillment of needs at work place, it is concluded that the college was unable to respond to the increased needs of recognition, autonomy, and promotion/growth opportunities which senior and better educated teacher educators need to satisfy. As a result, teachers with longer stay and/or better educational levels reported low emotional attachment and belongingness with the college. Also, they were less likely willing to devote the effort beyond the role required.

6.3 Recommendations

The findings of this study are believed to have some implications for practice. These implications might show area of intervention to improve the extent of teachers' job satisfaction and organizational commitment. The suggestions below arise from the discussions and conclusions made before.

1. Based on a very slight overall job satisfaction of teachers, academic administrators in the college collaboratively with regional education bureau should take necessary measures for the optimal provision of intrinsic (especially recognition, autonomy, promotion/growth) and extrinsic job rewards (good compensation and financial benefits, clean and resource full environment, and respectful supervision) to make their core workforce highly satisfied and committed to reap the benefits of improved work behavior. Revisiting the nomination of teacher-trainees to improve the quality of trainees enrolling to the college may also help to raise teachers' satisfaction. The college administrators should strive to create opportunities in which teacher educators can get fair and comparable financial benefits to other institutions. In addition, mechanisms should be prepared in order to decrease teachers' dissatisfaction resulted from work overload with unreasonable payments.
2. Since job satisfaction is positively related to organizational commitment, this should be a signal to the management of AMCTE and other similar institutions that they need to ensure that teacher educators are highly satisfied with their job in order to prevent the occurrence of lowly committed teacher educators from developing in their institution or ensure that teacher educators remain committed.
3. It was also unpleasant to observe a negative significant relationship between tenure and job satisfaction in AMCTE. Taking this finding as a serious problem, college administrators are expected to provide an environment, which increases the job satisfaction of the senior staffs in the college. Senior staffs with longer stay in the college had a relatively higher expectation of autonomy, recognition, promotion, and financial benefits; if so, understanding their needs may generate better attitudes.
4. Tackling the negative relationship of tenure and educational level of teachers with their affective commitment (teachers' strong emotional attachment with the college) should be an urgent task for college administrators. Teachers with longer stay and/or relatively better educational levels are believed to have

high expectations; therefore the college administrators should take necessary measures for the best possible fulfillment of these needs. A relatively better autonomy, recognition, promotion/growth opportunities, and different financial benefits are some of them.

5. Based on a significant relationships manifested between the selected facets and overall job satisfaction; and overall job satisfaction and affective commitment, it is possible to suggest that an effort made to increase teachers satisfaction in each facet is an effort made to increase teachers overall job satisfaction where by increasing teachers' emotional attachment with the college. Therefore, it may be important to examine feelings of teacher educators continually and take measures.
6. Since this study also concluded that job satisfaction was positively related to affective commitment, further field studies on job satisfaction and commitment should be encouraged to look into other possible contributing factors that were not investigated in this study; because, only 1/4th (25% in affective commitment) of the variability was explained by the combination of job satisfaction and the selected control variables. Exploring these additional variables may provide a better understanding of commitment of teacher educators towards their institution. In addition, further studies should consider other variables which may contribute for teachers' job satisfaction; and the relationship of job satisfaction with different work related behaviors such as performance and absenteeism.

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Appendices

Appendix A: Questionnaires for expert evaluation

ADDIS ABABA UNIVERSITY
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“The purpose of this study is to determine teachers’ level of job satisfaction and organizational commitment in Arbaminch College of Teacher Education”.

Part One: Job Satisfaction Questionnaire

Below are questionnaire prepared to collect data about teachers’ level of **job satisfaction**, attitude towards the different aspects of their job. There are nine different facets of job identified based on theory and research findings; namely: *Work it-self, pay, recognition, supervision, co-worker relation, opportunities for promotion/growth, autonomy, work load, and physical condition*. Under each facet there are statements or phrases which assumed to have a potential to measure teacher’s level of satisfaction on that particular aspect of job. Since this instrument is prepared by adapting instruments originally developed by different scholars and organizations in foreign countries, may have deficiency in measuring teachers’ job satisfaction in the context of Teacher Training colleges in Ethiopia. *So, You are kindly requested to evaluate the property of each item in measuring teachers’ satisfaction with regard to the specified category/job facet; putting an “x” mark next to each item ranging from 1-5.*

1. **Means ‘Poor’** = Not necessary
2. **Means ‘Not good’** = It needs major modification
3. **Means ‘Good’** = It needs moderate modification
4. **Means ‘Very good’** = It needs very slight modification
5. **Means ‘Excellent’** = Can be used as it is.

PLEASE, PUT YOUR COMMENT ON THE ITEMS YOU FEEL MODIFICATION IS REQUIRED.

THANK YOU FOR YOUR SUPPORT!!

