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Relationship among Teachers Professional Commitment, Job Satisfaction, Organizational Citizenship Behavior and Turn over Intention

Mulatu, Kelemie

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**RELATIONSHIP AMONG TEACHERS' PROFESSIONAL
COMMITMENT, JOB SATISFACTION, ORGANIZATIONAL
CITIZENSHIP BEHAVIOR AND TURN OVER INTENTION**

BY

MULATU KELEMIE

**BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL
SCIENCES
DEPARTMENT OF PSYCHOLOGY**

JULY, 2020

BAHIR DAR, ETHIOPIA

**RELATIONSHIP AMONG TEACHERS' PROFESSIONAL
COMMITMENT, JOB SATISFACTION, ORGANIZATIONAL
CITIZENSHIP BEHAVIOR AND TURN OVER INTENTION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SOCIAL
PSYCHOLOGY**

BY

MULATU KELEMIE

ADVISOR

DEMEKE WOLIE (PhD)

BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

JULY, 2020

BAHIR DAR, ETHIOPIA

Declaration

I, Mulatu kelemie Kassie declare that, this research work entitled, “Relationship among teachers’ professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school.” was an outcome of my own effort and study. As a result, all sources of materials used for the study had been duly acknowledged. I had produced it independently except for the guidance and suggestion of the research advisor and my own friends. This research had not been submitted for any degree in this university or any other university. It was offered for the partial fulfillment of the degree of MA in Social Psychology.

By: Mulatu Kelemie:

Advisor: Demeke Wolie (PhD)

Signature_____

Signature _____

Date_____

Date _____

The thesis titled “Relationship among teachers’ professional commitment, job satisfaction, organizational citizenship behavior and turn over intention” by Mr. Mulatu kelemie is approved for the degree of Masters of Social Psychology.

Board of Examiners

	Name	Signature
Advisor	_____	_____
Internal Examiner	_____	_____
External Examiner	_____	_____
Chair Person	_____	_____

Date_____

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Acronyms

AF:	Affective Commitment
CC:	Continuance Commitment
JS:	Job Satisfaction
LMX:	Leader member exchange
MSQ:	Minnesota Satisfaction Questionnaire
NC:	Normative Commitment
NCDS:	National Center for Education Statistics
OCB-I:	Organizational citizenship behavior to the individual
OCB-O:	Organizational citizenship behavior to the individual
PCS:	Professional commitment scale
SPSS:	Statistical Package for Social Sciences

Abstract

This study aimed at investigating the relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turnover intention at Woreta town administration public secondary and preparatory school. A total of 135 participants (94 males and 41 females) were included in the investigation. Proportional stratified sampling was applied to get proportional number of male and female participants. Total samples were proportionally classified based on teachers' total population and gender in the school under study. Then after, teachers' were selected by a random list of table method. Questionnaire with 5point Likert scale were used to measure teachers professional commitment, job satisfaction, organizational citizenship behavior and turnover intention. The Cronbach alpha reliability estimates were 0.788, 0.89, 0.779 and 0.827 for professional commitment, job satisfaction, organizational citizenship behavior and turnover intention items respectively. One sample test, Independent sample t-test, Pearson product moment correlation coefficient and Multiple linear regression was applied in searching answers for research questions and all significant tests were made at $\alpha=0.05$. Results of one sample test of professional commitment pointed out that the teachers agreed for having professional commitment in their schools and the results of job satisfaction demonstrated that those teachers were not satisfied in the study area. Besides to this, the results of one sample test of OCB indicated that teachers exhibiting organizational citizenship behavior. Lastly, the result of turnover intention indicated that teachers didn't report either to leave or stay in their organization or profession. On the other hand, the outcome of independent sample t-test showed that there was no statistically significant mean score gender difference between male and female teachers' professional commitment, job satisfaction, organizational citizenship behaviors and turnover intention. The Pearson product moment correlation revealed that there statistically a significant positive relationship between teachers' professional commitment and job satisfaction ($r=.475$, $p<.05$), professional commitment and organizational citizenship behavior ($r=.272$, $p<.05$); there was a significant negative relationship between teachers' professional commitment and turnover intention ($r=-.265$, $p<.05$). On the contrary, the correlational analysis indicated no significant relationship between job satisfaction and organizational citizenship behavior ($r=.147$, $p>.05$), job satisfaction and turnover intention ($r=-.056$, $p>.05$) and organizational citizenship behavior and turnover intention ($r=.155$, $p>.05$). Results of multiple-linear regression analysis attested that teachers' professional commitment ($\beta =-.371$, $t=-3.895$, $p<.05$) had a significant negative influence on teachers' turnover intention. On contrary, the results also showed that organizational citizenship behavior ($\beta =2.243$, $t=2.874$, $p<.05$) had a significant positive influence on teachers' turnover intention. Exceptionally, teachers job satisfaction ($\beta =.084$, $t=.905$, $p>.05$) didn't have significant effect on teachers' turnover intention. Thus, the researcher recommends that effort should be made by concerned bodies to increase teachers' overall job satisfaction where by increasing teachers' emotional attachment with their profession.

Key terms: Professional commitment, Job satisfaction, organizational citizenship behavior & Turn over intention

CHAPTER ONE

INTRODUCTION

This chapter deals with the theoretical and empirical works on the research problem, methodological, conceptual and contextual gaps, research questions to be answered, the purposes of the study, delimitation of the study, limitations of the study and workable definitions of the variables.

1.1. Background of the study

Now a day, the world is crying for poor quality of teachers'. This is because teachers' occupy a pivotal place of importance in the education system. Indeed, no one is more responsible for taking a country forward in the race of modernization and at the same time imparting character to the personalities of the young than the teachers'. All planning, buildings, equipment, instructional material, organization etc. could fail if the right types of teachers are missing. It is expected that only teachers with necessary academic background, professional competence and personal traits of character can translate goals into action with the basic pedagogical principles which constitute the bedrock of a sound and progressive system of education (Sawhney, 2015).

A teacher is said to be professional if and only if he/she is committed towards his/her profession. Aranya and Ferris (1984) defined professional commitment as "the relative strength of (an individual's) identification with and involvement in one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Professional commitment of teachers has become the basic requirement of the modern society. Huberman (1993) identified teachers' professional commitment as one of the most critical factors in the success of education. Professional commitment has been studied along the three-component model of affective, normative and continuance as developed by (Allen & Meyer, 1990). Affective attachment refers to employees' positive feelings of identification, attachment and involvement in the profession (Meyer & Allen, 1984) as cited by (Tumuti & Otanga, 2014). Individuals may also become attached to their profession due to continuance commitment which is referred to as the costs associated with quitting their job. Normative commitment refers to feelings of obligation to remain with the profession (Allen & Meyer, 1990) and differs from affective commitment due to the fact that the employee regards working for the profession as a duty and an obligation; differs

from continuance commitment in the sense that it is not influenced by a workers calculations of the loss of leaving the job (Wasti, 2000) as cited by (Fresko, Kfir & Nasser, 1997). Thus, teachers' willingness to contribute to teaching effectiveness is influenced by the nature of commitment one experience. Consequently, workers who want to belong to the profession will be more likely than those who need to belong or feel obliged to belong to invest more effort in their jobs (Coetzee, 2005) as cited by (Tumuti & Otanga,2014).

Satisfaction with the teaching component has valuable contributions. It means that teachers' are happy, devoted and committed in their best qualities to their schools so that students, parents, and the society benefit from their services (Ofoegbu, 2004). Teachers', like other employees have moral duty for the overall development of their country. On the way of doing that, they want to be professionally effective and satisfied in their job. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers', on satisfied school managers and administrators. The teachers' job satisfaction has a significant influence on and important implications for their effectiveness and delivery of quality education. Supporting this, Lussier (1990) showed that, job satisfaction contribute substantially to the effectiveness of any organization. It contributes to productive output in the form of high quantity and quality products and services with low absenteeism and turnover. According to Shann (1998), teachers' job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and a contributor to school effectiveness. Similarly, teachers' overall career satisfaction in general, and satisfaction with their jobs in particular are pivotal in maintaining quality teaching, and retaining motivated and quality individuals in the teaching profession (Turner, 2007) as cited by (Gedefaw, 2012).

Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers' are highly committed and motivated to perform jobs expected from them. Based on Johnson (2007) motivated and satisfied teachers are the primary contributors to a suitable academic environment, and therefore, this has a high premium among others for maintaining quality in the education system. Apart from this, lack of job satisfaction affects the productivity of even those well qualified and highly

skilled teachers' directly or indirectly in the form of burnout, absenteeism, apathy and turnover. According to Gedefaw (in Badenhorst, George & Louw, 2008) a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching.

Teachers' opportunities for promotion are likely to exert an influence on job satisfaction. Supporting this, Robbins (1998) maintains that promotion opportunities provide for personal growth, increased responsibility and social status. On the contrary, limited or lack of opportunities of teachers for promotion affects educational outputs negatively. According to Luthans (1998), salaries not only assist people to attain their basic needs but also instrumental in satisfying the higher-level needs teachers have. Monetary and other kinds of equitable incentives encourage teachers' job satisfaction. According to Boone and Kurtz (1992), offering employees fair and reasonable compensation; which relates to the input 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.

According to Organ (1997), an organizational citizenship behavior (OCB) is an individual behavior that is discretionary not directly or explicitly recognized by the formal reward system; in the aggregate it promotes the effective functioning of the organization. Organ also noted that OCBs as behaviors that are not formally rewarded is equally too broad, as few "in-role" behaviors actually guarantee a formal. Organizational citizenship behavior among the workers contributes to the efficient management of the workers, the use of the resources more efficiently, the coordination of working groups, attraction of the most efficient workers, institutional commitment, sustainability of the performance of the organization, and to the adaptation of the organization to environmental changes (Cohen & Vigoda, 2000).

Workers who demonstrate organizational citizenship behaviors extend themselves beyond the call of duty and do more than the statutory requirements for their jobs. Behaviors that are related to organizational citizenship behaviors have been identified as selflessness, courtesy, conscientiousness, and increased productivity as well as reduced voluntary turnover. Workers who demonstrate organizational citizenship behaviors are more likely to enjoy positive outcomes

such as job satisfaction and reduced work accidents and medical bills than their counterparts without these attributes. Organizational citizenship behaviors should be complemented by rewards such as pay, recognition and enabling work environments (Wang'eri & Tumuti, 2014).

Organ (1997) identified five categories of OCBs: altruism: the helping of an individual coworker on a task, courtesy: alerting others in the organization about changes that reward may affect their work, conscientiousness: carrying out one's duties beyond the minimum requirements, sportsmanship: refraining from complaining about trivial matters, and civic virtue: participating in the governance of the organization. Organizational citizenship behaviors (OCB) have garnered much academic attention since its conception. It is perceived to be something intangible; is not always formally recognized or rewarded, and concepts like 'helpfulness' or "friendliness" is also difficult to quantify. In relation to this, Organ, DW, Podsakoff, PM, & MacKenzie, SB. (2006) asserted that:

Though OCB is a spontaneous initiative taken by staff, you are able to promote OCB in your workplace through employee motivation, as well as giving them the opportunity to display OCB; that is, creating a workplace environment that not only allows for, but is conducive and supportive of OCB. Management should also be educated about OCB, and consider having OCB included in performance evaluations in order to actively encourage it among employees.

Empirical research has isolated four major categories of predictors of organizational citizenship behaviors: individual characteristics, characteristics of task and organization and leadership characteristics (Podsakoff, MacKenzie, Paine & Bachrach, 2000). This study focuses on two of the morale factors within the individual characteristics: job satisfaction and professional commitment, and a single dispositional characteristic, that is, demographic variables. These variables have been found to predict organizational citizenship behaviors.

Empirical findings found different findings about the relationship between organizational citizenship behavior and professional commitment. Riketta (2008) found affective organizational commitment to have a weak but significant effect on organizational citizenship behaviors. While other studies (e.g. Ozturk, 2010; Van Scotter, 2000 & Wasti, 2002) revealed that affective commitment is significantly and positively related to organizational citizenship behaviors. Some

research (Li, 2013) has found both affective commitment and normative commitment to be positively related to organizational citizenship behaviors. Exceptionally, Cohen and Liu (2011) who found out that only the affective forms of commitment were related to organizational citizenship behaviors while continuance and normative commitment were not related to organizational citizenship behaviors.

In educational institutions, the major point of concern for the management is the issues of teachers' job satisfaction and their turnover intention (Crossman & Harris, 2006). Teachers' with high levels of turnover intention are less likely to devote themselves to teaching. Teachers' with high levels of turnover intention may also be more likely to leave actually. According to Morrell, Loan-Clarke and Wilkinson (2004), 'turnover intention' is referred to deliberate cessation of employment in organization by an employee. The involuntary turnover also occurs when employees are forced to leave the organization, which may be triggered by reasons such as the real or perceived need to reduce costs, restructuring an organization or downsizing its structure; or for individual reasons related to an employee, such as poor performance, due to lack of training or dissatisfaction at work pace. Based on the study of Ulndag, Orhan; Khan, Sonia; and Guden, Nafiya (2011) job satisfaction is positively related to organizational citizenship behavior and negatively related to turnover intentions. Affective organizational commitment was found to be positively related to organizational citizenship behavior. However, the study found no significant relationship between organizational commitment and turnover intentions. Likewise, Din, Ishfaq and Adeel (2016) demonstrated that OCB is positively correlated with job satisfaction and organizational commitment, whereas it is negatively correlated with the turnover intentions.

Demographic variables have been affected teachers' professional commitment, job satisfaction, organizational citizenship behavior and turnover intention. According to the work of Heilman and Chen (2005) some specific dimensions of organizational citizenship behaviors are found in males including civic virtue while others like altruism are exhibited by females. Besides to this, Farrell Finkelstein, (2007) as cited by (Wang'eri & Tumuti, 2014) indicated that females were more likely to exhibit organizational citizenship behaviors than males. Another line of research shows that gender plays no role in organizational citizenship behaviors (Akinbode, 2011). However, such findings show that more males than females display higher organizational

citizenship. On the other way, Tabbodi (2009) found that there was a positive relationship between commitment behavior and age and gender; women and younger participants showed higher commitment than men and older participants. Furthermore, Bogler (2001) revealed that female teachers' were more satisfied than male teachers'; however, Crossman and Harris (2006) specifically investigated teachers' gender and job satisfaction and found no significant difference for gender among the 233 teachers who responded to a job satisfaction survey. On the other way, Tabbodi (2009) found that there was a positive relationship between commitment behavior and age and gender; women and younger participants showed higher commitment than men and older participants. Besides to this, Afolabi, Obude, Okediji and Ezech (2008) also found that females demonstrate higher levels of career commitment and job performance when compared to males. Furthermore, Dilara, Akovab and Tanrıverdi (2015) demonstrated that female employees have a higher turnover intention than male employees. It can be concluded that this situation is a result of the role and responsibilities assumed for the female employees within their families and the limited career opportunities.

