Teachers' Organizational Commitment at Secondary School in Addis Ababa, Ethiopia

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Abstract

Since the education reform did since 2018, there are many improvements has been observed and the study intended to investigate teachers are the one who is playing a big role in executing the goals. Standing from that perception this study was conducted to measure the level of teachers' organizational commitment and correlate the level with their individual characteristics. For that reason, the study employed a quantitative survey design to address the research questions followed by choosing 15 public secondary schools and 230 teachers randomly in Addis Ababa.Mayer and Allen(1991) three sub-dimension(Affective, Continuance, and Normative) questionnaire with 21 questions in total. The major findings from the study were public secondary teachers low speaking of Affective and Normative but their continuance commitment was encouraging and senior and experienced teachers were specifically showed low commitment level. Therefore the school leaders, teachers' union and concerned bodies need to serve new way refreshing senior teachers and give responsibilities and participating teachers in the decision making process.

Key Words: Public secondary School, Teacher Organizational Commitment, Affective, Continuance, Normative

1. Introduction

This chapter introduces the background, statement of problem, purpose and significance of the study. The comprehensive descriptions collected from the evidence from the schools settings and global previous studies.

Ethiopia government officially declare that teachers are the most crucial manpower of the country who can make the cosmic reform planned to be executed real, the government has launched the reform in different sectors including education and in terms of education he claims teachers to take the great role in the promotion of quality of education in every level of the step. The reform is introduced in the late of 2018 by the new prime minister of the country and since it is implemented the country has shown a stimulating change in many aspects and education is one of the indicators which shows that this education policy reform is one of the kinds which exhibits an amazing experience. Even if it's early to make the judgment but in the history of Ethiopia education system there was not have been this much enthusiasm and reform has been done in the former days.

1.2.Background of the study

The teacher is the central element in the educational system holding various important responsibilities. The overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. Understanding their behaviors and attitudes in organizations, therefore, needs more attention (Tsui & Cheng, 1999), also teacher commitment is an important issue for teachers, but also for schools and students. It relates directly to issues of teaching and learning, school success, and well-being (Day, 2008; Firestone, 1996; Park, 2005). and their perception matters in executing the policy which is reformed lately. Likewise, secondary school is playing the great role in the reform, Secondary education is informally regarded as the education children receive during their teenage years, in Ethiopia context secondary school is from the range of grade 9 to 12. Although the average ages of entrance and exit vary considerably among various nations. The distinction between lower-secondary education and upper secondary education is useful in a global context because developing countries are sometimes able to provide some access to lower-secondary education, while upper secondary education is still beyond the national reach. The secondary schools are the one who is in charge of producing well productive and fertile students who are having a technical and cognitive skill and then passing them to the universities and vocational schools that are going to be the future professionals in different vocations or career that lift the development of the country, teachers are the main stalk holder in this journey of policy implementation and their commitment to their organization is the answer to the question.

The government has launched EDSP (Education Development Sector Programme) since 1996 until now by releasing five programmes every five years and the programme achieved many purposes according to the problems that were existing in the context of each five years. But still there are problems which keep rising and being reasons for other obstacles in the education system, the major phenomena for this case can be teachers job satisfaction and commitment. If the teachers are not committed to their school, those planes, policies, and programmes which are prepared to promote quality of education will be in a question mark. Research has revealed that beginning teachers' positive teaching experience in the first year enhances their commitment, increases their

organizational skills and planning, stimulates their performance in teaching and influence on their time stay in the profession and organization. On the other hand, early negative experiences lead to job-related tensions and a decreased sense of commitment (Olebe, 2005; Ruhland, 2001).

1.3.Teachers Commitment

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.