1	Recognition	r ₁	r ₂	r ₃	r ₄	r ₅	% of experts agreement
1.1	I have been recognized for the major accomplishments on the job	5	5	4	5	5	96
1.2	My leaders recognize teachers success whatever small it would be	5	5	4	4	5	92
1.3	There are no rewards at all for those who work well at job.	5	5	3	5	4	88
1.4	The college administrators give recognition in a timely, fair way	4	4	4	5	4	84
1.5	There is a formal program for recognizing teachers achievements on the job	3	4	4	4	4	76
1.6	There are few rewards for those who work efficiently.	4	4	5	5	4	88
2	Pay						
2.1	My pay is low compared to what others get for similar work.	4	4	5	5	4	88
2.2	I am highly paid.	4	4	4	4	4	80
2.3	In my opinion, my pay is equal with those with a similar education and work background.	5	5	5	5	4	96
2.4	My pay is fair and sufficient compared to payments for non-teaching profession.	4	4	4	4	4	80
2.5	The college has clear policies regarding payments like allowances	5	5	4	5	5	96
2.6	I feel I am being paid a fair amount for the work I do.	5	5	5	5	5	100
3	Promotion/growth opportunities						
3.1	My opportunities for upgrading are limited .	4	4	4	5	5	88
3.2	I have a good chance for promotion.	5	5	5	5	5	100
3.3	My college has an unfair promotion practices.	5	5	5	5	5	100
3.4	The college gives enough chance for professional growth	5	5	5	4	5	96
3.5	The college helps me to peruse my	5	5	5	5	5	100

	professional growth						
3.6	In my college job promotion is based on job performance and achievement	5	5	5	5	4	96
3.7	The college has clear criteria for training opportunities	4	4	5	5	5	92
3.8	I am satisfied with my chances for promotion	5	5	5	5	5	100
4	Co-worker relation						
4.1	My colleagues are willing to listen to my job-related problems.	5	5	5	5	5	100
4.2	My colleagues are helpful to me in getting my job done.	5	5	5	5	5	100
4.3	My colleague workers are selfish.	4	4	5	4	4	84
4.4	The people I work with are very friendly.	5	5	5	4	5	96
4.5	The people I work with help each other when someone falls behind or gets in a tight spot.	5	5	5	4	4	92
4.6	My colleague workers are pleasant.	5	5	5	5	5	100
5	Supervision						
5.1	My supervisor is willing to listen to my job-related problems.	5	5	5	5	5	100
5.2	My immediate supervisor treats staff fairly	5	5	5	5	5	100
5.3	I can trust my immediate supervisor	5	5	5	5	5	100
5.4	My immediate supervisor does a good job.	4	5	5	5	5	96
5.5	My immediate supervisor uses positive feedback with staff	5	5	5	5	5	100
5.6	I have no administrative tension with my immediate supervisor	5	5	5	5	5	100
5.7	My immediate supervisor is unfair to me.	5	5	5	5	5	100
5.8	My supervisor renders professional support to the staff	4	4	5	5	4	88
6	Physical environment and facilities						
6.1	The college has adequate equipments to perform my job properly (computers, printers,	5	5	5	5	5	100

	copiers, etc...)						
6.2	The college has facilities which are clean and up-to-date.	5	5	5	4	5	96
6.3	In my college office conditions are not comfortable for work	5	5	5	5	5	100
6.4	As an individual I have adequate personal space in my department	4	4	4	5	4	84
6.5	The college provides adequate materials for work	5	5	5	5	5	100
7	Autonomy						
7.1	I never control the scheduling of my work.	3	4	5	4	4	80
7.2	I have little or no influence over things that affect me on the job.	4	4	5	5	5	92
7.3	I have a lot of chances in deciding what tasks or parts of tasks I will do.	5	5	5	5	5	100
7.4	I have freedom of decision on how to accomplish my assigned task	5	5	5	5	5	100
7.5	I have sufficient professional autonomy and authority at work	5	5	5	5	5	100
7.6	I am satisfied with flexible work procedures in my college	4	4	4	3	5	88
7.7	I have freedom of choice (teaching methods and assessment) when performing my duties.	5	5	5	5	5	100
8	Work-itself						
8.1	I feel that my work is meaningful	5	5	4	4	5	92
8.2	My work gives me a sense of achievement	5	5	4	4	4	88
8.3	My current work allows me to use my skill and creativity.	5	5	5	5	4	96
8.4	I am satisfied with the variety in my work	5	5	4	4	4	88
8.5	I am really doing something valuable in my job.	5	5	5	5	5	100
8.6	My work is compatible with my experience	4	4	5	5	4	88

	and education						
9	Work Load						
9.1	I have to work very fast on the job (e.g., cover a lot of material).	4	4	4	4	4	80
9.2	I don't have enough time to get everything done on my job.	5	5	5	5	5	100
9.3	The workload on my job is too heavy.	5	5	5	5	5	100
9.4	I often have overload	5	5	5	5	5	100
9.5	My current work does not make me stressed	5	5	5	5	5	100
9.6	I can accomplish my assigned work load easily	5	5	5	4	5	96
9.7	My required work load reduces the quality of performance	4	4	4	4	4	80
9.8*	My load is often insufficient	3	4	3	3	5	72*

Part Two: Organizational Commitment Questionnaire

Below are questionnaire prepared to collect data about teachers' level of **organizational commitment**. Based on Allen and Meyer's three model conceptualization of organizational commitment, *affective*, *continuance*, and *normative* organizational commitment are employed in this study. Under each form of organizational commitment there are statements or phrases which assumed to have a potential to measure teachers' level of organizational commitment on that particular form of commitment. Since this instrument is prepared by adapting instruments originally developed by different scholars in foreign countries, *you are kindly requested to evaluate the property of each item in measuring teachers' commitment with regard to the specified form of organizational commitment*; putting an "X" mark next to each item ranging from 1-5.