Our country Ethiopia, is working for the better attainment of both access and quality of education. To do so, currently, there are many secondary and preparatory schools. The teachers' personal and professional qualities such as professional commitment and job satisfaction and extra role behaviors such as organizational citizenship behavior in the school are essential for school success. Therefore, professionally committed, satisfied and developing teachers' organizational citizenship behavior (extra role) is necessary for the accomplishment of this drastic change in secondary and preparatory schools. Hence, to bring about change and innovation schools should increasingly pay attention to teachers; it must be valued that educational organizations are places by which human capital for other organizations is cultivated and then change and innovation can never be attained without human asset. Therefore, teachers' professional commitment, job satisfaction and organizational citizenship behavior are essential prerequisites in order to increase school effectiveness and this in turn diminishes their turnover intention.

That is why; this study tried to see the other self-report data on relationship among teachers' professional commitment, job satisfaction and organizational citizenship behavior in Woreta town administration public secondary and preparatory school. To do so, the researcher draws the conceptual frame work as follows as perceived by teachers'.



Figure 1- The proposed conceptual model for the relationship among teachers' professional commitment, job satisfaction, and organizational citizenship behavior and turnover intention as perceived by teachers'.

1.2. Statement of the problem

It is obvious that the purpose of any educational system is the preparation of skillful citizens that help for political, social, and economic development of the country. These will be accomplished when secondary and preparatory schools advance themselves for better teaching-learning (Ayele, 2014). Thus, emphasizing on teacher's professional commitment, job satisfaction and expecting extra role behaviors in the system are crucial (Amos, Pearson, & Ristaw, 2008). According to the study of Shukla (2014) in private and government schools of Luck city, secondary school teachers who were more satisfied with their working conditions were more committed to their learners, to the society, to their profession, to attain excellence for professional actions and to basic values of school. Generally, he concluded that teachers who were more professionally committed would be more competent in teaching, and in other educational activities in the schools. Similarly, a study by Demirtaş (2015) indicated the significant and positive correlation between job satisfaction and organizational commitment.

However, the major aspects of commitment, OCB and turnover intention were not treated in both studies. Therefore, the researcher fills the gaps existed on methodology and inclusion of variables in educational settings.

A study on university teachers' in Pakistan (Ehsan, Nawab, Naeem & Qaiser, 2010) revealed satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion. Moreover, an empirical finding from the empirical assessment of job satisfaction and professional commitment of teacher educators by Sharma (2019) conducted at the University of Jammu and more than 60 percent of the teacher educators showed average and below average level of job satisfaction. While fifty percent of the teacher educators possessed average and less than average level of professional commitment. Positive and significant relationship was found between job satisfaction and professional commitment of teacher educators. Hence, in the current study the researcher was considering teachers' organizational citizenship behavior and turnover intention as a variable in educational settings to look into the relationship among professional commitment, job satisfaction, organizational citizenship behavior and turnover intention.

Researchers like Govender and Grobler (2017) confirmed that a significant positive relationship does exist between the facets of job satisfaction and the components of organizational commitment. Organ (1997) has found that employee satisfaction, organizational commitment, organizational justice, career development, age, tenure, personality, motivation, leadership and leadership behavior all impact and affect citizenship behavior within an organization. In Saudi Arabia bank sector, job satisfaction and organizational commitment had positive relationship with OCB; at the same time, it predicts organizational citizenship behavior (Rasheed, Jahanzeb and Rasheed, 2013). In addition, AlSaed and Hussein (2019) revealed that organizational citizenship behavior (altruism, courtesy, conscientiousness, sportsmanship, and civic virtue) have impact on organizational commitment (affective commitment, continuous commitment & normative commitment) on employees of Arabic Bank.

Local researchers, Teferi, Bekalu and Abebe (2016) found that positive correlation between teachers' job satisfaction and their organizational commitment in the sampled schools from one hundred and eighteen 118 (58.1%) teachers selected from six primary schools. Similarly, Elias (2019) found that the correlation between teachers' job satisfaction and their commitment was strong and positive relationship in both teachers' and school administrators' respondents.

On the other way, contradictory findings were found related to the relationship between job satisfaction and organizational citizenship behavior. For example, Somech and Ron (2007) as cited by Wang'eri and Tumuti (2014) found the perceived supervisor support was positively correlated with organizational citizenship behaviors while negative feelings were negatively correlated with organizational citizenship behaviors. However, Chen, Hui and Sego (1998) and Randall, Cropanzano, Bormann and Birjulin (1999) failed to find a significant correlation between job satisfaction and organizational citizenship behavior. Funda (2010) explored job satisfaction and affective commitment is fully mediate the relationship between job characteristics and OCB; normative commitment partially mediates this relationship. Besides, Fitrio, Apriansyah, Utami and Yaspita (2019) showed job satisfaction and organizational commitment has a positive and significant effect to organizational citizenship behavior (OCB) as well as organizational commitment mediated the effect between job satisfactions to organizational citizenship behavior (OCB) positively and significantly. Job satisfaction and professional commitment effect on professional organization citizenship behavior of tax auditors in Thailand (Chaikambang, 2016). He concluded that individual behavior of tax auditors enhance job satisfaction and professional commitment that result in a tax auditor behavior of professional organization citizenship. Furthermore, Guruge (2019) revealed significant positive relationship between organizational commitment, academics job satisfaction and organizational citizenship behavior in public sector universities in Sri Lanka. Findings further ascertained the mediate relationship of organizational commitment on job satisfaction and organizational citizenship behavior. The findings of the research revealed that intrinsic and extrinsic factors were significant predictors of organizational citizenship behavior of the academic staff of the public sector Universities.

A study by Ulndag, Orhan; Khan, Sonia, Guden and Nafiya (2011) on the effects of job satisfaction, organizational commitment, organizational citizenship behavior on turnover intentions demonstrated that job satisfaction of Frontline employees working in five-star Hotels in North Cyprus is positively related to organizational citizenship behavior and negatively related to turnover intentions. Affective organizational commitment was found to be positively related to organizational citizenship behavior. However, the study found no significant relationship between organizational commitment and turnover intentions. Furthermore, organizational citizenship behavior was negatively associated with turnover intentions. Besides to this, Din, Ishfaq and Adeel (2016) examined on the relationship of organizational citizenship behavior with job satisfaction, organizational commitment and turnover intention: Evidence from the Banking Sector of Pakistan. The results of the study demonstrated that OCB is positively correlated with job satisfaction and organizational commitment, whereas it is negatively correlated with the turnover intentions. In both cases, the study was conducted outside of the educational sector and professional commitments were not treated by the researchers.

Demographic variables for example, gender affects teachers' professional commitment, job satisfaction, organizational citizenship behavior and turnover intention. Supporting this, Teferi, Bekalu and Abebe (2016) revealed that gender was the only demographic variable that had significant positive relationship with job satisfaction. The other demographic variables such as age, gender, marital status and level of education did not show significant relationship with teachers' job satisfaction in the sampled schools. Wang'eri, Tumuti and Otanga (2014) proved marginal gender differences on relationship between demographic variables, organizational commitment, job satisfaction and organizational citizenship behavior among primary school teachers' in Kenya where female teachers' recorded higher general OCB than their male counterparts. The researcher was initiated to conduct a study on which local researchers didn't consider variables like relationship among professional commitment and job satisfaction and OCB in their corresponding studies. In addition, the findings of different empirical and meta-analysis studies above are not consistent in terms of methodological differences with self-report data and others self-report data, sample considerations and the inclusion dimensions to be studied. Consequently, the researcher was tried to see the relationship among teachers' professional commitment, job satisfaction, OCB and turn over intention.

All in all, much of the studies on the area have been conducted on business entities, higher educational institutions and scanty studies are found in the area of preparatory school. As a result, obviously organization type may bring differences on the findings. The researcher observation of the study area and experts' opinion, in the secondary schools indicates there is turnover and movement of teachers from one school to other schools. At the same time some teachers abandoning the teaching profession and joined other professions. Hence, in order for schools to remain at competitive edge, it seems pertinent to investigate the study in secondary and preparatory schools. To sum up, the rationale for this study was without having teachers' professional commitment and job satisfaction it is less likely to develop OCB among its members. This in turn adversely affects the academic achievement of the students. That was why the need to conduct the study. Therefore, to the best of the researcher knowledge, it is timely and worthwhile to conduct this study in secondary and preparatory school. As a result, the following research questions were guiding the study:

1.3. Basic Research questions

- What is the level of teachers' professional commitment, job satisfaction and organizational citizenship behavior and turnover intention in Woreta town administration public secondary and preparatory school?
- What statistically significant difference is found on the level of teachers' professional commitment, job satisfaction, organizational citizen ship behavior and teachers' turnover intention based on gender in Woreta town administration public secondary and preparatory school?
- What statistically significant relationship is found among teachers' professional commitment, job satisfaction, organizational citizen ship behavior (OCB) and turnover intention in Woreta town administration public secondary and preparatory school?
- How do teachers' professional commitment, job satisfaction and organizational citizenship predict teachers' turnover intention in Woreta town administration public secondary and preparatory school?

1.4. General objective of the study

The general objective of the study was to understand the relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school.

1.4.1. Specific objectives of the study

The specific objectives of the study were to: -

- Show the level of teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school.
- Compare the significant difference found in teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention based on gender in Woreta town administration public secondary and preparatory school.
- Determine relationship among teachers' professional commitment, job satisfaction organizational citizen ship behavior (OCB) and turn over intention in Woreta town administration public secondary and preparatory school.
- Indicate how teachers' professional commitment, job satisfaction and organizational citizenship behavior predict turn over intention in Woreta town administration public secondary and preparatory school.

1.5. Significance of the study

The roles of teachers' are crucial and important instrument for the transfer of knowledge, skills and experiences to students in the schools. By conducting this study, identifying the relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school; it is valuable for providing information on which action or measure to be taken to promote teachers' professional commitment, job satisfaction and organizational citizenship behavior.

- The study helps to create awareness about the level of teachers' job satisfaction, professional commitment, OCB and turnover intention in public secondary and preparatory schools, so that school leaders, Woreda education office and Zonal education department experts and other concerned bodies take remedy actions in order to promote

teachers' job satisfaction and professional commitment. This in turn also allows them to design intervention strategies in order to promote OCB in the school setting and minimizes turn over intention of teachers.

- May serve as input to enhance the teaching and learning process through improving teachers' job satisfaction, professional commitments and OCB by using finding of this study. This had an important significance for the students themselves, their parents, school administrators and education office at different levels.
- It has also valuable contributions for the school administrators because knowing about the link among teachers' professional commitment, job satisfaction and organizational citizenship behavior enabled them to take intervention measures so as to promote conducive environments that allow teachers' to perform teaching learning process effectively.
- Again, the study had important contributions for the student's parents since organizational citizen ship behavior of teachers' promotes them to perform extra tasks by their own initiatives. This in turn improves the academic achievement of students. Improvement of students is also serving as a stepping stone for improving their parents in the long run.
- May allow teachers' to identify their level of professional commitment, OCB, job satisfaction. This supports them to design effective strategies in order to promote an effective instructional methodology which fosters academic achievement of students.
- May encourage other researchers who have an interest in the related problems that they can use this study as reference material for further studies.

1.6. Delimitations of the study

Geographically, this study was carried out in Amhara region South Gondar zone Woreta town administration public secondary and preparatory school. Conceptually, the study aimed at assessing the relationship among teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention. An aspects of professional commitment incorporates affective, continuance, and normative commitment whereas organizational citizen ship behavior encompasses; altruism, conscientiousness, civic virtue, sportsmanship and courtesy. Besides to this, turn over intention of teachers' includes; intent to

leave the organization, intent to search and perceived job alternatives. Lastly, the major demographic variable treated by this study was gender.

1.7. Limitation 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 teachers' responses remained confidential, the situational impact particularly Covid-19 or social bias could have led teachers to respond in a manner different from their true emotions. Some teachers' particularly well experienced ones exhibit feeling of fear during filling of questionnaires and this may inhibit expression of true feelings. This study conducted solely in one secondary and preparatory school of Woreta town administration. Consequently, the results of this study may not generalize to all secondary and preparatory school teachers' in the other parts of the country.

The other limitation of the study was that the data collected from teachers' by using solely questionnaire, it is difficult to understand how much deeply satisfied, committed, OCB behaviors and turnover intentions on their job hence that other data collection tools like in depth interview and FGD were not employed by the researcher.

1.8. Operational Definition of key Terms

Relationship: natural association among teachers' professional commitment, job satisfaction and organizational citizen ship behavior and turnover intention in the context of Woreta town administration public secondary and preparatory school.

An organizational citizenship behavior (OCB): is a term that encompasses anything positive and constructive that teachers do, of their own volition, which supports co-workers and benefits the organization in the context of Woreta town administration public secondary and preparatory school.

Professional commitment: is a concept which is related to featuring the professional identity, making effort for the profession and being committed to professional objectives, values, norms

and ethical principles in the context of Woreta town administration public secondary and preparatory school.

Job satisfaction: the term job satisfactions refer to the attitude and feelings Woreta town administration public secondary and preparatory school teachers' have about their work. Positive and favorable attitudes towards the job indicate job satisfaction.

Turn over intention: defined as the conscious decision to look for other alternative job opportunities in other organizations, and say that this results from various factors, determinants, and causes that lead employees to intend to leave.

Secondary and Preparatory School: an institution for learning which in Ethiopian education system comes after primary school and comprises of two and four years of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature related to the study. It encompasses with six sections. The first section deals with professional commitment and its aspects, the second is about job satisfaction, the third section deals with organizational citizenship behavior, the fourth section focuses on turn over intention, the fifth section emphasizes on the interrelation ship among teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention and the last section summaries reviewed literatures.

2.1. Professional commitments

In education commitment is one of the most important aspects of the performance and quality of a teacher. Commitment is defined as the degree of positive, affective bond between the teacher and the institution. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the institution or their work rather it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs (NCDS, 1997) as cited by (Arjunan, 2014).

Commitment means mobilizing to the best of teachers' ability, knowledge and competency. It requires personal willingness to take on these tasks. Commitment is the act of binding yourself to a course of action. According to Cambridge Dictionary (2008) "commitment means to promise or to give your loyalty to a particular principle, person or a plan of action".

Commitment is a willingness to give time and energy to something that is believed in, or a promised to do something and an act of binding oneself intellectually or emotionally to a course of action. Croswell (2006) defined it as a high level of attachment to an organization. Teacher commitment is the emotional bond between the teacher and the school. Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003).

Professional commitment implies the individuals' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive and uphold the values and goals of the profession. In terms of the motivational perspective, professional commitment is a

state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller & Lee, 2001).

2.1.1. Aspects of professional development

Allen and Meyer (1990), (1991, 1997), Meyer and Herscovitch, (2001) developed the three-component model of commitment in the organization. The three aspects of professional commitment identified are; affective, continuance and normative.

2.1.1.1. Affective commitment

Affective commitment is referred to as the individual's emotional attachment to and involvement and identification with the organization (Allen & Meyer, 1990). It takes into account three main aspects namely: (1) the development of psychological affinity to a profession; (2) association with the organization; and (3) the wish to remain as a member of the organization. Individuals can facilitate by developing emotional affinity toward an organization and to support the organization in achieving its objectives (Allen & Meyer, 1990). Affective commitment has been linked to a wide range of positive outcomes in relation to reduce absenteeism, reduce turnover, promote organizational behavior and job performance (Meyer & Herscovitch, 2001).