This reveals that teachers commitment is a very crucial issue in the implementation of vision, goals, and mission of the education sector which are mentioned in the ESDP policy of the education. Understanding their behaviors and attitudes in organizations, therefore, needs more attention (Tsui & Cheng, 1999). The study of behaviors within an organizational setting has highlighted critical variables that are supportive or detrimental to the performance of the workforce. This notion holds true while focusing on the quality of human resources that is a major factor which contributes significantly to organizational success (Pohlman & Gardiner, 2000). According to (Brown & Sargeant 2007), these outcomes may be sometimes positive or negative.

For instance, they may represent more negatively through reflecting low efficiency, work stoppage, absenteeism, tardiness or misconduct. On the contrary, they may represent more positively via high efficiency, loyalty, punctuality, self-devotion, and commitment. It's obvious that the school leaders are striving to make their schools effective and that's what now the government emphasis on school leaders to influence teachers for achieving a common goal.

To achieve the goal of an organization the degree to which a task is effectively carried out depends on the characteristics of the work environment. The concept of a work environment is associated with the environment, organizational effectiveness, climate, ecological field, organizational ideology or organizational information (Hoy, Tarter, Kottkamp, 1991; Celep, 2000:143) and these elements need to be fulfilled by the organization so that the teachers willfully be committed and focus to their task. One factor which forms the foundation of teachers' sense of work environment is their interest and attitudes towards the objects in their work environment (profession, work, team, student, school). One concept that reveals the interest of workers in the objects in their work environment is organizational commitment.

The concept of organizational commitment is a broad concept but the researcher tries to put it in the context of the study and the model borrowed. There are plenty of authors who are well known in the area of commitment. Organizational commitment research and literature has come up with a variety of definitions however; most definitions describe the construct in terms of Mowday et al, (1979, p.226) three dimensions focusing on Affective attachment. (a) The extent to which employees identify with, involvement in, acceptance of, and, support the achievement of organizational goals and values. (b) A willingness to apply energy on behalf of the organization. (c) A strong desire to

remain in that organization, (Allen & Meyer, 1990; Eslami & Gharakhani, 2012; Mowday et al 1979; Porter et al., 1974). Therefore highly committed employees desire to remain with their employing organization (Cohen, 1993). Likewise, authors Firestone and Pennell (cited in Balay, 2000) introduced that Committed workers firmly believe in the goals and values of the organization, voluntarily follow orders and expectations. In recent days the education in Ethiopia is getting better in many aspects and teachers might be involved in this reform by showing their commitment and this study revealed this puzzle.

According to Chan, Lau, Lim & Hogan (2008), positive outcomes of employees' organizational commitment include higher job satisfaction, lower turnover rate, minimized absenteeism, improved organizational citizenship behavior and increased students' achievement. In addition, employees with high organizational commitment give positive impacts to their performance, improve the service quality and reduce the negative behavior acting. Besides, committed individuals usually have a greater level of satisfaction, responsibility, and loyalty (Balci, 2003).

This research borrowed the model of Allen and Mayer (1991) developed a three-dimensional model by emphasizing the psychological side of organizational commitment. They explored organizational commitment in three levels: affective, continuance and normative commitment. Affective commitment is defined as the wish of workers to commit emotionally to the organization. Workers stay in the organization with their own will and desire. Continuance commitment refers to the workers to make the decision of staying in the organization by weighing the costs of leaving against the benefits of staying in the organization. Normative commitment, the final dimension, refers to a type of compulsory commitment in which workers stay in the organization owing to a sense of security and responsibility. Commitment to the school is defined as teachers adopting the goals and values of the school, making an effort to meet them, and sustaining their will to stay in the school. This definition is based on "organizational commitment" (Mowday, Porter, Steers, 1979, p.232; Celep, 1998:58).

According to Mayer and Allen (1991), Organizational commitment is split into main three characteristics, They proposed a three-component model of organizational commitment:

(1) The affective commitment that involves the employee's emotional attachment to, identification with and involvement in the organization.

(2) Continuance commitment that is based on the costs that the employee associates with leaving the organization or on a perceived lack of alternative employment opportunities.

(3) The normative commitment that involves the employee's feelings of obligation to stay with the organization.