1. **Means ‘Poor’** = Not necessary
2. **Means ‘Not good’** = It needs major modification
3. **Means ‘Good’** = It needs moderate modification
4. **Means ‘Very good’** = It needs very slight modification
5. **Means ‘Excellent’** = Can be used as it is.

Dear evaluator, in addition to the knowledge that you have, you may use the following conceptualizations employed in this study.

Affective commitment is conceptualized as “an individual’s attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization” (Mowday et al., 1982 cited in Eby et al., 1999, p. 464). **Therefore, a teacher wants to stay with the college and feels emotionally attached.**

Continuance commitment can be conceptualized as the tendency for employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization. (Buitendach & de Witte, 2005). **Therefore, a teacher needs to stay with the organization because the cost of leaving is too high.**

Normative commitment encompasses an employee’s felt obligation and responsibility towards an organization and is based on feelings of loyalty and obligation/contract. (Sparrow & Cooper, 2003). **Therefore, a teacher feels obligated to stay with the organization because it is the moral and right thing to do.**

Thank you for your support again!

Affective Commitment		r ₁	r ₂	r ₃	r ₄	r ₅	% Agreement
1	I really care for the fate of this college.	5	5	5	5	5	100
2	I do not feel like “part of the family” at the college.	5	5	5	5	4	96

3	I do not feel “emotionally attached” to this college.	5	5	5	5	5	100
4	I do not feel a strong sense of belonging to the college.	5	5	5	5	5	100
5	I would be very happy to spend the rest of my career in this college.	5	5	5	5	5	100
6	I really feel as if this college’s problems are my own.	5	4	5	5	5	96
7	This college has a great deal of personal meaning for me.	5	4	5	5	5	96
8	Deciding to work for this college was a definite mistake on my part.	5	5	5	5	5	100
Continuance Commitment							
9	Too much of my life would be disrupted if I decided to leave the college right now, even if I wanted to.	5	5	4	4	5	92
10	I believe that I have too few options to consider leaving this college.	5	5	4	5	5	96
11	One of the few negative consequences of leaving this college would be the lack of available alternatives.	5	5	4	5	5	96
12	If I had not already put so much of myself into this college, I might consider working elsewhere.	4	4	4	5	4	84
13	It would be very hard for me to leave this college right now, even if I wanted to.	5	5	5	5	5	100
14	I wish I leave this college	4	4	4	4	3	76
15	I work for this college only as long as I have no other option	5	5	4	4	5	92
Normative Commitment							
16	I do not feel any obligation to remain with my current employer.	5	5	5	5	5	100
17	I would feel guilty if I left the college now.	5	5	5	5	5	100
18	This college deserves my loyalty.	5	5	4	4	5	92
19	I would not leave my college right now because I have a sense of obligation to the people in it.	5	5	5	5	5	100
20	Even if it were to my advantage, I do not feel it would be right to leave the college now.	5	5	5	5	5	100
21	Right now, staying with this college is a matter of contract.	4	4	5	5	4	88

Note: * = items discarded by expertise

Appendix B: Questionnaire for Pilot Study and Its Results

**ADDIS ABABA UNIVERSITY
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A questionnaire to be completed by the academic staff

The purpose of this questionnaire is to collect data about teachers' level of satisfaction with the different aspects of their job; and organizational commitment of the academic staff in Arbaminch College of Teacher Education. The questionnaire has three parts: part one is about demographic information, part two deals about job satisfaction, and the third part is about organizational commitment. The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire **completely** and **honestly**. *The information you give will be kept strictly confidential.*

- Do not write your name on any page of the questionnaire.

Please, feel free to indicate the items you feel lack clarity, relevance or any other problems.

Thank you in advance for completing the questionnaire!

Part One: Demographic information

1. Sex: Male _____ Female _____	3. Your work experience in this college _____ Year(s) and _____ Month(s)
2. Age group 20-30 _____ 31-40 _____ 41-50 _____ Above 50 years old _____	4. The highest qualification that you have currently Diploma _____ First degree _____ Some Master's courses _____ Master's degree _____

Part Two: Job Satisfaction

Direction: Listed below are a series of statements that may represent how individuals feel about the different aspects of their work. Please indicate the degree of your agreement or disagreement for each statement with respect to your own feelings about the different parts of your current work by putting an “X” mark under the scale which represents your choice.

Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
---------------------------------	-----------------------	------------------------	--------------------	------------------------------

1	Recognition	Cronbach's $\alpha = 0.85$	Item loading
1.1	I have been recognized for the major accomplishments on the job		0.72
1.2	My leaders recognize teachers success whatever small it would be		0.79
1.3	The college administrators give recognition in a timely.		0.65
1.4	The college has a formal program for recognizing teachers achievement on the job		0.64
1.5*	There are few rewards for those who work efficiently.		-0.50
1.6	There are no rewards at all for those who work well at job.		0.70
2	Pay/compensation	Cronbach's $\alpha = 0.75$	
2.1	My pay is low compared to what others get for similar work in other institutions.		0.61
2.2*	I am highly paid.		0.53
2.3	In my opinion, my pay is equal with those with a similar education and work background.		0.52
2.4	My pay is fair and sufficient compared to payments for non-teaching profession.		0.78
2.5*	The college has clear policies regarding payments like allowances		0.25
2.6	I feel I am being paid a fair amount for the work I do.		0.63
3	Promotion/growth opportunities	Cronbach's $\alpha = 0.87$	

3.1	My opportunities for upgrading are limited.	0.67
3.2	I have a good chance for promotion.	0.61
3.3	My college has an unfair promotion practices.	0.70
3.4	The college gives enough chance for professional growth	0.72
3.5	The college helps me to peruse my professional growth	0.72
3.6	In my college, job promotion is based on job performance.	0.64
3.7*	The college has clear criteria for training opportunities	0.23
3.8*	I am satisfied with my chances for promotion	0.46
4	Co-worker relation Cronbach's $\alpha = 0.91$	
4.1	My colleagues are willing to listen to my job-related problems.	0.64
4.2.	My colleagues are helpful to me in getting my job done.	0.71
4.3	My colleague workers are selfish.	0.72
4.4	The people I work with are very friendly.	0.64
4.5*	The people I work with help each other when someone falls behind or gets in a tight spot.	0.49
4.6*	My colleague workers are pleasant.	0.35
5	Supervision Cronbach's $\alpha = 0.84$	
5.1	My supervisor is willing to listen to my job-related problems.	0.60
5.2	My immediate supervisor treats staff fairly	0.69
5.3	I can trust my immediate supervisor	0.70
5.4*	My immediate supervisor does a good job.	0.44
5.5	My immediate supervisor uses positive feedback with staff	0.60
5.6*	I have no administrative tension with my immediate supervisor	0.40
5.7	My immediate supervisor is unfair to me.	0.64
5.8	My supervisor renders professional support to the staff	0.65
6	Physical environment and facilities Cronbach's $\alpha = 0.84$	
6.1.	The college has adequate equipments to perform my job properly (computers, printers, copiers, etc...)	0.86
6.2*	The college has facilities which are clean and up-to-date.	0.33

6.3.	In my college, office conditions are not comfortable for work	0.60
6.4*	As an individual, I have adequate personal space in my department	0.48
6.5	The college provide adequate materials for work	0.66
7	Autonomy Cronbach's $\alpha = 0.78$	
7.1*	I never control the scheduling of my work.	0.20
7.2*	I have little or no influence over things that affect me on the job.	0.58
7.3	I have a lot of chances in deciding what tasks or parts of tasks I will do.	0.63
7.4	I have freedom of decision on how to accomplish my assigned task	0.78
7.5	I have sufficient professional autonomy and authority at work	0.68
7.6*	There are flexible work procedures in my college	0.57
7.7	I have freedom of choice (teaching methods and assessment) when performing my duties.	0.70
8	Work-itself Cronbach's $\alpha = 0.80$	
8.1	I feel that my work is meaningful	0.64
8.2*	My work gives me a sense of achievement	0.38
8.3	My current work allows me to use my skill and creativity.	0.74
8.4*	I am satisfied with the variety in my work	0.26
8.5	I am really doing something valuable in my job.	0.74
8.6	My work is compatible with my experience and education	0.73
9	Workload Cronbach's $\alpha = 0.71$	
9.1*	I have to work very fast on the job (e.g., cover a lot of material).	-0.37
9.2	I don't have enough time to get everything done on my job.	0.68
9.3.	The workload on my job is too heavy.	0.67
9.4.	I often have overload	0.62
9.5	My current work does not make me stressed	0.61
9.6	I can accomplish my assigned work load easily	0.69
9.7*	My required work load reduces the quality of performance	0.38

Please, go to the next page

Part Three: Organizational commitment

Direction: Listed below are a series of statements that may represent how individuals feel about the organization for which they work. Please, indicate the degree of your agreement or disagreement for each statement with respect to your own feelings about the college for which you are now working by putting an “X” mark under the scale which represents your choice.

Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
---------------------------------------	-----------------------------	------------------------------	--------------------------	------------------------------------

Affective Commitment		Cronbach's $\alpha = 0.95$	Item loading
1	I really care for the fate of this college.		0.69
2	I do not feel like “part of the family” at the college.		0.65
3	I do not feel “emotionally attached” to this college.		0.76
4	I do not feel a strong sense of belonging to the college.		0.77
5	I would be very happy to spend the rest of my career in this college.		0.66
6	I really feel as if this college's problems are my own.		0.94
7*	This college has a great deal of personal meaning for me.		0.46
8*	Deciding to work for this college was a definite mistake on my part.		0.56
Continuance Commitment		Cronbach's $\alpha = 0.73$	
9*	Too much of my life would be disrupted if I decided to leave the college right now, even if I wanted to.		0.45
10	I believe that I have too few options to consider leaving this college.		0.64
11	One of the few negative consequences of leaving this college would be the lack of available alternatives.		0.68
12*	If I had not already put so much of myself into this college, I might consider working elsewhere.		-0.11