According to Jaros, Jermier, Koehler and Sincich (1993), affective commitment is identified with desirable workplace behaviors, such as lower absenteeism rate, job satisfaction, increased productivity, personnel stability and organizational citizenship behavior. Affective professional commitment in education refers teachers' emotional connection to identification and participation in teaching profession. Its objective is motivation of teachers' to identify with and the aspiration not to drop the profession for self-interest, desires, compliance to teach altruistically and contribute to the success of the teaching profession, and willingness to make sacrifice in challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

2.1.1.2. Continuance commitment

Continuance commitment reflects commitment based on the perceived economic and social costs, of leaving the organization. According to Romzek (1990), employees tend to evaluate their investments by looking at what they have contributed towards the organization and what they would gain by remaining in the organization and what they would lose if they leave their

organization. When an employee feels that he or she does not possess the necessary skills to compete for a job in any other field, then the employee tends to develop continuance commitment and becomes more committed to the organization because of the limited opportunities and alternatives (Meyer & Allen, 1990).

2.1.1.3. Normative commitment

Normative professional commitment refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, affect, belief and behavioral intention toward one's work. Several variables can determine the level of satisfaction to teachers' commitment to school. This includes interaction between teachers, relationship between teacher and student, the quality of work done by the teachers' and the working environment. The antecedents of continuance commitment are investments and alternative employments.

According to Allen and Meyer (1990), individuals with a high level of normative commitment feel that they should continue providing their services to the company. Normative commitment exists when the employee feels obligated towards the organization which has invested in them (Randall & Cote, 1991). According to Randal and Cote (1991), employees feel that when an organization has invested a lot of time and money in training and developing them, they have a moral obligation to continue to provide their services to the company. Employees with a high degree or level of satisfaction feel that they ought to commit to the organization (Meyer & Allen, 1997).

2.1.2. Professional commitment of teachers

The commitment of the teacher can be identified in the six different forms. These six categories represent different ways that teachers' perceive, understand and conceptualize the phenomenon of commitment of the teachers. According to Arjunan (2014) the six identified categories of professional commitment of teachers' are:

- a. Teacher commitment as a passion. A positive emotional attachment to the work involved in teaching generally or a specific aspect of teaching.

- b. Teacher commitment as an investment of time outside of contact hours with students. An investment of extra time outside of expected contact hours with students. This involves either visible time invested at the school site or invisible time invested off the school site.
- c. Teacher committed as a focus on the individual needs of the student. A sharp focus on the needs of the student. It could be either emotional or academic.
- d. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs. Place great value on the role that they play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.
- e. Teacher commitment as maintaining professional knowledge. It involves the maintenance of professional knowledge and on-going professional learning and development.
- f. Teacher commitment as engagement with the school community. The willingness to engage with the school and the school's community. It is the belief that teachers' have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Ajay, 2012).

2.2. Job satisfaction

The concept of job satisfaction has come out with various kinds' of definition. The most commonly mention definitions on job satisfaction are: Robbins and Judge (2007) define job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. Worrell (2004) define job satisfaction as any number of psychological, physiological, and environmental circumstances which lead a person to express satisfaction with their job. Luthans (2005) further postulates that job satisfaction is a result of the employee's perception of how well their job provides those things that are viewed as important. Bitsch and Hogberg (2005) state job satisfaction is a general attitude towards current job and organization that encompasses the feelings, beliefs and thoughts of the job. Spector (1997) contends that job satisfaction is not only how employees feel about their jobs overall, but also how they feel about the various facets of the job. To summarize job satisfaction is an attitude that people have about their jobs and the organizations in which they perform these jobs (Al Zubi, 2010).

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2001) defined job satisfaction as an effective reaction to a job that results from the incumbent's comparison of actual outcomes

with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. Saiyadain (2007) defines job satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending on an outcome of the task undertaken. Job satisfaction is the collection of feeling and beliefs that people have about their current job.

Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). Teachers' job satisfaction is the satisfaction of teachers' while teaching and the perceived relationship between the wants and offerings to a teacher (Zambylas & Papanastasiou, 2004).

2.2.1. Job satisfaction and educational implications

As Worrell (2004) states, there are numerous theories attempting to explain job satisfaction. Bitsch and Hogberg (2005) include theories of motivation that have been interpreted as theories of job satisfaction in various empirical studies. Similarly, Peerbhai (2006) supports Bitsch and Hogberg, affirming that job satisfaction is addressed through the theories of motivation. Green (2000), in his review, indicated that there are three theoretical frameworks of job satisfaction, namely; content or needs theories, process theories, and situational models of job satisfaction. To sum up, motivational theories may be useful to a greater or lesser extent to understand job satisfaction of teachers' in the study area.

The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction). According to Amos, Pearson, Ristaw, and Ristaw (2008), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. Need theorists attempt to stipulate particular needs that must be satisfied or values that must be attained, for an individual to be satisfied with his/ her job.

The process theories (Adams, 1963; Vroom, 1964) explain the processes of how behavior is initiated, directed, sustained and stopped (Amos, et al., 2008). The process theories emphasize the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individuals' perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick & Glisson, 1992), assume that the interaction of variables such as job characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy & Miskel, 1996). According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to evaluate the situational characteristics (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational occurrences come in to play after the individuals have accepted the job. The situational occurrences can be positive or negative (Glassman, M., McAfee, RB. & Quarstein, VA, 1992). Examples of positive situational occurrences include; making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise. Negative situational occurrences include; rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

2.2.2. The importance of job satisfaction

Job satisfaction is one of the most important workplace constructs that has played a decisive role over the performance of any organizations. Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Harrison et al., 2006; Wright & Davis, 2003; Wright & Kim, 2004).

Similarly, in Eneja and Klemen (2018) asserted that satisfaction increases the sense of belonging to the organization (Gil, Llorens & Torrente, 2015), making employees perform more conscientiously and with greater commitment (Babalola, 2016; Pham & Pham, 2016), enables organizational growth, development and competitiveness (Huang, Huang & Tzeng, 2016); improve efficiency, productivity and lower absenteeism (Harter, Schmid & Hayes, 2002).

On the contrary, organizations that do not promote employee satisfaction can on the other hand encounter deviant work behavior manifested as delays, absenteeism or turnover (Spector 1997; Levi, 2006) as well as counter-productive behavior that damages the company and appears in the form of corruption, sabotage, extortion, theft, fraud or violence (Levi, 2006) in (Eneja & Klemen, 2018).

In addition, employees who experience feelings of dissatisfaction are less prone to invest additional efforts. They tend to avoid voluntary extra work, fail to achieve performance standards or carry out their work on time, complain about trivial things, don't want to follow instructions and quickly accuse others of wrongdoing (Keenan, 1996; Špitlar, 2009). These behavioral patterns can lead to much long-term costs, causing a lack of personnel, delays, errors and in particular, work-related errors.

Job dissatisfaction causes little commitment and productivity, reduced ability to meet student needs, psychological disorders and high levels of stress related disability (Karavas, 2010). Dinham and Scott (1998) study of teachers' who resigned from the teaching profession indicated teachers' dissatisfaction emanates from school systems and relate to school structure or administration policies. It is common that most teachers in most school systems are not satisfied

with their jobs and high turnover condition among the teachers. This may be a result of low payment, promotion, supervision, nature of work, fringe benefit etc.

The study by Abdullah (2009) showed that secondary school teachers' in Taiwan revealed that those teachers in the target area, satisfied with their job. In their conclusions, female teachers' were more satisfied than male. The higher-ranking teachers' are more satisfied than the ordinary while, the older teachers' are more satisfied than their younger. In Ethiopia, Getachew (1999) and Manna and Tesfaye (2000) the inequality in salary between teachers and non-teachers with similar qualifications, and the negative relationship between inadequate salary and career structure and job satisfaction have reached that teachers' job satisfaction and commitment are low in Ethiopia.

Fenot (2005) and Gedefaw (2012) conducted job satisfaction studies in Addis Ababa in that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching i.e. teacher efficacy and development. Especially, Gedefaw (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 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 personality, and the poor relationships teachers had with principals and parents.

Fenot (2005) 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. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers' in Addis Ababa, Ethiopia. Similarly, another study by Ayele (2014) showed that more satisfied teachers are more committed on their job than less satisfied. In the schools, there was low level of job satisfaction, and poor facilities for teaching and learning. Low benefits of teachers', lack of transportation, problem of teachers transfer from one school to other school, housing related problem, and lack of good relation among teachers' and with principals were found as the major cause for low job satisfaction in the study area.

2.3. Organizational citizenship behavior (OCB)

2.3.1. Nature of OCB

Organizational citizenship behavior (OCB) is expressed as set of discretionary workplace behaviors that exceed one's basic job requirements. Organ (1988) argued that organizational citizenship behavior can maximize the efficiency and productivity of employee and the organization. Walz and Niehoff (1996) noted that OCB symbolizes a set of desirable organizational behaviors, which demonstrate multi-dimensional relationships with positive organizational consequences. OCB happens when employee performs some good deeds to the organization without expecting any retribution from the third party involved.

2.3.2. Aspects of OCB

McClelland (1961) argued that OCB can be best understood when it is viewed as motive based behaviors. McClelland's work suggested that all people have some degree of achievement, affiliation, and power motives. The achievement motive pushes people to perform in terms of a standard of excellence, seeking the accomplishment of a task, challenge, or competition. The affiliation motive pushes people toward establishing, maintaining, and restoring relationships with others.

The power motive pushes people toward status and situations in which they can control the work or actions of others. Organizational citizenship behavior was described by Organ and his colleagues (Smith, Organ, & Near, 1983) as having two basic categories—altruism and generalized compliance.

Altruism is helping behavior directed at specific individuals. When individuals have specific problems, need assistance, or seek help, altruistic people go the extra mile in assisting them. The other class of citizenship behavior is generalized compliance, which is a more impersonal conscientiousness: doing things "right and proper" for their own sake rather than for any specific person. Organ (1988) highlights five specific categories of discretionary behavior and explains how each helps to improve efficiency in the organization.

- I. Altruism (e.g., helping new colleagues and freely giving time to others) is typically directed toward other individuals but contributes to group efficiency by enhancing individuals' performance.

- II. Conscientiousness (e.g., efficient use of time and going beyond minimum expectations) enhances the efficiency of both an individual and the group.
- III. Sportsmanship (e.g., avoids complaining and whining) improves the amount of time spent on constructive endeavors in the organization.
- IV. Courtesy (e.g., advance notices, reminders, and communicating appropriate information) helps prevent problems and facilitates constructive use of time.
- V. Civic Virtue (e.g., serving on committees and voluntarily attending functions) promotes the interests of the organization.

2.3.3. Antecedents of OCB

A wide range of employee, task, organizational and leader characteristics are consistently found to predict different types of OCB across a range of occupations (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Job satisfaction and organizational commitment

Job satisfaction has been found to have a positive relationship with job performance and OCB. This in turn has a significant influence on employees' absenteeism, turnover, and psychological distress (Davis, 1992). Workers with high levels of job satisfaction are more likely to be engaging in OCB (Brown, 1993). Furthermore, individuals with higher levels of job satisfaction demonstrate decreased propensity to search for another job (Sager, 1994), and a decreasing propensity to leave.

Role perceptions

The role clarity and role facilitation are positively related (Podsakoff et al., 2000). However, since both role ambiguity and role conflict are known to affect employee satisfaction, and satisfaction is related to OCB, it is likely that at least a portion of the relationship between ambiguity, conflict and OCB is mediated by satisfaction.

Fairness perceptions

The employees feel organizational decisions are made equitably and fairness of the rewarded given are positively related to OCB (Moorman, 1991).

Leader behaviors and Leader-member exchange

Leadership appears to have a strong influence on an employee's willingness to engage in OCB. For example, it is the quality of an employee's relationship with his or her leader (called leader member exchange (LMX) that counts for their OCB (Podsakoff et al., 2000). The leaders

contingent reward behaviors, such as expressing satisfaction or appreciation for good performance are positively related to OCB (Podsakoff et al., 2000). Leadership behaviors may also influence OCB indirectly via employee perceptions of fairness or justice in the workplace.

Individual dispositions

Personality variables including positive affectivity, negative affectivity, conscientiousness and agreeableness have all been found to predispose people to orientations that make them more likely to engage in OCB (Organ & Ryan, 1995). OCB does not seem to depend on personality traits such as extraversion, introversion, or openness to change. Nonetheless, personality may be an important measure in order to control for its influence on behavior or to investigate any moderating effects it may have.

Motivational theories

Recent research using motivation to measure an individual's disposition has renewed interest in examining Organ's (1990) model proposing that an individual's motives may relate to his or her organizational citizenship behaviors. In spite of this, Barbuto, Brown, Wilhite and Wheeler (2001) argued that though the motivational theories work as antecedents for OCB, researchers cautioned that an individual's sources of motivation could have an impact on his or her level of OCB. As individual progress upward in an organization, motivational theories tend to be less applicable as an antecedent of OCB.

Employee age

The proposition that younger and older worker may view work and self in fundamentally different ways. Wagner and Rush (2000) pointed out that early years (20-34) are the years of establishment and settling down; later years (35-55) are strong sense of self and location vis-à-vis life and work. They argued that younger employees coordinate their needs with organizational needs more flexibly; by contrast, older employees tend to be more rigid in adjusting their needs with the organization. Therefore, younger and older workers may differ in their orientations toward self, others, and work. These differences may lead to different salient motives for OCB among younger and older employees.

2.4. Turnover intention

2.4.1. The concept of turnover intention

Turnover Intentions embodies a conscious and calculated willingness to leave an organization (Tett & Myer, 1993) and entails thoughts of quitting (e.g. Mobley, Horner, & Hollingsworth, 1978) as cited by Finste (2013). Turnover intention is defined as an employee's intent to find a new job with another employer within the next year.

Perez (2008) defined turnover intention as the conscious willfulness of seeking fresh job opportunities at other organizations. Meanwhile, Liu and Onwuegbuzie (2012) have presented alternative terms for turnover intention such as intent to leave, intention to leave and propensity to leave.

2.4.2. Components of Turnover Intention

Turnover intention is a tendency in an organization which incorporates various variables that characterize the intensity of it. The literature review indicates that turnover intention is a multistage process entailing of three components which are psychological, cognitive and behavioral in nature (Takase, 2009) as cited by Umer (2018).

Psychological

Turnover intention is seen as a psychological response to negative aspects of organization's or jobs. Psychological responses were believed to trigger employee's emotional and attitudinal withdrawal reactions. These emotions and attitudes included frustration and dissatisfaction with organizations). Overall, the psychological component of turnover intention was seen as the starting point of the multi-stage turnover reaction (Takase, 2009) as cited by (Umer, 2018).