There three paramount elements of organization commitments of teachers that the researcher used to measure the level of organizational commitment of secondary school teachers by using them as a scale. Since the commitment may come from different aspect or influence and the researcher want to specifically identify those by using this standardize scales and these leads

1.4.Statement of the Problem

In the context of Ethiopia, the working environment and conditions are criticized for inadequate provision of intrinsic and extrinsic rewards to fulfill teachers' needs. Inadequate provision of facilities, promotion/growth opportunities, financial benefits, and poor leadership resulted in

teachers' low commitment in general. when we narrow down this issue in Ethiopian public secondary school teachers, the problem is widely remarked. Job satisfaction studies in Ethiopia have been carried out in recent years, Fenot (2005) and Gedefaws's (2012) conducted such studies in Addis Ababa. Their study showed that teachers' organizational commitment is most closely related to those aspects that are intrinsic to the task of teaching namely, teacher efficacy and development 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.

Likewise,an Ethiopian researcher Gedefaws(2012) study included 300 secondary school teachers and 10 interview participants in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with their work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors. Other causes of the low level of satisfaction were related to poor fringe benefits and opportunists for promotion, the management style of the principals, the lack of decision-making opportunities for teachers, lack of opportunity to develop a personality, and the poor relationships teachers had with principals and parents.

This whole issue shows that the secondary school teachers have a low organizational commitment to their respective school, a study conducted by Teferi (et al.,2016) has revealed that teachers' perceived a high level of organizational commitment in their respective schools. Furthermore, it was clear that the length of the teaching service has no significant influence on teachers' organizational commitment. This finding contradicts with some earlier studies that asserted employees with longer organizational tenure (i.e., the length of employment with the organization) tend to be more committed than individuals or those with a shorter organizational tenure (Price & Mueller, 1981; Luthans, MC Caul, Dodd, 1985; Mathieu & Zajac, 1990Grau et al., 1991; Kacmar, Carlson, & Brymer, 1999; Kiyak et al., 1997; Lok & Crawford, 2001). But on the other side Fenot (2005, p. 78) noted that nearly two-thirds of teachers (64.7%) have tentative or definite plans to leave the profession. Fifty percent of these indicated that they will continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching Fifty percent of these indicated that they will continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers in Addis Ababa, Ethiopia..
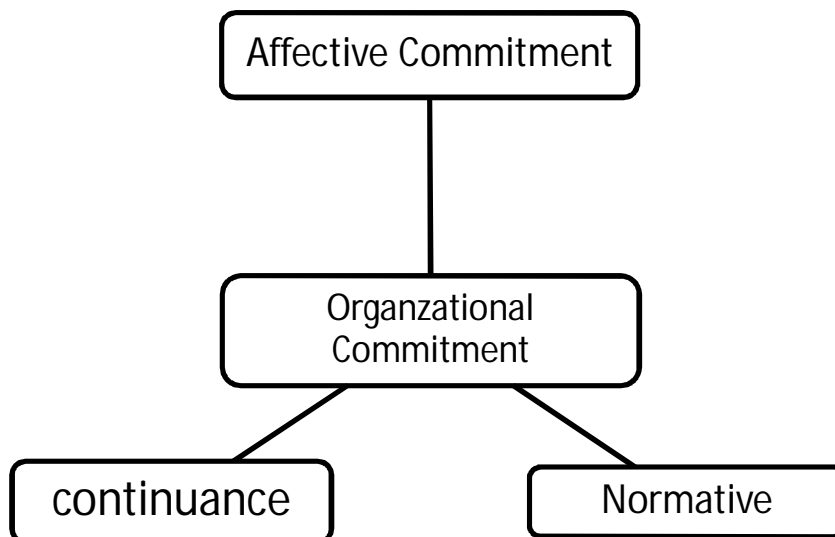
Most of the findings contradict with the existing literature on these fields, others are inconsistent with. From earlies and senior literature demographic variables such as age, marital status, level of education and service year have a relationship with teachers' organizational commitment while they

have proved to have some relationship in several earlier studies. From the reform has been done since 2018 the government gave much infuse on the teaching profession, by listening to their voice transparently with face to face with the government about the working condition of teachers and it gave a great relief to the teachers to say what they feel and request their needs, for sure the improvement on the education observed since then and this research gave an answer to this phenomena.Teferi(et al.,2016) conducted research and stressed that studies concerning teachers' organizational commitment need to be carried out because their commitment level can give an answer to many questions.