13	It would be very hard for me to leave this college right now, even if I wanted to.	0.76
14*	I wish I leave this college	0.31
15*	I work for this college only as long as I have no other option	0.37
Normative Commitment Cronbach's $\alpha = 0.71$		
16	I do not feel any obligation to remain with my current employer.	0.78
17	I would feel guilty if I left the college now.	0.39
18*	This college deserves my loyalty.	0.46
19	I would not leave my college right now because I have a sense of obligation to the people in it.	0.76
20	Even if it were to my advantage, I do not feel it would be right to leave the college now.	0.74
21*	Right now, staying with this college is a matter of contract.	0.02

Note:

1. * = Items not included in the final study
2. All cronbach's alpha results indicated are after items deleted

Appendix C: Final Job Satisfaction and Organizational Commitment Questionnaires with Scoring Keys

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

A questionnaire to be completed by the academic staff

The purpose of this questionnaire is to collect data about teachers' level of satisfaction with the different aspects of their job; and organizational commitment of the academic staff in Arbaminch College of Teacher Education. The questionnaire has three parts: part one is about demographic information, part two deals about job satisfaction, and the third part is about organizational commitment. The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire **completely** and **honestly**. *The information you give will be kept strictly confidential.*

- Please, do not write your name on any page of the questionnaire.

Thank you in advance for completing the questionnaire!

Part One: Demographic information

1. Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	3. Your work experience in this college _____ Year(s) and _____Month(s)
2. Age _____	4. Your Current level of education Diploma <input type="checkbox"/> First degree <input type="checkbox"/> Master's degree <input type="checkbox"/>

Part Two: Job Satisfaction Questionnaire

Direction: Listed below are a series of statements that may represent how individuals feel about the different aspects of their work. Please indicate the degree of your agreement or disagreement for each statement with respect to your own feelings about the different parts of your current job by putting an “X” mark under the scale which represents your choice.

Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
-------------------------	---------------	----------------	------------	----------------------

1	Recognition	SD	D	U	A	SA
	1.1. I have been recognized for the major accomplishments on the job.	1	2	3	4	5
	1.2. My leaders recognize teachers’ success whatever small it would be.	1	2	3	4	5
	1.3. The college administrators do not give recognition timely.	5	4	3	2	1
	1.4. The college has a formal program for recognizing teachers’ achievement on the job.	1	2	3	4	5
	1.5. There are no enough rewards for those who work well at job.	5	4	3	2	1
2	Pay (per diems, allowances...etc)	SD	D	U	A	SA
	2.1. My pay is low compared to what others get for similar work in other institutions.	5	4	3	2	1
	2.2. In my opinion, my pay is equal with those with a similar education and work background.	1	2	3	4	5
	2.3. My pay is fair and sufficient compared to payments for non-teaching profession.	1	2	3	4	5
	2.4. I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
3	Promotion/growth opportunities	SD	D	U	A	SA
	3.1. My opportunities for upgrading are low.	5	4	3	2	1
	3.2. I have a good chance for promotion.	1	2	3	4	5

	3.3. My college has an unfair promotion practices.	5	4	3	2	1
	3.4. The college does not give enough chance for professional growth.	5	4	3	2	1
	3.5. The college helps me to peruse my professional growth.	1	2	3	4	5
	3.6. In my college, job promotion is based on job performance.	1	2	3	4	5
4	Co-worker relation	SD	D	U	A	SA
	4.1. My colleagues are not willing to listen to my job-related problems.	5	4	3	2	1
	4.2. My colleagues are helpful to me in getting my job done.	1	2	3	4	5
	4.3. My colleague workers are selfish.	5	4	3	2	1
	4.4. The people I work with are very friendly.	1	2	3	4	5
5	Supervision	SD	D	U	A	SA
	5.1. My immediate supervisor treats staff fairly.	1	2	3	4	5
	5.2. I can trust my immediate supervisor.	1	2	3	4	5
	5.3. My immediate supervisor uses positive feedback with staff.	1	2	3	4	5
	5.4. My immediate supervisor is unfair to me.	5	4	3	2	1
	5.5. My supervisor gives adequate professional support to the staff.	1	2	3	4	5
6	Physical environment and facilities	SD	D	U	A	SA
	6.1. The college has adequate equipments to perform my job properly (computers, printers, copiers, etc...)	1	2	3	4	5
	6.2. In my college, office conditions are not comfortable for work.	5	4	3	2	1
	6.3. The college provide adequate materials for work.	1	2	3	4	5
7	Autonomy	SD	D	U	A	SA
	7.1. I have a lot of chances in deciding what tasks or parts of tasks I will do.	1	2	3	4	5
	7.2. I have freedom of decision on how to accomplish my	1	2	3	4	5

	assigned task.					
	7.3. I don't have sufficient professional autonomy and authority at work.	5	4	3	2	1
	7.4. I have freedom of choice (teaching methods and assessment) when performing my duties.	1	2	3	4	5
8	Work-itself	SD	D	U	A	SA
	8.1. I feel that my work is meaningful.	1	2	3	4	5
	8.2. My current work allows me to use my skill and creativity.	1	2	3	4	5
	8.3. I am really doing something valuable in my job.	1	2	3	4	5
	8.4. My work is not compatible with my experience and education.	5	4	3	2	1
9	Work Load	SD	D	U	A	SA
	9.1 I don't have enough time to get everything done on my job.	5	4	3	2	1
	9.2. The workload on my job is too heavy.	5	4	3	2	1
	9.3. I often have overload.	5	4	3	2	1
	9.4. My current work does not make me stressed.	1	2	3	4	5
	9.5. I can accomplish my assigned work load easily.	1	2	3	4	5

Next Page....