Cognitive

According to Chang, Du and Huang (2006) the psychological component is seen as the starting point of turnover intention while the cognitive component is seen as the core of turnover intention. Many researchers characterize turnover intention as a cognitive manifestation of the decision to leave; hence the term was used interchangeably with withdrawal cognition.

Behavioral

Another component that formed the core of the process of turnover intention was withdrawal behavior. As in the intention to of the cognitive component, withdrawal behaviors were also

categorized into two groups: withdrawal from the current job, and actions oriented to future opportunities. The manifestations of withdrawing from jobs were behavioral and verbal. The behavioral manifestations included employees daydreaming during work, being less enthusiastic at work, coming in late and being absent from work. The verbal manifestation consisted of stated or expressed intentions to leave jobs. The future-oriented behaviors comprising the facets of turnover intention were the actualization of employees' cognitive intentions. These behaviors were operationalized as the actual job search and willingness to take an alternative job when available. These behaviors were often operationalized to explore employee's turnover intention (Takase, 2009) as cited by Umer (2018).

2.4.3. Predictors of Turnover Intention

Employees resign their engagements in organizations for various reasons. However, this study is mainly focused on turnover intention which can be arise from push (internal) and pull (external) factors, personal factors as well as pattern of gender demographic characteristics that enables employees to their organization.

Push (Internal) factors

Push (internal) factors are aspects that push the employee towards the exit door. According to Loquercio (2006) as cited by (Umer, 2018) it is relatively rare for people to leave jobs in which they are happy, even when offered higher pay elsewhere. Most staff has a preference for stability. However, some time employees are 'pushed' due to dissatisfaction in their present jobs to seek alternative employment. On the basis of available literature, push factor can be classified into:-

I. Organizational factor: There are many factors which are attached with an organization and work as push factors for employees to quit. Among them which are derived from various studies are: salary, benefits and facilities; size of organization (the number of staff in the organization); location of the organization (small or big city); nature and kind of organization; stability of organization; communication system in organization; management practice and policies; employees' empowerment. The other push variable called organizational justice. According to Greenberg and Baron (2000), organizational justice means fairness in the workplace. There are two forms of organizational justice: distributive justice, which describes the fairness of the outcomes an employee receives; and procedural justice, which describes the fairness of the procedures used to determine those outcomes.

II. Attitude factors: In the literature, attitude is another kind of push factor which is mostly attach with employee behavior. Attitude factors are further classified into job satisfaction, job stress and job content.

A) Job satisfaction: Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values' (Locke, 1969). Job satisfaction was conceived to be one's affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects such as leadership. It is conceptualized as an affective and emotional response. Job satisfaction and commitment is the extent to which employees like their work, while commitment means loyalty of employees to their employer. Job satisfaction is a determinant of organizational commitment. Employees having job dissatisfaction leave their current employer more easily. The relation between job satisfaction and employee turnover is reciprocal to each other and this relationship is high when unemployment rate is low in the society and similarly low when unemployment rate is high.

Job satisfaction is a collection of positive and/or negative feelings that an individual holds towards his or her job. Satisfied employees are less likely to quit. Job satisfaction is further divided into extrinsic factors and intrinsic factors. Extrinsic factors include variables such as job security, physical conditions/working environment, fringe benefits, and pay. Intrinsic factors include variables such as recognition, freedom, position advancement, learning opportunities, nature, and kind of job and social status (workers with a high hierarchical position who link their social position with their job want to retain it).

B) Job content: The content of the job can lead an employee to quit. Job content includes job scope which is the density and challenges of the job contents and this depend upon strength of growth need, its reutilization of the repetitiveness of a job, professionalism which is related to bureaucratic involvement in the organization conflict with professional standards and ethical codes that lead to deteriorating people's commitment to an organizational

C) Job stress: Includes variables such as role ambiguity (e.g. my job responsibilities are not clear to me), role conflict (e.g. to satisfy some people at my job, I have to upset others), work overload (e.g. it seems to me that I have more work at my job than I can handle) and work family conflicts (e.g. my work makes me too tired to enjoy family life).

Pull (external) factors

Pull (external) factors are those reasons that attract the employee to a new place of work. Employees would generally like to work in prosperous and flourishing economies and as a result, employees usually move out of poor and deprived economies to seek greener pastures in more developed ones. According to Price (2001), the larger alternative employment opportunities exist in the environment, the more chances of awareness among the employees, which lead them to evaluate cost and benefit analysis and have intentions to switch jobs. Various pull factors derived from literature are availability of alternative jobs, attractiveness and attainability of employment in a growing economy. The availability is mainly about the number of opportunities outside the organization in the environment that attracts an employee to withdraw from a particular organization. The attractiveness refers to the pay levels of such opportunities and attraction of a new job in other organizations, high salary, career advancement, new challenge and interesting work, job security, good location of company, better culture, life-work balance, more freedom/autonomy and well reputation of organization as well as more benefits and good boss.

2.5. The interrelation ship among teachers’ professional commitment, job Satisfaction, Organizational citizen ship behavior and turn over intention

2.5.1. The relationship between professional commitment and job satisfaction

Previous studies have got different findings about the relationship between professional commitment and job satisfaction. Although, Mannheim, Baruch and Tal (1997) confirmed that job satisfaction was a significant predictor of professional commitment. Some researchers argued that job satisfaction reflects immediate affective reactions to the job. Therefore, job satisfaction as one of the determinants of professional commitment (Mannheim et al., 1997). Brown and Peterson (1993) claimed that individual differences (personal characteristics), organizational variables (organizational characteristics) and role perceptions (job characteristics) as correlates of job satisfaction.

The relationship between professional commitment and job satisfaction has been also recognized in recent studies. Supporting this (Aref, K. & Aref, A., 2011; Aydogdu & Asikgil, 2011; Yücel, 2012) also reported a significant positive relationship between job satisfaction and professional commitment of employees. They indicated 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 explains the variance in professional commitment. In addition, Sharma (2019) recognized the positive and significant relationship between job satisfaction and professional commitment of teacher educators. Local study by Tesfaye (2004) recognized that there is a significant positive relationship between job satisfaction and professional commitment of teachers’.

Moreover, different research findings recognized that the constructs of professional commitment affect employees’ job satisfaction. For instance, Williams and Hazer (1986) concluded that a number of variables such as age, pre-employment expectations, perceived job characteristics and leadership style, all influence professional commitment via their effects on job satisfaction.

2.5.2. The relationship between OCB and job satisfaction

William and Anderson (1991) found positive relationships between both extrinsic and intrinsic job satisfaction and each of the OCB aspects. This relationship indicated that an increase in one variable causes an increase in the other variable, while a decrease in one variable results in a decrease in another. In USA, Lee and Allen (2002) found that intrinsic satisfaction is positively related to OCB. Other researchers (e.g., Chen, Hui, & Sego, 1998; Schappe, 1998) have found non-significant relationships between OCB and JS. Meanwhile, Zeinabadi (2010), revealed a relatively strong correlation between intrinsic job satisfaction and OCB among teachers in Iran. A research on University teachers’ in Lahore, Farooqui (2012) concluded that there were significant differences in the levels of OCB depending on the participant’s gender. Similarly, according to Stephen (2003) job satisfaction should be a major determinant of organizational citizenship behavior. Satisfied employees would seem more likely to talk positively about the organization, help others and go beyond the normal expectations in their job. Likewise, Aslam (2012) investigated the relationship of OCB and JS, organizational commitment, and employee turnover, determining that OCB has a positive significant relationship with JS.

Ahmed and Muhammad (2016) who investigated about job satisfaction through organizational citizenship behavior: A case of University teachers’ in Pakistan revealed that the factors of organizational citizenship behavior (altruism, courtesy, sportsmanship, conscientiousness, and civil virtue) and job satisfaction were found to be moderately significantly positive. Job satisfaction through the factors of OCB was determined to be 21.3%, where only altruism and civil virtue were factors. Furthermore, the study by Ummah and Athambawa (2018) studied on

organizational citizenship behavior and job satisfaction among non- academic employees of national universities in the Eastern province of Sri Lanka. The result of the study showed that job satisfaction is one of the factors for determining the organizational citizenship behavior (OCB) and the relationship was shown to be significant.

2.5.3. The relationship between professional commitment and OCB

According to Güven (2012) OCB is shaped by the workers' organizational and professional commitments. OCB means that the worker makes extra voluntary effort, while commitment means that the worker gives his/her energy and time besides making extra effort in order to achieve the objectives of the organization. Workers who developed organizational and professional commitments are more likely to have OCB compared to the ones that did not (Aydoğan, 2010). Similarly, Güven (2012) found a significant positive relationship between professional and organizational commitments and organizational citizenship behavior. However, professional commitment was determined to be more related to organizational citizenship behavior than organizational commitment. Moreover, another related study by Al Saed and Hussein (2019) argued that organizational citizenship behavior (altruism, courtesy, conscientiousness, sportsmanship, and civic virtue) have impact on organizational commitment (affective commitment, continuous commitment & normative commitment) on employees of Arabic Bank.

2.5.4. The prediction effect of professional commitment, job satisfaction, organizational Citizenship behavior on turnover intention

Fishbein and Ajzen's (1975) theory of Reasoned Action and Planned Behavior hold that the prediction of a planned behavior tends to be negotiated by the intention to perform that behavior. According to them, the best single predictor of an individual's behavior will be a measure of the intention to perform that behavior. Fishbein and Ajzen's concept of "behavior intention" assumes that individuals make decisions, such as to remain at their jobs, in a rational way by "systematically employing accessible information on the costs and benefits of the behavior and the control they have, or believe they have, over carrying it out" (Chacon, Vecina, & Davila, 2007).

Job satisfaction and turn over intention

Scholars recognized that job satisfaction is important predictors of turn over intention. A study by Albaqami (2016) on determinants of turnover intention among faculty members at Saudi public Universities and results demonstrated that job satisfaction had a significant impact upon the turnover intention of faculty members. Employees who are satisfied with their jobs are less likely to consider leaving their jobs. Adeyemo and Afolabi (2007) found a negative correlation between job satisfaction and withdrawal cognition, or intention to quit. Similarly, Blackburn (2005) found a direct link between job satisfaction and turnover intention. In their study, Chovwen, Balogun, and Olowokere (2014) reported job satisfaction to have a significant predictive effect on turnover intention. Individuals who reported higher levels of job stress or who had a history of “job hopping” had higher levels of turnover intentions. Conversely, the higher the employee’s level of satisfaction and sense of equity within the organization, the lower were their turnover intentions. Work conditions that provide support, resources, opportunities to learn and grow, and encourage autonomy are associated with job satisfaction, leading to low turnover intentions (Laschinger, 2012). Besides to them, Ann (2018) studied on the correlation between job satisfaction and turnover intention of 129 employees of small business. The multiple regression analysis conveyed that job satisfaction significantly predicted extrinsic employee turnover intentions, $F(3, 103) = 25.687, p = .001, R^2 = .428$.

Job related stress that leads to burnout, such as unmanageable workloads, a weak sense of community, perceived lack of equity or fairness, lack of support and resources, and emotional exhaustion, are all attributed to decreased job satisfaction and increased turnover intentions (Laschinger, 2012). It is the dissatisfaction with one’s job that leads them to search for an alternative job, and that search will increase the likelihood of an alternative being found (March & Simon, 1958). On the other hand, Park, Kathleen; Johnson, Karen (2019) investigating on job satisfaction, work engagement, and turnover intention of CTE health science teachers. The findings indicated that predictor variables (job satisfaction and work engagement) examined in the study had a negative relationship with turnover intention. Job satisfaction accounted for a moderate percentage (almost 40%) of unique variation in turnover intention.

Professional commitment and turnover intention

Individuals who are highly committed to their profession are less likely to think about leaving. Of the three types of organizational commitment, affective commitment is most positively correlated with employee's intent to remain. Meyer and Allen (1997) promoted the importance of affective commitment by explaining that employees with strong affective commitment would be motivated to higher levels of performance and were likely to make more meaningful contributions than employees who expressed continuance or normative commitment. Cohen (1996) discovered that affective commitment was more highly correlated with job performance and remaining than the other forms of commitment. Cohen revealed that employees, nurses in this case, who remained with the profession because they wanted to (affective) were also more likely to exhibit higher levels of commitment to their work, their job, and their career. Irving, Coleman, and Cooper (1997) investigated the relationship between affective, continuance, and normative commitment and the outcome measures of job satisfaction and turnover intentions. Results revealed that job satisfaction was positively correlated to both affective and normative commitment, though negatively related to continuance commitment. All three types of professional commitment were negatively related to turnover intentions. However, according to Albaqami (2016) no direct impact exists at the Saudi Arabian Universities between professional commitment and the turnover intention of faculty members. On the other way, Humayra and Sri (2018) ascertained that work commitment has a role or significance of 63% of the turnover intention. The role has a negative value which means a highly committed employees has a low turnover intention, and vice versa. This indicates that turnover intentions of various employees are highly predicted by the presence of professional commitment.

OCB and turnover intention

Scholars were attempted to describe about the prediction power of teachers' OCB on turnover intention. For instance, Gisele and Hassan (2015) examined on the impact of organizational citizenship behavior on employee's job satisfaction, commitment and turnover intention in Dining Restaurants Malaysia. The findings shown that OCB dimensions were positively predicted professional commitment and job satisfaction but negatively predicted turn over intention. Furthermore, Nur, Ahman, Adi and Furqon (2019) investigated on organizational citizenship behavior for turnover intention management of workers in the footwear industry in Indonesia. The outcome of the study proven that organizational citizenship behavior significantly

affected turnover intentions of $(2.959 \geq 1,967)$ P values of $0.003 \leq 0, 05$. This means that organizational citizenship behavior can reduce the employee's turnover intention.

2.5.5. Differences in professional commitment, job satisfaction and organizational citizen

Ship behavior and turn over intention based on gender

Tabbodi (2009) found that there was a positive relationship between commitment behavior and age and gender; women and younger participants showed higher commitment than men and older participants. Similarly, Afolabi et al. (2008) also found females to demonstrate higher levels of career commitment and job performance when compared to males. Other studies, such as the meta-analysis of Aydin, Sarier and Sengul (2011), resulted in low effect sizes favoring male teachers' commitment levels. They determined men were slightly more capable than women of adopting organizational norms and values. Karakus and Aslan (2009) focused on the different categories of commitment and determined that of 1,124 high school teachers, females were more affectively and normatively committed to the profession of teaching. However, female teachers exhibited lower levels of normative commitment to the actual work group and lower continuance commitment to the individual school at which they worked (Karakus & Aslan, 2009).

Literature concerning the influence of demographic information such as gender and job satisfaction among teachers and administrators varies. Among 745 survey respondents, Bogler (2001) revealed female teachers were more satisfied than male teachers. However, Crossman and Harris (2006) found no significant difference for gender among the 233 teachers who responded to a job satisfaction survey. Likewise, Demirtaş (2015) examined that there is no significant job satisfaction differences were found in terms of participants' variables of gender, seniority, age, status or branch.