The primary purpose of this research was to investigate the level of secondary school teachers' organizational commitment according to their age, educational level, marital status, and gender. Therefore from the intended objectives of the study, the researcher formulated the following research questions to be answered after the conduct of the research.

1.4.1. Theoretical framework

The researcher strived to look for plenty of theories related to attaining the objective of the study but finally, the study nominated the Mayer and Allen(1991), they develop a multidimensional model of commitment comprising three components namely affective, and normative. These components make up the organizational commitment of employees in a given organization. The diagram below shows the conceptual framework the study employed in the study.

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            ┌─────────────────────┐
            │ Affective Commitment │
            └─────────────────────┘
                       │
            ┌─────────────────────┐
            │     Organzational    │
            │      Commitment      │
            └─────────────────────┘
               /               \
   ┌──────────────┐      ┌──────────────┐
   │  continuance  │     │   Normative  │
   └──────────────┘      └──────────────┘
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The three components are the major scales to measure the teachers' organizational commitment level, based on these the researcher drove research questions need to be answered based on the framework stated.

1.4.2. Purpose of the study

The key purpose of the study was to investigate the level of teachers' organzational commitment in public secondary school at Addis Ababa, Ethiopia.

Specific Purpose of the study

- To investigate the level of teachers' organzational commitment level among public secondary school teachers.
- To measure the three component of teachers' organzational commitment level(Affective,Continuance and Normative).
- To measure the significance relationship between the over all teachers' organzational commitment and demographical characterstics of teachers.
- To examine the significance relationship between sub dimension of teachers organzational commitment(Affective,Continuance and Normative).and teachers demographical characterstics.

1.4.3. Research Questions

The following were the basic research questions for this research paper to be investigated at secondary school in Addis Ababa.

- What is the level of secondary school teachers' organizational commitment according to the multi-dimension scales?
- What kind of relationship does exist between secondary school teachers' organizational commitment scale level and their individual demographical characteristics(gender, age, marital status, and educational level)

2. Research Methodology
2.1. Research Design

The study aimed at investigating the level of secondary school teachers' organization commitment according to the demographical characteristics of teachers and for that matter the researcher employed quantitative survey research design to get a wide range of data from the large sample to make concrete generalization.

2.2.Sampling

The research conducted in the capital city of Ethiopia, Addis Aabab.The city has a total of 64 public secondary schools and 15 public secondary schools taken by standard random sampling. Likewise, from those sample schools, 230 teachers were randomly chosen to participate in the study. To determine the sample size of teachers, simple random sampling technique, the formula of Paler-Colmore will be used by 3%(0.03) of marginal error which means the level of confidentiality will be 95 %.

2.3.Research Instrument

The study has employed survey which has two major parts, the first part deals with participants demographical information and The second part the instrument measuring the multidimensional construct of organizational commitment was adapted from Meyer, Allen & Smith (1993) with modification to suit the purpose and content of the study. The scale measures the level of secondary school teachers' organizational commitment based on three components namely affective commitment, normative commitment, and continuance commitment, entirely this segment contains 18 questions and each component have 6 questions. Five-point Likert-scale was used to engage the respondents' response. The scores ranged from very strongly disagree = 1 to very strongly agree = 5. Primary frequency, mean, standard deviation and percentage statistical analysis were conducted to identify the level of teachers' organizational commitment. Also, Pearson's Coefficient (r) was used

to measure the strength and direction of the relationship between teachers' organizational commitment and demographical features.