Part Three: Organizational Commitment Questionnaire

Direction: Listed below are a series of statements that may represent how individuals feel about the organization for which they work. Please, indicate the degree of your agreement or disagreement for each statement with respect to your own feelings about the college for which you are now working by putting an “X” mark under the scale which represents your choice.

Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
---------------------------------------	-----------------------------	------------------------------	--------------------------	------------------------------------

Affective Commitment		SD	D	U	A	SA
1	I really care for the fate of this college.	1	2	3	4	5
2	I do not feel like “part of the family” at the college.	5	4	3	2	1
3	I do not feel “emotionally attached” to this college.	5	4	3	2	1
4	I feel a strong sense of belonging to the college.	1	2	3	4	5
5	I would be very happy to spend the rest of my career in this college.	1	2	3	4	5
6	I really feel as if this college’s problems are my own.	1	2	3	4	5
Continuance Commitment		SD	D	U	A	SA
7	I believe that I have too few options to consider leaving this college.	1	2	3	4	5
8	One of the few negative consequences of leaving this college would be the lack of available alternatives.	1	2	3	4	5
9	It would be very hard for me to leave this college right now, even if I wanted to.	1	2	3	4	5
Normative Commitment		SD	D	U	A	SA
10	I do not feel any obligation to remain with my current employer.	5	4	3	2	1
11	I would feel guilty if I left the college now.	1	2	3	4	5

12	I would not leave my college right now because I have a sense of obligation to the people in it.	1	2	3	4	5
13	Even if it were to my advantage, I do not feel it would be right to leave the college now.	1	2	3	4	5

If you would like to make any other comments related with job satisfaction and organizational commitment, please feel free to use the space below.

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!
Enjoy the remainder of the year!**

Appendix D: Interview Guide on Job Satisfaction and Organizational Commitment

Dear readers, first it is necessary to remember that the research design employed under this study was a mixed approach (*QUAN*→*qual*) sequential explanatory strategy. As a result, two panels of data (quantitative first then qualitative) were required. Listed below are interview questions developed to gather further qualitative data why it is necessitated by the findings in quantitative data; and the questions below are directional in nature.

1. Teachers in the college reported low satisfaction related with pay, work load, physical environment and facilities; what do you think are the causes for such unfavorable feelings of teachers?
2. Similarly, teachers are either ambivalent or dissatisfied with recognition, promotion opportunities, and autonomy; why do you think is that?
3. Of course, teachers reported a relatively better satisfaction in the work itself and co-worker relation. But still there are unsatisfied needs of teachers in these two dimensions; can you justify the reason?
4. What do you think of the causes for low satisfaction of teachers related with their immediate supervisors?
5. Surprisingly, there exists a negative relationship between tenure and job satisfaction of teachers in your college. Can give me some reasons for decline of job satisfaction as one stays longer in the college?
6. Though it is not as such serious, better educated teachers tend to exhibit low job satisfaction. How do you see this?
7. Some teachers in the college experienced a strong attachment, feel belongingness and are willing to spend the rest of their life in this college. Still some others feel the opposite. What do you think is the reason?
8. Most of teachers in the college are not concerned about the benefits that may be lost if they were to leave the college. It means they underestimate the associated costs of leaving the college. Can you give me some reasons for this?
9. Why do you think is those teachers feel low obligation to stay in the college?
10. Finally, teachers who have relatively longer stay in the college and/or better educational level tend to manifest lower attachment and belongingness with the college. Why do you think is that?

Appendix E: Frequency and percentile of job satisfaction and organizational commitment scores.