Women were also more likely to have feelings of being overwhelmed which could negatively impact job satisfaction (Sax & Harper, 2007). However, Crossman and Harris (2006) found no statistically significant difference among secondary school teachers related to gender and job satisfaction. Local study by Bekalu (2016) in the primary school of Bonga town found that female teachers' were more satisfied with their job compared to their male counterparts. On the other hand, Teferi, Bekalu and Abebe (2016) in Ethiopian primary schools particularly Bonga town revealed that gender was the only demographic variable that had

significant positive relationship with job satisfaction. Other studies, by Korso (2013) about teachers' perceived commitment as measured by age, gender and school Type in 381 secondary school beginning teachers in East Shoa and West Arsi Zones of Oromiya regional state, Ethiopia showed that beginning male teachers in Ethiopia claim relatively higher levels of affective professional commitment; while their perceptions of normative, and continuance professional commitment tends to be neutral. This study also revealed that teachers in public secondary schools than private secondary schools perceived higher normative ($MD = 0.28, p < 0.01$) and continuance ($MD = 0.17, p < 0.05$) professional commitment.

Regarding to the influence of demographic variables in OCB; Wang'eri, Tumuti and Otanga (2014) conducted study on relationship between demographic variables, organizational commitment and job satisfaction and organizational citizenship behavior among primary school teachers', coast province, Kenya. The study was conducted among 81 primary school teachers (70.5% females and 29.5% males) taking Bachelor of education degree at Kenyatta University, Mombasa Campus. The study findings revealed that teachers reported higher OCB-I than OCB-O. Marginal gender differences in OCB were reported although female teachers' recorded higher general OCB than their male counterparts. Other studies by Ahmed and Muhammad (2016) found that significant differences were revealed in the OCB and job satisfaction of university teachers' in terms of gender, university type, job type, marital status, age groups, academic qualifications, teaching experiences, faculties, and universities.

Findings of studies on the relationship between gender and turnover are mixed. For instance, Cotton and Tuttle (1986) found females were more likely to leave companies than males. Similarly, Brough and Frame (2004) stated that female employees generally have higher turnover levels than males. Arnold and Feldman (1982) suggested that a female is more likely to leave the organization because they have more sporadic work histories, lower tenure and lower pay. On the other hand, Miller and Wheeler (1992) reported no relationship between gender and turnover. Besides to them, Khatri and Fern (2001) stated that males are more likely to quit than females because the traditional belief that males are the breadwinner for the family still persists.

2.5.6. The relationship among teachers' professional commitment, job satisfaction,

Organizational citizenship behavior and turn over intention

Cognitive variables like job satisfaction, organizational commitment, perception of appropriateness and disinterest in reward, are positively related to organizational citizenship behavior (Organ, 1988, 1990; Somech & Bogler, 2002; Spector & fox, 2002). Furthermore, organizational factors like job feedback, internal satisfaction, group cohesion, and organizational support have close relationship with organizational citizenship behavior (Kidwell et al., 1997; Podsakoff, 2000). On the contrary, work routine, role conflict, role ambiguity, bureaucratic work culture, and destructive peer competition have related with organizational citizenship behavior negatively (Haworth & Levy, 2001; Spector & Fox, 2002; Thompson & Werner, 1997).

According to the study of Uldnag, Khan, Guden and Nafiya (2011) who examined about the effects of job satisfaction and organizational commitment on organizational citizenship behavior and turnover intentions. The study also examined the effect of organizational citizenship behavior on turnover intentions. Frontline employees working in five-star hotels in North Cyprus were selected as a sample. The result of multiple regression analyses revealed that job satisfaction is positively related to organizational citizenship behavior and negatively related to turnover intentions. Affective organizational commitment was found to be positively related to organizational citizenship behavior. However, the study found no significant relationship between organizational commitment and turnover intentions. Furthermore, organizational citizenship behavior was negatively associated with turnover intentions. Besides to this, Din, Ishfaq and Adeel (2016) investigating the relationship of organizational citizenship behavior with job satisfaction, organizational commitment and turnover intention: Evidence from the Banking sector of Pakistan. The results of the study demonstrated that OCB is positively correlated with job satisfaction and organizational commitment, whereas it is negatively correlated with the turnover intentions. Another study by Awalina, Saraswati and Roekhudin (2015) examined on the influence of professional commitment and job satisfaction towards turnover intention in Public Accountant Firm in East Java Indonesian. The finding of this study shows that turnover intention in PAFs is influenced by professional commitment that consists of affective professional commitment, continuance professional commitment, and auditors' job satisfaction.

Other studies by Finster (2013) investigated on teachers' job satisfaction, organizational commitment, turnover intentions, and actual turnover: A secondary analysis using an integrative structural equation modeling approach. The results indicate that there was significant, negative relationship between job satisfaction and turnover intentions, so that turnover intentions significantly predict teachers' that stay in their respective schools. Other studies by Gisele and Hassan (2015) on the impact of organizational citizenship behavior on Employee's job satisfaction, commitment and turnover intention in Dining Restaurants Malaysia and for these purpose 100 employees of the Seduction Restaurant group Sdn Bhd were used as a sample. The result of the study showed that OCB dimensions are positively related to job satisfaction and job commitment, and negatively related to turnover intentions. Therefore, OCB dimensions have a great effect on job satisfaction, job commitment and turnover intentions which were held accountable for employees' of dining restaurants in Malaysia. On the other hand, contrary findings by Awalina, Saraswati and Roekhudin (2015) investigating the influence of professional commitment and job satisfaction towards turnover intention. The finding of this study shows that turnover intention is determined by professional commitment which consists of affective professional commitment and continuance professional commitment, as well as auditor's job satisfaction. In spite of this, the study fails to prove that turnover intention is defined by normative professional commitment

2.6. Summary

This chapter has provided an overview of teachers professional commitment, job satisfaction, organizational citizenship behavior and turn over intention. Professional commitment was conceptualized as having three components (affective, continuance, and normative). Affective commitment is ones' internal belief in the goals and values of an organization, and we 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."

Job satisfaction is defined in different words but almost embodies similar meanings. Despite of this, some defined job satisfaction as ones' 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. Motivational theories may be useful to a greater or lesser extent to understand job satisfaction of teachers' in the study area.

OCB refers to individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable. The major dimensions of OCB includes; sportsmanship, altruism, courtesy, conscientious and civic virtue.

Turn over intention is described as the conscious decision to look for other alternative job opportunities in other organizations, and say that this results from various factors, determinants, and causes that lead employees to intend to leave. The major component of turn over intention incorporates cognitive, behavioral and psychological. It is predicted by push factors such as; organizational and attitudinal and pulls factors.

The reviewed studies in the area indicated that professional commitment, job satisfaction, organizational citizenship behavior and turn over intention are important variables to understand and determine employees work behavior such as productivity, absenteeism actual turnover. There were discrepancies in the findings of the reviewed studies related to the relationship among teachers' professional commitment, OCB and turn over intentions.

Since majority of the reviewed studies indicated that professional commitments and OCB 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 feeling about their job and profession. Besides to this most studies indicated that turn over intention had been reciprocal relationship with job satisfaction, professional commitment and OCBs.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methodological framework of the research where study cite, approach, paradigm, design, population, sample size, instruments, procedures of data collection, analysis techniques and ethical considerations during the course of study were incorporated.

3.1. Research approach

In this study, the relationship among the teachers' professional commitment, job satisfaction organizational citizenship behavior and turn over intention was studied. The research method used to conduct this study was quantitative research method. The research was followed quantitative research approach in which the research problem is described through a description of trends or a need for an explanation of the relationship among variables. This is because the study starts with a theory or a general statement proposing a general relationship among the variables(Creswell, 2012). The study deals with the relationship among teacher's professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention. The researcher was examined how variables correlated each other and also explain how one variable affects another. Hereafter, to support the above idea, a researcher in this study was undertake it in a value free framework and try to answer specific narrow, measurable, and observable basic research questions with a view to infer from the particular to the general(Lodico, Spaulding, & Voegtle, 2010). This approach typically emphasizes on measuring or counting and involves collecting and analyzing numerical data and applying statistical tests. The researcher also collected numeric data from secondary and preparatory school teachers' using instruments with closed ended- questions and analyzes trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research. Finally, the research report was written using standardized, fixed structure and evaluation criteria in an objective and unbiased manner(Creswell, 2012).

3.2. Reasoning in the study

In this study, a deductive reasoning which runs from top to down was applied. This was mainly because a researcher based on a theory or a knowledge base composed of the results of previous research studies in examining the relationship between teachers' professional commitment, job

satisfaction, organizational citizenship behavior and turnover intention. Previous research studies may have shown that such relationships were more common or different in different organizational settings. In the top down approach, the researcher was collected data to see whether the basic research questions were answered or not. Thus, the researcher was begin with a theory and a knowledge base and used them to form research questions, collect data, and make a decision based on the data to determine correlation or predication of variables.

3.3. Research paradigm

Quantitative inquiry should be made as value-free as possible through the use of sound research design and objective data collection procedures. In the quantitative research approach, it is likely that the researchers were taken an objective position and their approach was to treat phenomena as real. The research was purely quantitative research, which was characterized by a desire to answer research questions by producing numerical data that represents various constructs and variables from a theoretical framework .Thus; the research problem was viewed from the positivism ontology, epistemology and methodology perspectives. This was because in the study, problems can be studied by empirical analysis of component parts, the research should be value-free and the researcher should be detached from participants and strive to be objective(Cohen., Manion, & Morrison., 2018; Cohen, Manion, & Morrison, 2000, 2007; Lodico et al., 2010).

The ontology of the research was discoverable reality on teachers' professional commitment, job satisfaction and organizational citizenship behavior exists independently of the researcher(Cohen. et al., 2018). This means the researcher believed that there were human characteristics and processes that constitute a form of reality in that occur under a wide variety of conditions and thus can be generalized to some degree. The researcher functions independently of the participants of the study.

The epistemology of the research was the researcher believes in reality on the relationship among teachers' professional commitment, job satisfaction organizational citizenship behavior and turnover intention is explained, measured objectively, and the researchers is capable of studying the problem without influencing it or being influenced by it (Cohen. et al., 2018; Guba & Lincoln, 1994). Thus, discoverable knowledge is considered to be absolute and value free.

The methodology of the research was quantitative which includes elements like correlational design, making prediction and generalization, empirical testing of basic research questions,

random samples, controlled variables (independent, dependent and categorical), value neutral procedures, value neutral generation of knowledge and closed ended questionnaires(Cohen. et al., 2018; Cohen et al., 2007).The study generates quantitative data on teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention through using standardized tests.

3.4. Research design

The design of the study is important to collect data in order to be answer research questions. It was obvious that the design of the study was non-experimental so it was correlational. This is because correlational research involves quantifying the relationship between two or more variables(Cohen. et al., 2018; Cohen et al., 2000, 2007; Lodico et al., 2010). The researcher was applying the correlational design both in a relationship study and a prediction study. The relationship study involves in the measurement of variables of teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention by collecting data from a randomly selected sample of participants at one point in time and correlation will be computed among each pair of variables using statistical tests (Lodico et al., 2010). The prediction study was to examine correlations among variables which help to identify one or more variables that can predict changes in another variable measured at a later point in time. In this case, it involves in the effect of predictor variables (teachers' professional commitment, job satisfaction and organizational citizenship behavior) on the criterion variable (teachers' turn over intention) were computed(Cohen. et al., 2018; Lodico et al., 2010).

3.5. Study area

Woreta town is found in Amhara region south Gonder zone. The town is around 62 kilometers far from Bahirdar and 42 kilometers away from Debretabor. It was established in 1949 and served as the center of Fogera Woreda up to 2015. Eventually, it becomes an independent town administration. The town is bordered by Fogera Woreda over the whole directions and four Kebeles are available. The area is found nearly 2092 meters above sea level and its weather condition is totally belonging to Kola. Its current population number was 24925 male 24924 female and the total number of 49849. With regard to languages; 99.6% of the population spoke in Amharic language and the remaining 0.004% spoke in other languages like, Arabic and English. Likewise, 92% of the town residents were the follower of orthodox Christianity; 6.75% belongs to muslim, 1% Catholicism and 0.25% are protestants.

Figure-2: Maps of Woreta town administration and surrounding areas



3.6. Sources of data

Information such as teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school were data necessary for the study. Both secondary and preparatory school teachers' were the primary sources of data for this study as they were selected as sample of the study. This was because the focus of the study was teachers professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention as they knew them better than others so those teachers' could gave reliable and valid data. Secondary sources of data were reviewed to accomplish this study. To collect the literature of this research, library and databases were utilized. Review was made from international journals collected through well-recognized international databases. Moreover; books related to the topic were reviewed.

3.7. Target population, sample size and sampling technique

A population is a group of individuals who have the same characteristic(Cohen et al., 2007; Creswell, 2012). For instance, in this study all public secondary and preparatory school teachers' were make up the population of teachers. On the other hand, A target population(the sampling frame) is a group of individuals (a group of organizations)with some common defining characteristic that the researcher can identify and study(Cohen. et al., 2018; Cohen et al., 2007; Creswell, 2012). Thus, the target populations of the study were secondary and preparatory school teachers' found in Woreta town administration. Based on the data gathered from this school, the total numbers of teachers in the school were 205(two hundred five) which was composed of 142 males and 63 females.

Based on the targeted population, the researcher then selected a sample for study. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, because both secondary and preparatory school teachers 'were the level of analysis (Creswell, 2012).With regard to sample size determination, Cohen et al. (2007) indicated that there is no clear-cut answer and the correct sample size depends on the purpose of the study and the nature of the population under scrutiny. Accordingly, the number of teachers' found in secondary and preparatory school of Woreta town took them as the total population of the study.

Table 1: Total population of the study by gender.

No	Name of the school	Number of participants		
		Male	Female	Total
1.	Woreta secondary & preparatory school	142	63	205

To determine the sample size, the researcher used Slovenes' (1960) random sampling formula as;

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n=sample size

N=total population

e=error (0.05)

Thus, the total sample size is calculated as;

$$n = \frac{205}{1 + 205(0.05)^2} \quad , \quad n = \frac{205}{1.5125} \quad n = 136$$

The total samples of 136 were included in this study.

Among the total 136 participants the amount of samples understudy was classified proportionally to the total teachers' population in the schools as well as percentage of their sexes in that school; hence proportional stratified sampling is applied. This was because the technique involves strategically selecting participants from each gender and one of a research goal is to compare the behavior of participants from gender perspective. So stratified sampling was the best approach. Actually, a sample size of 94(ninety four) male and 42(forty two) were selected through stratified sampling techniques.

3.8. Variables

The main purpose of the study was to examine the relationship among teachers' professional commitment, job satisfaction organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school. In this study, there were three predictor variables that could influence one criterion variable. The predictor variables were teachers' professional commitment, job satisfaction and organizational citizenship behavior. The

criterion variable was teachers' turn over intention. Moreover, gender was the categorical independent variable to be considered in the study.