3. Finding and Discussion
3.1. Teachers overall organizational commitment

The researcher had a detail descriptive analysis to find out the over all level of teachers commitment first and the below tables revealed teachers' organizational commitment in Addis Ababa in sample public secondary schools. From Table 1 we can understand that The average(mean) for teachers' organizational commitment was 3.21 and almost 80% of the respondents level of commitment lies around the mean.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Teachers' Organzational Commitment	230	2.19	4.86	96.33	3.2111	.47367

Table 1. Analysis results of the overall organizational commitment

3.2. Teachers commitment to each component (affective, continuance, and normative).

On top of the level of organizational commitment, the mean and standard deviations of the teachers' commitment to their schools, an analysis has been done to compare the organizational commitment sub-dimensional scales and from table 2 we can observe that the majority of teachers' normative commitment is lower than other dimensions because and on the contrary the mean of continuance commitment is (Mean= 3.36, SD=0.67)

	N	Minimum	Maximum	Mean	Stan. Deviation
Teachers_Affective_Commitmen	230	2.25	4.63	3.2417	.51375
Teachers_Normative_Commitmen	230	1.83	5.00	2.9944	.71450
Teachers_Continuance_Commitment	230	2.00	5.00	3.3619	.66767

Table 2.Sub categorical analysis of teachers' organizational commitment

3.2. The relationship between organizational commitment and demographic variables

	Educational Background	Years of Experience	Age	Sex
Teachers Affective Commitment	-.110	.034	-.180	-.058
Teachers Continuace Commitment	.152	-.143	-.351	.226
Teachers Normative Commitment	.083	-.440*	-.293	.056

Note: * p < 0.05, ** p < 0.01 (2-tailed); sex: 0=female, 1=male; N = 230
Table 3.Pearson's Correlation for Organizational Commitment and Demographic Variables

From table 3 we can observe the relation between demographical variables with the components of teachers' organizational commitment, the analysis revealed the Pearson's correlation(r) between each component with the respondent's characteristics is quite different from each other. The correlation between teachers' affective commitment and other demographic variable is very low in terms of the value(r), on the other side years of experience and age have (r:-.143, -.351), (r:-.440,-.293) correlation with continuance and normative commitment respectively.

3.3.The relationship between the level of teachers'organizational commitment and demographic characteristics of teachers。

		Marital Status	Years_of_Experiance	Gender	Age	Educatational_Background
TeachersOrganizationalCommitment	Pearson Correlation	0.71	-.642	.106	-.736*	.062
	Sig. (2-tailed)	.29	.197	.577	.047	.746
	N	230	230	230	230	230

Note: * p < 0.05, ** p < 0.01 (2-tailed); sex: 0=female, 1=male; N = 230

Table 4. Pearson's Correlation for Organizational Commitment and Demographic Variables
As already stated the main objective of this study was to identify the relationship between teachers' organizational commitment and their demographical characteristics and according to the analysis which can be from the above Table 3, the relationship between year of experience, age, and teachers' organizational commitments, have a moderate negative correlation.
Educational background, gender do no have significant relationship with teachers' organizational commitment. In the other side marital status and teachers' commitment have a moderate positive correlation.

4. Conclusion and recommendation

This study disclosed teachers' organizational commitment in public secondary schools in Addis Ababa, Ethiopia is moderate to say teachers in the school have a belief on the goals, exert a considerable effort, and willing to continue membership, but from the analysis mentioned 80% of the respondents lays close to the mean and that implies most of their responses focus on the Likert scale 3(Neutral). 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."

Ekinci and Yıldırım (2015) also concluded in their study that secondary teachers' multidimensional organizational commitment levels did not vary based on their marital status. But this study concludes that teachers who are married are more committed than single teachers. In the contrary teachers who are old and have higher work experience have less commitment level that same with a study conducted by Cengiz, Turgut and Kabakçı (2014) showed the scores of teachers in the 21-30 age group were more negative than those of teachers in the 31-40 age group.Regarding educational level, since in Ethiopia the ministry of education send bachelor degree holders in education to public secondary schools the researcher cannot find any significant relationship between educational background and teachers' organizational commitment.