I: Overall Job satisfaction Scores

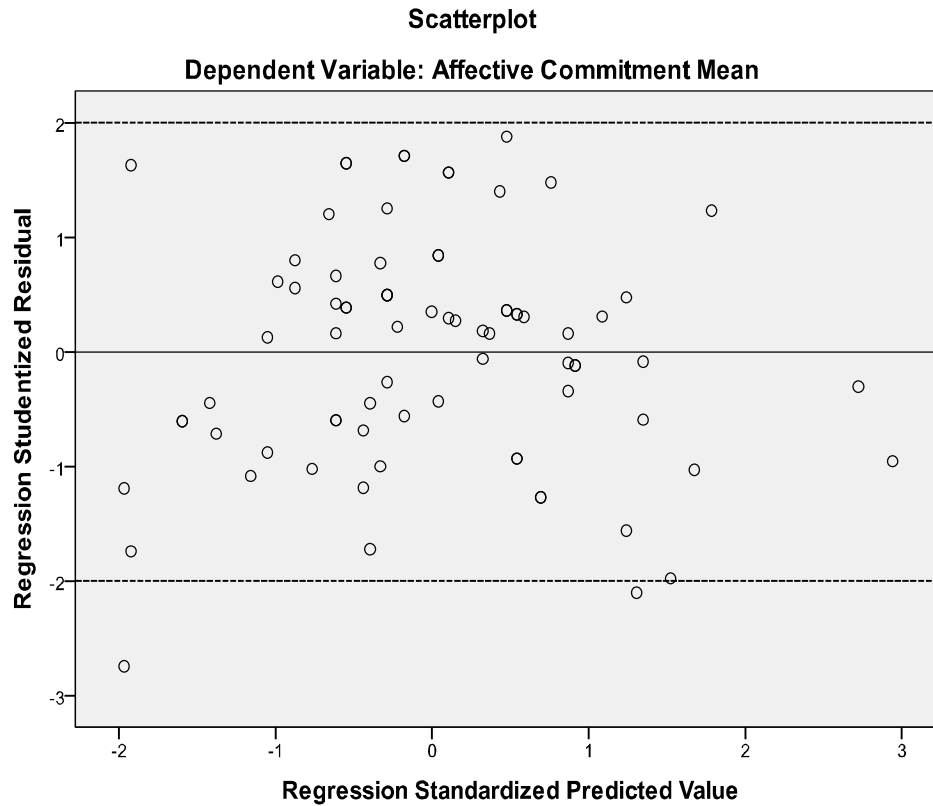
Scores	Frequency	Percent	Valid Percent	Cumulative %
2.28	2	2.5	2.5	2.5
2.30	2	2.5	2.5	5.1
2.45	2	2.5	2.5	7.6
2.53	1	1.3	1.3	8.9
2.55	1	1.3	1.3	10.1
2.65	1	1.3	1.3	11.4
2.70	2	2.5	2.5	13.9
2.73	1	1.3	1.3	15.2
2.78	2	2.5	2.5	17.7
2.83	1	1.3	1.3	19.0
2.88	1	1.3	1.3	20.3
2.90	5	6.3	6.3	26.6
2.93	4	5.1	5.1	31.6
2.98	2	2.5	2.5	34.2
3.00	2	2.5	2.5	36.7
3.03	2	2.5	2.5	39.2
3.05	5	6.3	6.3	45.6
3.08	1	1.3	1.3	46.8
3.10	3	3.8	3.8	50.6
3.18	1	1.3	1.3	51.9
3.20	3	3.8	3.8	55.7
3.23	3	3.8	3.8	59.5
3.25	1	1.3	1.3	60.8
3.33	2	2.5	2.5	63.3
3.35	1	1.3	1.3	64.6
3.38	1	1.3	1.3	65.8
3.40	3	3.8	3.8	69.6
3.43	4	5.1	5.1	74.7
3.45	1	1.3	1.3	75.9
3.50	2	2.5	2.5	78.5
3.53	1	1.3	1.3	79.7
3.58	3	3.8	3.8	83.5
3.60	2	2.5	2.5	86.1
3.68	1	1.3	1.3	87.3
3.75	2	2.5	2.5	89.9
3.78	1	1.3	1.3	91.1
3.80	2	2.5	2.5	93.7
3.88	1	1.3	1.3	94.9
3.95	1	1.3	1.3	96.2
4.00	1	1.3	1.3	97.5
4.43	1	1.3	1.3	98.7
4.53	1	1.3	1.3	100.0
Total	79	100.0	100.0	

II:Total Organizational Commitment scores

Scores	Frequency	Percent	Valid Percent	Cumulative Percent
1.85	1	1.3	1.3	1.3
2.00	1	1.3	1.3	2.5
2.15	1	1.3	1.3	3.8
2.38	1	1.3	1.3	5.1
2.46	1	1.3	1.3	6.3
2.54	1	1.3	1.3	7.6
2.62	2	2.5	2.5	10.1
2.77	4	5.1	5.1	15.2
2.85	3	3.8	3.8	19.0
2.92	3	3.8	3.8	22.8
3.00	3	3.8	3.8	26.6
3.08	9	11.4	11.4	38.0
3.15	2	2.5	2.5	40.5
3.23	6	7.6	7.6	48.1
3.31	6	7.6	7.6	55.7
3.38	5	6.3	6.3	62.0
3.46	5	6.3	6.3	68.4
3.54	5	6.3	6.3	74.7
3.62	3	3.8	3.8	78.5
3.77	9	11.4	11.4	89.9
3.92	4	5.1	5.1	94.9
4.00	1	1.3	1.3	96.2
4.08	1	1.3	1.3	97.5
4.15	1	1.3	1.3	98.7
4.38	1	1.3	1.3	100.0
Total	79	100.0	100.0	

Appendix F: Residual Plot, Histogram, and Scatter Plot for Assumptions of Multiple Regressions