3.9. Data gathering instruments

The study focused on examining the relationship among teachers' professional commitment, job satisfaction, organizational citizenship and turn over intention in Woreta town administration public secondary and secondary school. For this study, quantitative data was collected from teachers. In deciding data collection tools, Creswell (2012) indicated that the degree in which the instrument is widely cited by other authors, the frequent use by other researchers and information about the reliability and validity of scores from past uses of the instruments are criteria's used for adoption and adaptation of instruments.

On the basis of a simple rule of thumb, due to the nature of the research approach on which large samples can be taken and the results can be generalized closed-ended questionnaires were employed. It is highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis (Creswell, 2012). The degrees of response, intensity of response and the move away from each items were measured by Likert rating scales as it is widely used in quantitative research to determine frequencies, correlations and other forms of quantitative analysis (Cohen. et al., 2018; Cohen et al., 2000; Creswell, 2012).

Teachers' professional commitment was measured by Meyer and Allen's (1997) professional commitment scale (PCS). The original instrument was prepared to measure the extent to which teachers' are committed to their profession 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.

Job satisfaction was measured by Minnesota Satisfaction Questionnaire (MSQ) created by Weiss, Dawis, England, and Lofquist (1967). I chose the MSQ because of its universal acceptance as a valid research instrument and the user-friendly format (Abugre, 2014). I selected the 20-question version of MSQ offered to the participants to reduce the time of taking the questionnaire without loss of validity. Abugre (2014) concluded that the MSQ long and short form do not vary in their reliability. The items were rated on the 5-point Likert type ranging from

extremely satisfied to not satisfied and represented as 5 = Extremely satisfied, 4 = Very satisfied, 3 = Satisfied, 2 = Somewhat satisfied, 1 = Not satisfied.

Teachers' organizational citizenship behavior was measured by adapting the scale developed by Podsakoff, Mackenzie, Moorman and Fetter (1990) which includes 21 items (4 each from the altruism, conscientiousness, sportsmanship and courtesy aspects and 5 from the civic virtue aspect). The items were rated on the 5-point Likert type ranging from strongly disagree to strongly agree and represented as "1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree".

Teachers' turn over intention was measured by adapting the three scale developed by - Lichtenstein, Alexander, McCarthy and Wells (2004). The three items (3 each from intent to leave the organization, 3 intent to search and 3 perceived job alternatives). The items were rated on the 5-point Likert type ranging from strongly disagree to strongly agree and represented as "1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree".

Pilot test with similar teachers' working on other schools was takes place in order to assure the reliability of data collection tools. The instrument was pilot tested on a randomly selected 30 male and 10 female totally 40 teachers' from Alemnber general secondary and preparatory school; and the resulting Cronbach's alpha values of the current study ranged between 0.78 and 0.89, and it was quite reasonable (Yalew, 2011). The Cronbach alpha reliability estimates were 0.788, 0.89, 0.779 and 0.827 for professional commitment, job satisfaction, organizational citizenship behavior and turn over intention items respectively.

3.10. Procedures of data collection

The questionnaire administering process started from contacting Bahir Dar University College of education and behavioral sciences post graduate vice-dean to get permission for the selected schools. This helped to get full support from all members of the school in conducting the research and make it easy to obtain the required information. Then, the questionnaire was administered to the selected participants in face to face manner for more clarification. Teachers' available in the school were selected in a lottery method until the samples of both sexes were proportional. The administration and collection of questionnaire were under taken by the researcher himself and assistant data collectors. The presence of the investigator in each sample

school during data collection activity enabled to provide clarification rightly when asked and to collect all administered questions. Accordingly, Amharic language translated copies of questionnaires were distributed to the respondents. However, one questionnaire was not returned by female teacher.

3.11. Data analysis techniques

After data collection, the data were reviewed, organized and coded before analysis. Reverse scoring was made for negatively worded items. All significance levels were determined at alpha significance level at 0.05. Then after the data had passed through such critical steps, the researcher was analyzed the data by using quantitative analysis tools. In this study, data was analyzed using Statistical Package for Social Sciences (SPSS) software version 21 for Windows. The statistics used in the study are both descriptive and inferential. Descriptive data consists of mean scores and degrees of variance to describe the characteristics of respondents. Inferential statistics was providing results to assist in drawing conclusions related to the basic questions. Research question 1 which deals about the level of teachers' professional commitment, job satisfaction and organizational citizenship behavior was analyzed by using one sample t-test. This was because one sample is appropriate to measure the level of significance or parameter mean difference between the obtained and expected mean of the respondents with regard teachers professional commitment, job satisfaction and organizational citizen ship behavior (Cohen. et al., 2018). For research question 2 which deals about the mean score differences in male and female teachers' professional commitment, job satisfaction, teachers' organizational citizenship behavior and turn over intention was analyzed by independent sample t-test. This was because independent sample t –test is preferred to determine the level of significant difference between two independent samples on the basis of categorical variable like gender(Cohen. et al., 2018; Cohen et al., 2007).

For basic research question 3, statistical analysis was made by using the Pearson's product moment correlation at 0.05 level of significance. This was because the tool measures the strength and direction existed among one dependent variable and one or more independent variables or vice versa (Cohen. et al., 2018; Cohen et al., 2007). In this study, it measures the relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention. This means in a range between 1 to -1, if the degree of relationship r is

greater than 0.65, the relationship among the variables is strong (Cohen et al., 2007) at level of significant p is less than or equal to 0.05. Otherwise poor correlations was prevalent among teachers' professional commitment, job satisfaction and organizational citizenship behavior when p is greater than 0.05 (Cohen et al., 2007).

Research question 4 which deals about the prediction power of teachers' professional commitment, job satisfaction and organizational citizenship behavior on turnover intention was analyzed by employing multiple linear regressions. This is because multiple linear regression analysis is the appropriate method of analysis when the research problem involves a single metric outcome variable presumed to be related to two or more predictor variables (Cohen et al., 2018; Cohen et al., 2007). Multiple linear regression enables the researcher to predict and weight the relationship between two or more explanatory or predictor variables and an explained or outcome variable (Cohen et al., 2007). In this study, teachers' professional commitment, job satisfaction and OCB were predictor variables and teachers' turnover intention was an outcome variable. Hence, the objective of multiple linear regression analysis is to predict the changes in the actual outcome variable (teachers' turnover intention) in response to changes in the actual predictor variables (teachers' professional commitment, job satisfaction and OCB).

3.12. Ethical considerations

Among a number of requirements demanded by any scientific research endeavor is ethical issue(s). Hence, the researcher was secure permissions to get access to sample schools via formal permission requests by writing through official channels, and be cautious and refrain from taking the works of others without proper acknowledgment and citations (i.e., avoid academic plagiarism). As much as possible, the researcher was also make sure respondents' willingness or consensus, assure confidentiality, encourage them to develop keen interest and take part in the survey process. In addition, all respondents were remaining anonymous, and the researcher was maintaining the originality and adheres to the rules and procedures throughout his research works. It was also ethical to acknowledge people who were having direct and indirect contributions as well as whose ideas were taken to supplement and acclaim the research work.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter presented the results found after analysis of the data collected through the tool and procedures stated in the chapters earlier and discussions based on them. The purpose of this study was investigating the relationship among teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention in Woreta town administration public secondary and preparatory school. The chapter is composed of two main parts.

Part one of this chapter has five sub parts. The first sub part describes about descriptive statistics of teachers' gender, age, working experience and service years. The second sub part states the result of one sample test to know about the level of teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention. The third sub part is the result from independent simple t-test to know about the mean score differences in male and female teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention. The fourth sub part state the result of Pearson product moment correlation coefficient about whether professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention related each other. In the fifth section, the prediction power of professional commitment, job satisfaction and organizational citizen ship behavior on turn over intention was stated again using regression.

Part two of this chapter is about discussions on previous findings in favor and against current findings.

4.1. Description of the demographic characteristics

The study was conducted from September to August, 2020 in Woreta town administration public secondary and preparatory school. During study time, different respondents were participated to know the relation among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in the study area. As table 2 below which indicated the relationship between socio demographic characteristics of participates.

The overall results of the issue investigated as well as respondent's personal background or profiles were presented below.

Table 2: Demographic characteristics of reports

Demographic variable	Description	Frequency	Percentage (%)
Sex	M	94	69.62
	F	41	30.37
	Total	135	100
Age	20-29 years	16	11.85
	30-39 years	89	65.92
	40-49 years	28	20.74
	50 years and above	2	1.48
Educational background:	Degree	114	84.44
	Masters' Degree	22	15.56
Service years	Below 5years	1	0.74
	5 -10 years	36	26.66
	11-15 years	64	47.4
	16-20 years	27	20
	21-25 years	4	2.96
	25 years above	3	2.22

The above table 2 indicates that out of 135 respondents, 94(69.62%) were males and 41(30.37%) were females. It shows that majority of teachers' in government secondary and preparatory school of Woreta town have male. In terms of age, the data indicates that majority of teachers' respondents 89 (65.92%) were in the age range of 30-39 years, whereas only 16(11.85%) respondents were in the age range of 20-29 years and 30(22.22%) of teachers' were above 40 years in age. In addition, table 2 indicates that level of education is concerned, more than half of the respondents 114 (84.44%) were Bachelor Degree holders, and 22 (15.56%) were Masters' Degree holders. It shows as majority of responded teachers' were Bachelor Degree holders.

Furthermore, the same table shows as 36(26.66%) had teaching experience of 5-10 years, 64 (47.4%) and 27(20%) of the respondents were between 11-15years and 16-20 years respectively, while only 7(5.18%) of the respondents had a teaching experience of 21 and above years .Exceptionally 1(0.74%) had below 5 years teaching experience.

4.2. Presentation and analysis of data

4.2.1. Result of one sample t-test to know about the level of teachers' professional commitment, job satisfaction, organizational citizen ship behavior and turn over intention Teachers' professional commitment in Woreta town administration public secondary and preparatory school

As stated elsewhere one of the major purposes of the study was to find out the extent to which secondary and preparatory school teachers were committed to their profession. To achieve this, the participants were required to fill in a questionnaire consisting of fifteen items. The data obtained is presented and analyzed using mean, standard deviation and one sample t-test as shown in table 3 below.

Table 3: One sample t-test on teachers' professional commitment

Teachers' professional commitment	Test Value = 45					
	N	Mean	Std. Deviation	T-value	Df	Sig. (2-tailed)
	135	52.1778	9.44889	8.826	134	.000

As indicated in table 3, the reported mean value (52.17) exceeds the test value (45). The standards deviation (9.44) also shows that the average deviation of participants score to their professional commitment from the mean is expected and this implies that the responses of the participants can represent the population under study. To check whether the observed mean difference between the reported and expected mean values is statistically significant, one sample t-test was computed. The result in table 3 shows that the computed t-value (8.826) at 134 df has a level of significance $p=0.000$. Since the observed level of significance is lower than the acceptable ($p= 0.05$), it testifies that the observed mean difference is statistically significant. This result, therefore, implies that the teachers' agreed for having professional commitment in their schools. The teachers had proud of being a teacher, feeling of reluctant to leave teaching profession and strong sense of belonging to teaching profession. Generally, they reported that they had normative, continuance, and affective commitment in their schools.

Teachers' job satisfaction in Woreta town administration public secondary and preparatory school

This research question or purpose deals with the level of teachers' job satisfaction. The responses obtained from participants were computed by employing mean and one sample t-test (see table 4).

Table 4: One sample t-test on the teachers' job satisfaction

Teachers' job satisfaction	Test Value = 60					
	N	Mean	Std. Deviation	T- value	Df	Sig. (2-tailed)
	135	56.7111	13.76881	-2.775	134	0.006

As indicated in table 4, the actual means of teachers' job satisfaction (56.71) has been less than the expected mean (60). The one sample t-test result ($t=-2.775$, $p=0.006$) shown in table 4 indicates that the observed mean score of teachers' job satisfaction (56.71) is significantly lower than the expected mean (60) at 134 df. Since the observed level of significance is lower than the acceptable ($p= 0.05$), it testifies that the observed mean score difference is statistically significant. This result, therefore, implies that teachers' in Woreta secondary and preparatory school were not satisfied in their job. The teachers' were not keeping busy all the time, the way boss handles his/her workers were not good, educational policies were not put into practice and working conditions were not conducive for satisfaction of teachers. So that teachers were not satisfied in intrinsic, extrinsic and overall ways.

Teachers' organizational citizenship behavior in Woreta town administration public secondary and preparatory school

This research question or purpose deals with the level of teachers' organizational citizenship behavior. The responses obtained from participants were computed employing mean and one sample t-test (see table 5).

Table 5: One sample t-test on teachers' organizational citizenship behavior

Teachers' organizational citizenship behavior	Test Value = 63					
	N	Mean	Std. Deviation	t- value	Df	Sig. (2-tailed)
	135	74.0889	7.88392	16.342	134	.000

As it is indicated in the table above, the mean value of statistical analysis indicates, the actual mean (74. 08) was greater than the expected mean (63). To check whether the observed mean difference between the reported and expected mean values is statistically significant or not, one sample t-test was computed. The result in table 5 showed that the computed t-value (16.342) at 134 df had a level of significance $p=0.000$. Since the observed level of significance is less than the acceptable ($p= 0.05$), it testifies that the observed mean difference is statistically significant. This indicated that teachers' possess sportsmanship, altruism, courtesy, conscientious and civic virtue and agreed that they are exhibiting organizational citizenship behaviors in the secondary and preparatory school of Woreta town administration. They tend to help others when they were absent; require frequent dose of motivation to get the work done; respecting the right of others; read organizations announcements, memos etc. and believed in an honest day's work for an honest day's pay

Teachers' turnover intention in Woreta town administration public secondary and preparatory school

This research question or purpose deals with the level of teachers' turnover intention. The responses obtained from participants were computed employing mean and one sample t-test (see table 6).

Table 6: One sample t-test on teachers' turnover intention

Teachers' turnover intention	Test Value = 27					
	N	Mean	Std. Deviation	t- value	Df	Sig. (2-tailed)
	135	26.5556	7.37651	-.700	134	.485

As indicated in table 6, the reported mean value (26.55) has been less than the test value (27). To check whether the observed mean score difference between the reported and expected mean values was statistically significant or not, one sample t-test was computed. The result in table 6

shows that the computed t-value (-.700) at 134 df has a level of significance $p=0.485$. Since the observed level of significance is higher than the acceptable ($p= 0.05$), it testifies that the observed mean difference is a matter of chance, not statistics. This result, therefore, implies that teachers were not sure whether they have an intention to leave their job and organization or not. In the current study, teachers didn't report either to leave or stay in their organization or profession. This may be due to higher level of uncertainties in their work, fear of limited employment opportunities or the love of their profession yet, so it has to be proved for further investigation.

4.2.2. Differences in teachers' professional commitment, job satisfaction, organizational citizenship behavior and teacher's turnover intention based on gender.

The second research question or purpose deals with the level of teachers' professional commitment, job satisfaction, organizational citizenship behavior and teacher's turnover intention based on gender difference. The responses obtained from participants were computed employing mean and one sample t-test (see table 7).