Regarding sub dimension of organizational commitment from the finding its quite simple to conclude that teachers affective and normative commitment is very low Bagraim (2003:13) maintains that "affective commitment develops if employees are able to meet their expectations and fulfill their needs within the organization."meaning teachers have low affective commitment because there are needs which are not fulfilled by the school for them and the same goes with normative commitment of teachers, Normative commitment, according to Bagraim (2003:14) can be conceptualized as the belief that "employees have a responsibility to their organization" and this idea reflects that the secondary school teachers are not given responsibilities and decision making that will give them the feeling of belongingness. They do not feel that they were responsible and accountable for the schools' success or failure.

But it's stunning to see the third component of organizational commitment (continuance commitment) a little bit higher than other elements and mean. That tells teachers' perception towards the associated costs of leaving the school was very low and that tells us that teachers' turn over will not be a major factors for education system but on the contrary there are threats from teachers who are studying another non educational degree, they have the intention of leaving this profession also.Therefore from the conclusions which are made it's very hard to refer teachers' organizational commitment for success of the new educational reform.

According to the analysis made to see the relation between teachers' organizational commitment components and demographical variables, its clear to decide sex and educational level have very week relation with the components, in the contrary age and experience have moderate negative relationship with normative and continuance commitment, that implies when teachers are getting old and stay in the profession for a long time there feeling of belongingness and family will go

away,likewise experienced teachers are feeling the cost of leaving the school or profession is low which means they might quit their job and leave.

So based on the finding followed by the conclusion given or shown, the researcher tried to recommend the school leader to involve teachers in decision making and share them responsibilities so that they can have the feeling of belongingness or family in the school and the government needs to provide different professional development and mentor programmes to lift up their commitment level. In this sense, school principals have to be the main mediator to practice empowerment at the school level, because the general concept of empowerment is set off from leaders or managers of an organization. Since experienced teachers can be used in different ways as a mentor and guide for new teachers, teachers union has a big responsibility to overcome this phenomenon to make use of experienced teachers knowledge, skill, and experience. Finally, I encourage another researcher to deeply exploration and investigation to find out more reason behind the recent educational system reform success.

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SOUTHWEST UNIVERSITY

FACULTY OF EDUCATION STUDENTS

Department of Educational Leadership and Management

A questionnaire to be completed by the Teachers Only

Dear teachers,

I am a PhD student of Educational Leadership and Management at the Southwest University in China. The purpose of this questionnaire is to collect data about teachers' level of organizational commitment of the secondery school teachers in Addis Ababa**. You have been randomly selected to take part in the research. Kindly spare a few minutes of your time to answer the questions that follow. Do not write your name** and also the information you give will be kept strictly confidential**.** The questionnaire has two parts: part one is about demographic information, part two deals about organizational commitment. **Read the statements in each section and answer by ticking the response which best reflects your opinion. Your input is important to this research because it will help form an overall picture of how employers can work towards having committed employees.**

It will take an average of 15-20 minutes to fill this questionnaire. Answer the questions as honestly and objectively as possible in order to contribute to the success of this research. Your answers will exclusively be used for the purpose of this research. Please rest assured that your identity will not be disclosed.

Thank you very much for your time and support!!!!

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 ☐ Master's degree ☐ Studying Non Educational Degree ☐ **5. Marital Status** Marrried ☐ Single ☐ Widow ☐

Part Two: 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	Neutral N	Agree A	Strongly Agree SA

	Affective Commitment	SD	D	N	A	SA
1	I really care for the fate of this school					
2	I do not feel like "part of the family" at the school.					
3	I do not feel "emotionally attached" to this school.					
4	I do not feel a strong sense of belonging to the school.					

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

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

Enjoy the remainder Acadamic year!!!