I: Scatter plot for equality of residual variance



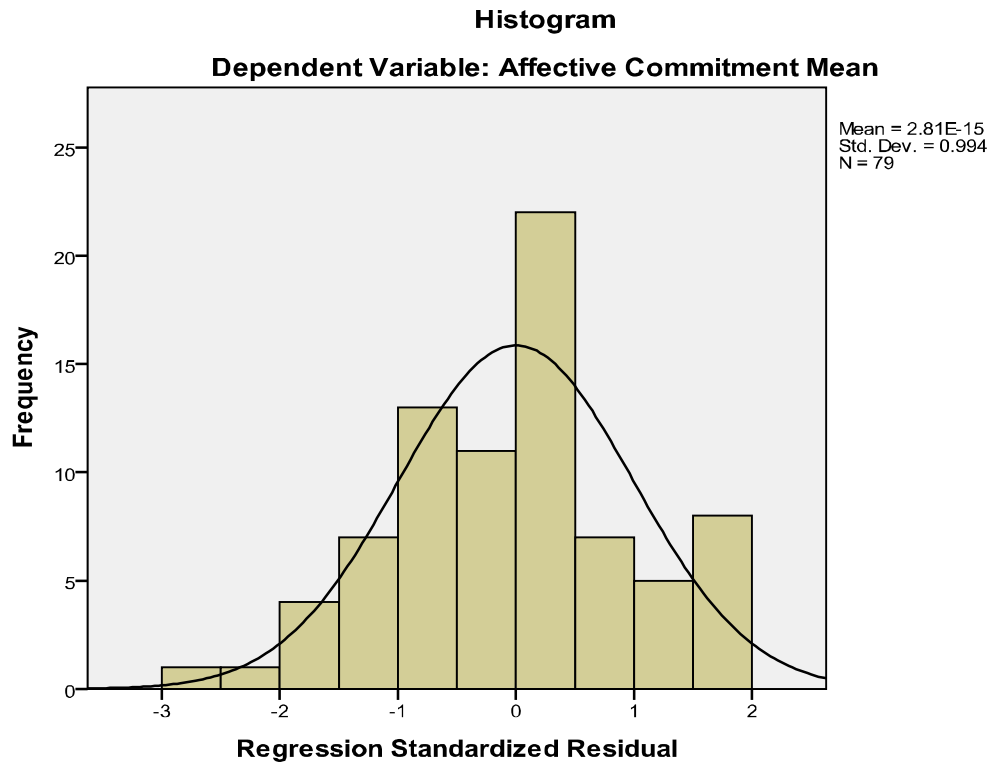
Casewise Diagnostics^a

Case Number	Std. Residual	Affective Commitment Mean	Predicted Value	Residual
14*	-2.660	1.17	2.9374	-1.76739
29*	-2.065	2.67	4.0421	-1.37210

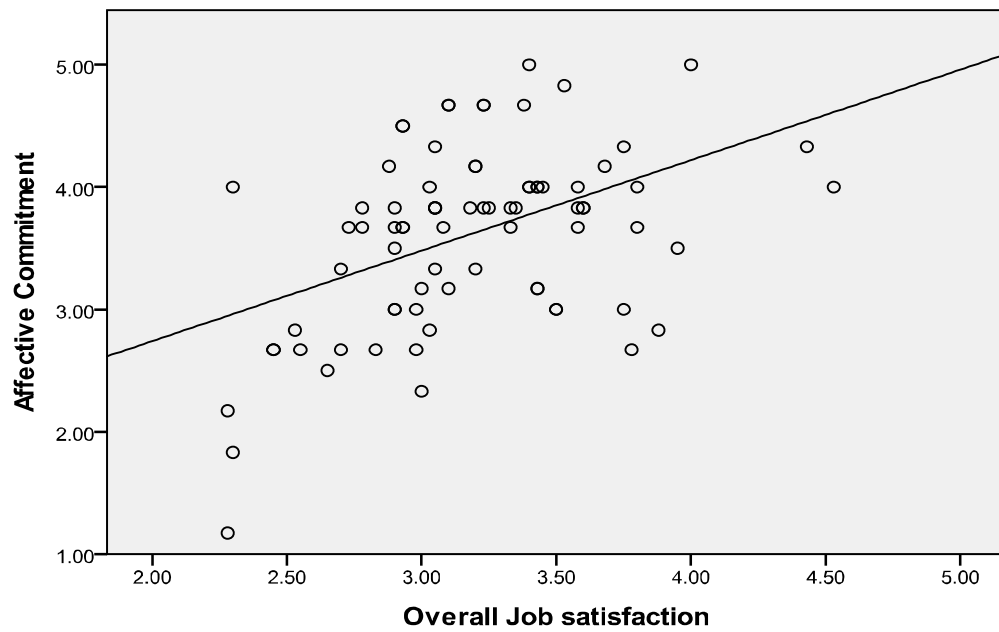
a. Dependent Variable: Affective Commitment

Note: * = Residuals outside the standard deviation of 2 and -2

II: Histogram for normality of distribution



III: Scatter plot for linearity of relationship



Appendix G: Z-scores and percentile

Diploma holders

$$Z = \frac{X - \bar{X}}{s} = \frac{3 - 3.31}{0.26} = -1.19 = 0.1170 = \mathbf{11.70\%}$$

Therefore, **88.30%** of diploma holders' job satisfaction score was above 0.30.

First Degree holders

$$Z = \frac{X - \bar{X}}{s} = \frac{3 - 3.37}{.50} = -0.74 = 0.2296 = \mathbf{22.96\%}$$

Therefore, **77.04%** of diploma holders' job satisfaction score was above 0.30.

Master's Degree holders

$$Z = \frac{X - \bar{X}}{s} = \frac{3 - 3.18}{.48} = -0.38 = 0.3520 = \mathbf{35.20\%}$$

Therefore, **64.80%** of diploma holders' job satisfaction score was above 0.30.

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all the sources of material used for the thesis have been duly acknowledged.

Name: Mohammed Gezmu Dingeta

Signature_____

Date_____

Confirmed by:

Daniel Desta (PhD)

Advisor

Signature

Date