Table 7: Independent sample t-test on teachers' professional commitment, job satisfaction, organizational citizenship behavior and teacher's turnover intention across gender differences

	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Teachers' professional commitment	Male	94	51.1489	8.22134	-1.935	133	.055
	Female	41	54.5366	11.56524			
Job satisfaction	Male	94	55.5532	12.55064	-1.486	133	.140
	Female	41	59.3659	16.07756			
Organizational citizenship behavior	Male	94	73.7234	7.69640	-.815	133	.417
	Female	41	74.9268	8.33484			
Turnover intention	Male	94	26.8191	7.13761	.627	133	.532
	Female	41	25.9512	7.95598			

As indicated in table 7, assuming the equality of variances between male and female teachers, independent simple t-test has been computed to see whether or not statistically significant means score difference was found between male and female teachers' in their professional commitment, job satisfaction, organizational citizenship behavior and turnover intention. The results in the table indicated that the actual mean of male teachers' professional commitment (51.15) was less

than female teachers' professional commitment (54.54) with t value (-1.935) had 133 df and 0.055 level of significance. Since the observed level of significance is higher than the acceptable (0.05), there is not statistically significant mean score gender difference between male and female teachers' professional commitment. This means both male and female teachers were committed (see table 3). Similarly, although the actual mean of both job satisfaction and organizational citizenship behavior of female teachers were greater than that of males at df 133, the level of significances for job satisfaction (.140) and organizational citizenship behavior (.417), is not statistically significant. Hence, there was no statistically significant mean score gender difference between male and female teachers' job satisfaction and organizational citizenship behaviors. This is, therefore, implies that teachers are not satisfied with their job (see table 4) and they exhibit organizational citizenship behaviors (see table 5). Lastly, despite the actual mean of male teachers' turnover intention (26.81) and female teachers' turnover intention (25.95) with t value (.627) had 133 df and .532 level of significance, the observed level of significance is higher than the acceptable (0.05), there is no statistically significant mean score gender difference between male and female teachers' turnover intention. This is to mean that both male and female teachers were not sure about intention to leave their work (see table 6).

4.2.3. The relationship among teachers' professional commitment, job satisfaction, organizational citizen ship behavior (OCB) and teachers' turnover intention

The third research question was deals with the relationship among teachers' professional commitment, job satisfaction, organizational citizen ship behavior (OCB), and teachers' turnover intention. The responses obtained from participants were computed by correlation (see table 8).

Table 8: The correlation among teachers' professional commitment, job satisfaction, organizational citizen ship behavior (OCB) and teachers' turnover intention

Variables	M	SD	1	2	3	4
1. Professional commitment	52.1778	9.44889	1			
2. Job satisfaction	56.7111	13.76881	.475**	1		
3. Organizational citizenship behavior	74.0889	7.88392	.272**	.147	1	
4. Turnover intention	26.5556	7.37651	-.265**	-.056	.155	1

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

Table 9 above shows a Pearson correlation matrix among teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB), and turnover intention. The correlation was run to determine the level of relationship between the variables, where the analysis shows a significant positive relationship between teachers' professional commitment and job satisfaction ($r=.475$, $p<.05$), professional commitment and organizational citizenship behavior ($r=.272$, $p<.05$); there was a significant negative relationship between teachers' professional commitment and turnover intention ($r=-.265$, $p<.05$). On the contrary, the correlational analysis indicated no significant relationship between job satisfaction and organizational citizenship behavior ($r=.147$, $p>.05$), job satisfaction and turnover intention ($r=-.056$, $p>.05$) and organizational citizenship behavior and turnover intention ($r=.155$, $p>.05$). This was to mean that the more teachers professionally committed, the higher job satisfaction and organizational citizenship behavior they had and vice versa. In addition, the more teachers' professionally committed the lower intention they had to leave their work or organization and vice versa.

4.2.4. The prediction effect of teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB) on teachers' turnover intention

The fourth research question or purpose was deals with the effects of teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB) on teachers' turnover intention. The responses obtained from participants were computed by multiple-linear regression (see table 9).

Table 9: Results of multiple-linear regression analysis on the effect of teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB) on teachers' turnover intention

Variables	Turnover intention			
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	B		
Professional commitment	-.289	-.371	-3.895	.000
Job satisfaction	.045	.084	.905	.367
Organizational citizenship behavior	.228	.243	2.874	.005
R	.362			
R Square	.131			
Adjusted R Square	.111			
Df	3			
F	6.582			0.000
Predictor variables: teachers' professional commitment, job satisfaction, organizational citizenship behavior				
Outcome variable- teachers' turnover intention				

* Regression is significant at the 0.05 level (2-tailed)

Regarding teachers' turnover intention, multiple-linear regression analysis was computed to determine the extent to which teachers' professional commitment, job satisfaction, and organizational citizenship behavior predict their turnover intention. Table 9 shows the results of regression analysis regarding the variables influencing teachers' turnover intention. The regression model was run once to determine the influence of predictor variables. The analysis with turnover intention as outcome variable and teachers' professional commitment, job satisfaction, and organizational citizenship behavior as predictor variables, where overall model was found significant to predict the outcome variable ($R^2=.131$, $F=6.582$, $p<.05$). The results showed that teachers' professional commitment ($\beta =-.371$, $t=-3.895$, $p<.05$) had a significant negative influence on teachers' turnover intention. This is to mean that the more the presence of

teachers' professional commitment predicts the more or the absence of turnover intention and vice versa. On contrary, the results also showed organizational citizenship behavior ($\beta = 2.243$, $t = 2.874$, $p < .05$) had a significant positive influence on teachers' turnover intention. This implies that the presence of organizational citizenship behavior highly predicts their turnover intention. On the other hand, teachers job satisfaction ($\beta = .084$, $t = .905$, $p > .05$) didn't have significant effect on teachers' turnover intention. All in all, 13.1 % of teachers' turnover intention has been significantly determined by both teachers' professional commitment and organizational citizenship behavior.

4.3. Discussion of results

This study was aimed at investigating the relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turnover intention in the secondary and preparatory school of Woreta town administration. One sample t-test, independent simple t-test, Pearson's product moment correlation and multiple-linear regression were computed to answer the research questions. To achieve this, the available literature was reviewed to discover what is known about the relationships between the chosen constructs. But the findings drawn from primary data can never be taken as an absolute truth, but merely provides an indication of what the truth might be. The next paragraph discusses the findings of the study by referring to the basic research questions raised earlier.

The level of teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention in Woreta town administration public secondary and preparatory school

The result of one sample t-test with regard to teachers' professional commitment in Woreta town administration public secondary and preparatory school shows that the level of teachers' professional commitment was found to be higher there was an indication that teachers possess affective, normative and continuance commitment with the total mean score was statistically significant (actual mean=52.17 with expected mean=45). This to mean that the teachers' in the school appeared to have professionally committed as the actual mean exceeds the expected mean significantly at a higher level. This result, therefore, implies that teachers' agreed for having professional commitment in their schools. This result contradict with the results of Desta (2014) and Berhanu (2018) as teachers' had a very low commitment (affective, continuance, and normative) towards to government secondary schools of Hadiya Zone. Moreover, it also

contradicts with Sharma (2019) who demonstrated that fifty percent of teacher educators possessed average and less than average level of professional commitment in at the University of Jammu. Besides to this, Mwesiga and Ogoti (2018) studied on levels of teachers' commitment to the teaching profession in secondary schools in Kagera region, Tanzania. The results proven that teachers' professional commitment were limited by several challenges such as; poor training and frequency of seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession.

On the contrary, the study has consistent findings with Bagraim (2003) investigated on the dimensionality of professional commitment on amongst a sample of 240 South African actuaries. The results exhibited that they are highly committed to their profession. Another study by, Delima (2015) who investigated on professional identity, professional commitment and teachers' performance of 400 public secondary school teachers' had chosen from the ten schools divisions of region XI. The findings conveyed that the level of professional commitment of teachers' was high. He described normative, affective and continuance commitments of teachers' were found at a greater level. This disparity might be occurred due to differences in the setting is which the study was conducted, the immediate outset of job evaluation grading (JEG), better opportunities for academic upgrading, freedom of expressing their ideas and better access to learn and read which facilitates professional commitment of teachers' and better access to housing because of their profession.

The result of one sample t-test with regard to teachers' job satisfaction in Woreta secondary and preparatory school revealed that the level of teachers' job satisfaction was found to be lower as there was an indication that teachers' were not satisfied. This was proved as the observed mean score of teachers' job satisfaction (56.71) is significantly lower than the expected mean (60). This implies that the profession didn't encourage them to be keep busy all the time, school principal did not handle workers with equity, educational policies didn't fully implemented, supervisors act like masters and considers teachers as servants, the praise they get yet is not adequate enough to fulfill basic necessities and the chance do things go against their conscience like offering nearly similar continuous assessment results for the students, poor fringe benefits and opportunities for promotion, the poor management style of the principals, the lack of decision-making

opportunities for the teachers', as well as scarcity of opportunity to develop personally, and the poor relationships teachers' have with the principals and the parents results lower satisfaction of teachers' (Weiss, Dawis, England & Lofquist, 1967). This finding was similar to the study conducted by Gedefaw (2012) in that the results indicated that secondary school teachers' in Ethiopia were significantly dissatisfied with most aspects of their work. This similarity may be prevalent due to the reason that the teaching profession is universally adhered to in all schools under the standardized way of teaching practices. Another study by Rahel (2019) also showed that teachers' were significantly dissatisfied in most aspects of their work in government secondary school in Nefas-Silk Lafeto sub-city of Addis Ababa. This consistency is due to the similarity of the setting where the study has been conducted and the very nature of satisfaction is basic for all teachers' working in all secondary schools.

Previous investigations were also found to have antagonistic findings about the level of job satisfaction of teachers'. A study by Christianah and Ajibola (2015) conducted on gender influence on job satisfaction and job commitment among Colleges of Education Lecturers. The findings revealed that lecturers in Colleges of Education were satisfied with their job. Another study by Saba (2011) studied on measuring the job satisfaction level of the academic staff in Bahawalpur Colleges and the results revealed that academic staff of the colleges was more satisfied with the work itself, pay, working conditions, job security and coworkers. The inconsistencies of the findings were mainly due to differences in setting (i.e. College vs. Secondary and Preparatory school); Economic development (i.e. first world vs. third world); Culture (i.e. individualistic vs. Collectivist) and political systems.

The results of one sample t-test of organizational citizenship behavior of teachers' in Woreta secondary and preparatory school showed that the level of them was found to be higher. There was reported evidence that teachers' possess sportsmanship, altruism, civic virtue, courtesy and conscientious with the total mean score was statistically significant with the actual mean (74.08) was greater than the expected mean (63). Hence, the observed level of significance ($p=0.00$) is less than the acceptable ($p=0.05$), it testifies that the observed mean difference is statistically significant. This clearly indicated that there is statistically significant organizational citizenship behavior of teachers' at Woreta secondary and preparatory school. They tend to do help others in need, respect the right of others, read and keep up with organizations announcements, memos and obey /follow/organizational rules even when no one is watching (Podsakoff, Mackenzie,

Moorman & Fetter 1990). This finding was consistent with what the literature of Organ, DW, Podsakoff, PM, & MacKenzie, SB. (2006) asserted: though OCB is a spontaneous initiative taken by staff, you are able to promote OCB in your workplace through employee motivation, as well as giving them the opportunity to display OCB; that is, creating a workplace environment that not only allows for, but also conducive and supportive of OCB. This finding has been occurred through the effort of the management who is educated about OCB, and consider for having OCB in performance evaluations encourage its employees. Besides to this, local studies by Awgchew (2017) on emotional intelligence, organizational commitment and OCB of Peda campus teachers'. The results demonstrated that they had higher level of OCBs and performs extra role activities in the University. The congruence is mainly due to methodological similarities.

The results of one sample t-test on teachers' turnover intention in Woreta secondary and preparatory school pointed out that although the reported mean value (26.55) has been less than the test value (27), the computed t-value (-.700) at 134 df has a level of significance $p=0.485$ which testifies that the observed mean difference is a matter of chance, not statistics. This result, therefore, implies that teachers' were not sure (they are in dilemma) whether they have an intention to leave their job and organization or not. This was mainly due to the difficulty and uncertainty to find a better job due to limited employment opportunities and large number of candidates during job competition as well as the presence of doubt in their mind that they can't find a job that is at least as good as the one they have now. Despite, teachers' were probably look for a new organization in the next year; often seek information about other job possibilities and look at newspaper ads for new job. This finding is consistent with the study of Ahmed and Ihsan (2016) due to fear of losing good faculty, private schools are offering better salary packages and providing appropriate work environment to their teachers. This consistency course as most of the time workers primarily worry for having a better working environment and benefit packages. But in the study, since these things are not under their control, the evidences in the study are showing their dilemma either to leave or stay with their job in their organization. This low turnover rate can be attributed to many environmental and political factors including excessive joblessness, job insecurity and other economic reasons. Other different studies considered that possible reasons for the Chinese teachers' turnover intention were; high level of stress, low salary, inadequate breaks and holidays, heavy workload, and student behavior (Liu & Onwuegbuzie,

2012). The inconsistency is mainly due to context, methodology, economic and social differences. Generally, the teachers' levels of turn over intention are undecided.

Independent simple t-test on teachers' professional commitment, job satisfaction, organizational citizenship behavior and teacher's turnover intention across gender differences

Independent sample t-test has been computed to see whether or not statistically significant means score difference was found between male and female teachers' in their professional commitment, job satisfaction, and organizational citizenship behavior and turnover intention. The results in the table 7 indicated that the actual mean of male teachers' professional commitment (51.15) was less than female teachers' professional commitment (54.54) with t value (-1.935) had 133 df and 0.055 level of significance. Since the observed level of significance is higher than the acceptable (0.05), there is not statistically significant mean score gender difference between male and female teachers' professional commitment. Previous studies on gender differences in professional commitment have exhibited different findings. For example, Afolabi et al. (2008) found that females demonstrate higher levels of career commitment and job performance when compared to males. Other studies, such as the meta-analysis of Aydin, Sarier and Sengul (2011), resulted in low effect sizes favoring male teachers' commitment levels. They determined men were slightly more capable than women of adopting organizational norms and values. Karakus and Aslan (2009) focused on the different categories of commitment and determined that of 1,124 high school teachers, females were more affectively and normatively committed to the profession of teaching. However, female teachers' exhibited lower levels of normative commitment to the actual work group and lower continuance commitment to the individual school at which they worked (Karakus & Aslan, 2009). On the other way, another local studies by Korso (2013) about teachers' perceived commitment as measured by age, gender and school type in 381 secondary school beginning teachers in East Shoa and West Arsi Zones of Oromiya regional state, Ethiopia showed that beginning male teachers in Ethiopia claim relatively higher levels of affective professional commitment. This study also revealed that teachers in the public secondary schools than private secondary schools perceived higher normative ($MD = 0.28, p < 0.01$) and continuance ($MD = 0.17, p < 0.05$) professional commitment.

However, in this study there was no statistically difference between male and female teachers' professional commitment in Woreta secondary and preparatory school. Previous studies also confirmed that there was no significant relationship between teachers' gender and professional commitment. A study by Pal Kaur and Kaur (2017) demonstrated that there was no significant interaction effect of (a) gender & teaching experience, (b) stream and teaching experience on professional commitment among 95 government senior secondary school teachers from different schools of S.A.S. Nagar (Mohali). In addition, an investigation by Christianah and Ajibola (2015) studied on gender influence on job satisfaction and job commitment among Colleges of Education Lecturers. Their findings revealed that there was no significant difference in the commitment of colleges of education lecturers to their job based on gender. Masculine and Feminine disparity have no effect on job commitment among lecturers. Both female and male lecturers are committed to the job alike. Lastly, Mahmoud and Aqyl (2017) examined on the relationship between professional commitment, job satisfaction and professional roles' practice level of Medical Social Workers. The result shown that no statistically significant differences at the level of significance ($p \geq 0.05$) of social workers' professional commitment were found based on gender. The inconsistencies were mainly due to differences in culture or context; sampling techniques .i.e. they incorporated large number of females as opposed to males in their own study.

Likewise, both the result of the actual mean of both job satisfaction and organizational citizenship behavior of female teachers' were greater than that of males at df 133, the level of significances for job satisfaction (.140) and organizational citizenship behavior (.417) respectively is not statistically significant. Hence, there was no statistically significant mean score gender difference between male and female teachers' job satisfaction and organizational citizen ship behavior. Previous studies on job satisfaction across gender have given mixed result. Among 745 survey respondents, Bogler (2001) revealed female teachers were more satisfied than male teachers; however, Crossman and Harris (2006) specifically investigated teachers' gender and job satisfaction and found no significant difference for gender among the 233 teachers' who responded to a job satisfaction survey. Likewise, Demirtaş (2015) examined that there was no significant job satisfaction differences were found in terms of participants' variables of gender, seniority, age, status or branch. Furthermore, Crossman and Harris (2006) found no statistically significant difference among secondary school teachers' related to gender and job satisfaction.

Mahmoud and Aqyl (2017) examined on the relationship between professional commitment, job satisfaction and professional roles' practice level of Medical Social Workers. The result shown that no statistically significant differences at the level of significance ($p \geq 0.05$) of social workers' job satisfaction were found based on gender.

However, the study antagonized with findings that women were more likely to have feelings of being overwhelmed which could negatively impact job satisfaction (Sax & Harper, 2007). Moreover, another study by Bekalu (2016) in the primary school of Bonga town found that female teachers' were more satisfied with their job with compared to their male counterparts. This difference might be experienced due to setting differences (i.e. Primary vs. Secondary school), management and autonomy differences and salary and other incentive systems are tend to be different.

The result of independent simple t-test with regard to the organizational citizen ship behavior in Woreta secondary and preparatory school shows, though the actual mean of organizational citizenship behavior of female teachers were greater than that of males at df 133, and actual mean of Male=73.72 and Female=74.92, there was no significant gender differences between male and females. This result was inconsistent with the results of Wangeri, Tumuti and Otanga (2014) marginal gender differences in OCB were reported although female teachers recorded higher general OCB than their male counterparts in coast province of Kenya. Even though, the study has consistent findings with Ruguru (2018) who studied on school climate and organizational citizenship behavior on 170 teachers' from Adventist schools in Kenya. Results showed that there is no significant difference in perception between male and female teachers on OCB. The inconsistency of the finding is mainly because the study was conducted among 81 primary school teachers (70.5% females and 29.5% males). Moreover, the disparity is also due to differences in work settings, methodologies (i.e. they employed survey to collect large number of female teachers' as opposed to correlational design to gather large number of male teachers prevailed in my study).

Lastly, despite the actual mean of male teachers' turnover intention (26.81) surpassed female teachers' turnover intention (25.95) with t value (.627) had 133 df and .532 level of significance, the observed level of significance is higher than the acceptable (0.05), there is no statistically significant mean score gender difference between male and female teachers' turnover intention.

This result was consistent with Miller and Wheeler (1992) reported that no relationship between gender and turnover. This may be occurred due to the setting on which the study conducted was similar, i.e. the education setting as well as the similarity of the instruments employed.

The relationship among teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB), and teachers' turnover intention in Woreta town administration public secondary and preparatory school

This research question has partly got statistical significance in the findings of Pearson product moment correlation coefficient indicated in the following. The analysis shows a significant positive relationship between teachers' professional commitment and job satisfaction ($r=.475$, $p<.05$), professional commitment and organizational citizenship behavior ($r=.272$, $p<.05$); there was a significant negative relationship between teachers' professional commitment and turnover intention ($r=-.265$, $p<.05$). On the other way, the correlational analysis indicated no significant relationship between job satisfaction and organizational citizenship behavior ($r=.147$, $p>.05$), job satisfaction and turnover intention ($r=-.056$, $p>.05$) and organizational citizenship behavior and turnover intention ($r=.155$, $p>.05$).

The correlation coefficient attested that there is significant positive relationship between professional commitment and job satisfaction. This findings indicated that the more teachers' that they have continuance, affective and normative commitment the more they tend to be work alone on the job, good chance to do things for other people, good chance to do something that makes use of their abilities and acquires feeling of accomplishment from the job done. This partly supports various previous investigations. For example, there was significant positive relationship between job satisfaction and professional commitment of employees (Aref, K. & Aref, A. 2011; Aydogdu & Asikgil, 2011; Yücel, 2012) in the school. Local studies by Tesfaye (2004) recognized that there was a significant positive relationship between job satisfaction and professional commitment of teachers. Furthermore, another study by Ayele (2014) also showed that more satisfied teachers' are more committed on their job than less satisfied. The coincidence of the present finding with the previous studies due to similarities in methodologies such as approach, design, data collection instrument etc. and settings that both studies were conducted in secondary schools. To sum up, it is obvious that teachers having proud of being in teaching profession feel guilty if and only if they left teaching profession and feel a strong sense of belonging to their teaching are more likely to be keep busy all the time and feeling of

accomplishment they get from the job could be high(Meyer &Allen). Hence, regardless of uncomfortable situations they exhaust their time through working with persistence, enthusiastically, rigor and this brought them much satisfaction.

The correlation coefficient also confirmed that there is a significant positive relationship between teachers' professional commitment and organizational citizenship behavior where by ($r=.272$, $p<.05$). This finding proven that the occurrence of professional committed behaviors like that my school image is my own image, existing from teaching is greater than the benefit, being in teaching profession because of my sense of loyalty to it enables teachers' to lend their hand in order to help others who have heavy workloads, respect the right of others really believe in giving an honest day's work for an honest day's pay (Meyer & Allen's, 1997). This finding is consistent with the study of Güven (2012) that OCB is shaped by the workers' organizational and professional commitments. OCB means that the worker makes extra voluntary effort, while commitment means that the worker gives his/her energy and time besides making extra effort in order to achieve the objectives of the organization. This study clearly conveys that there is a significant positive relationship between professional commitment and OCB. Besides to this, Aydoğan (2010) also confirmed that workers who developed organizational and professional commitments are more likely to perform OCB compared to the ones that did not. Pearson product moment correlation coefficient also confirmed that teachers' professional commitment is significantly and negatively related with turn over intention ($r=-.265$, $p<.05$). This findings revealed that the more the presence of professional commitment resulted the less the occurrence of turn over intention and vice versa. This to mean that teachers having proud of being in teaching profession, feel guilty if and only if left teaching profession and feel a strong sense of belonging to their teaching are less likely in frequently think of leaving this organization, seeking information about other job possibilities and looking at newspaper ads for new jobs. This finding is consistent with the study of Humayra and Sri (2018) who attested that work commitment has a role or significance of 63% of turnover intention. The role has a negative value which means a highly committed employees has a low turnover intention, and vice versa. Not much different, commitment to play a significant role in the employee turnover intention of Borneo, Maluku, Java or partial. In addition, the study of Awalina, Saraswati and Roekhudin (2015) indicated that turnover intention is determined by professional commitment which consists of affective professional commitment and continuance professional commitment.

On the contrary, the result of Pearson product moment correlation demonstrated that there has no significant relationship between teachers' job satisfaction and organizational citizenship behavior, job satisfaction and turnover intention and organizational citizenship behavior and turnover intention. Even though, the results of the current study pointed out that the results of Pearson product moment correlation coefficient between teachers' job satisfaction and organizational citizenship behavior ($r=.147$, $p>.05$) was positive, it is noted that the relationship is insignificant. This findings confirmed the notion that satisfied employees who possess keeping busy all the time, joyful salary, works with their conscience, proper supervision, recognition and good opportunity for further education might not exhibit discretionary behaviors like; consuming a lot of time complaining about trivial matters, focus on what is wrong rather than the positive side, help others who have been absent and obey /follow/organizational rules even when no one is watching. This go consistently with that finding that there are no significant relationships between OCB and JS (e.g., Chen, Hui, & Sego, 1998; Schappe, 1998). This congruence was mainly due to similarity of settings and methodologies. I.e. both studies were conducted in educational institutions and having similar approaches during study time. On the other hand, contrary findings were found on the relationship between job satisfaction and organizational citizenship behavior. According to the finding of Ahmed and Muhammad (2016) who investigated about job satisfaction through organizational citizenship behavior: A case of University teachers' in Pakistan revealed that the factors of organizational citizenship behavior (altruism, courtesy, sportsmanship, conscientiousness, and civil virtue) and job satisfaction were found to be moderately significantly positive. Besides to this, the study by Ummah and Athambawa (2018) also investigated on organizational citizenship behavior and job satisfaction among non- academic employees of national universities in the Eastern province of Sri Lanka. The result of the study showed that job satisfaction is one of the factors for determining the organizational citizenship behavior (OCB) and the relationship was shown to be significant. This finding in consistencies is mainly because of differences in organizational culture, individual personality, leadership characteristics, task characteristics, situational factors and setting differences.

The results of correlation between teachers' job satisfaction and turn over intention was statistically insignificant ($r= -.056$, $p>.05$). This finding though shown that the relationship between teachers' job satisfaction and turn over intention are reciprocal, its level of significance

is yet limited. This pointed out that the existence of intrinsic, extrinsic and over all teachers' job satisfaction intention did not fully guarantee teachers' to be free of thinking about turn over intention. They were not sure whether there is availability of jobs can found, doubtful in their mind that they can find a job at least as good as the one they now have and unable to find better jobs due to unemployment challenges. Despite of this, they gather and read magazines follow social Medias etc. in order to find employment opportunities so their turn over intention was undecided. The study has in consistencies with the investigation of Finser (2013) revealed that there is negative relationship between job satisfaction and turn over intention. The rationale behind the disparity is mainly because teachers in USA are substantially happy, satisfied on its recognition, reward system, salary, working condition, supervision and others, so they persist to be as a teacher and less inclined to observe other employment opportunities. On the contrary, teachers in Ethiopia are not fully enjoyed with payment, incentive system, management, supervision ,work autonomy etc.so they are not sure whether they could be remain either as a teacher or find other employment opportunities. Besides to him, Alfered (2015) demonstrated that most secondary school teachers' were not satisfied with most aspects of their work and were thus planning to quit teaching. This difference was mainly due to methodological variations (like employed descriptive survey as opposed to correlation, 60 schools were included, gather using different data collection instruments), cultural differences, slightly better employment opportunities and geographical differences might be played an important role.

The last results of the correlation between organizational citizen ship behavior and turnover intention was significantly positive ($r=.155, p>.05$). This exhibited that the presence of extra role behavior like; complaining about trivial matters, frequently focusing on complaining about trivial matters, orienting new people even though it is not required, following organizational rules even when no one is watching etc. promotes teachers' turn over intentions like; seeking information about other job possibilities and looks newspaper ads for new jobs. This implies that, the tendency of voluntary behavior alone does not inhibit teachers from intent to leave the organization, search and perceived job alternatives, hence that human needs and wants are unlimited and always acquires better employment opportunities. This finding contradicts with Uldnag, Khan, Guden and Nafiya (2011) attested that organizational citizenship behavior has negative relationship with turn over intention. Besides to this, Ishfaq and Adeel (2016) and Gisele and Hassan (2015) proven that OCB is negatively correlated with turn over intention.

These inconsistencies might be due to differences in setting (i.e. banking and restaurant vs. school), methodologies (For instance; Uldang, Khan, Guden and Nafiya employed judgmental sampling techniques to gather data from five star hotels), recognition, payment, culture, incentive systems, and workload etc. disparities brought for the results of the study. Amazingly, we can understand that teachers' are yet thinking priority on their personal other than organizational interests, so that there is a significant positive relationship between teachers' OCB and turnover intention in Woreta town administration public secondary and preparatory school.

Results of multiple-linear regression analysis on the effect of teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB) on teachers' turnover intention

Multiple-linear regression analysis was computed to determine the extent to which teachers' professional commitment, job satisfaction, and organizational citizenship behavior predict their turnover intention. The analysis with turnover intention as outcome variable and teachers' professional commitment, job satisfaction, and organizational citizenship behavior as predictor variables, where overall model was found significant to predict the outcome variable 13.1% ($R^2=.131$, $F=6.582$, $p<.05$). The results of linear regression showed that teachers' professional commitment ($\beta =-.371$, $t=-3.895$, $p<.05$) had a significant negative influence on teachers' turnover intention. This implied that the more the presence of normative, affective and continuance professional commitment the lesser they tend to think about other job opportunities. Previous findings on the relationship between professional commitment and turn over intention have also approved these findings. A study by Awalina, Saraswati and Roekhudin (2015) revealed that turn over intention is highly determined by professional commitment. Similarly, Humayra and Sri (2018) found consistent findings that work commitment have a role or significance of 63% of the turnover intention. The role has a negative value which means a highly committed employees has a low turnover intention, and vice versa. This shows that professional commitment is a basic requirement for sustaining an individual on his/her profession and has reciprocal relationship with turnover intention. On the contrary, Albaqami (2016) found antagonistic findings that no direct impact exists at the Saudi Arabian Universities between professional commitment and the turnover intention of faculty members. The inconsistencies were mainly due to context differences (i.e. University vs. Secondary and preparatory school); cultural differences; political situation; social disparity, geographical location brought differences of findings. Surprisingly,

the findings of the study conveyed that organizational citizenship behavior ($\beta = 2.243$, $t = 2.874$, $p < .05$) had a significant positive influence on teachers' turnover intention. This indicates the availability of discretionary behaviors such as; helping others who have heavy workloads, avoid creating problems for co-workers, aware of how their behavior affects others people's jobs, attending at work above the norm and reducing breaks at work facilitates teachers' to look at newspaper ads for new jobs, finding a better job than the one they have now and thinks that acceptable jobs can be always find. This finding antagonized with the findings of the previous research that there was a negative relationship between OCB and turn over intention. Ulndag, Khan and Guden (2011) organizational citizenship behavior was negatively associated with turnover intentions in five-star hotels in North Cyprus. Moreover, Din, Ishfaq and Adeel (2016) indicated that OCB is negatively correlated with turn over intention of 140 public and private banks' employees. The rationale behind such novice finding that; setting differences, cultural difference, payment, advancement, nature of work, recognition system, expectancy of gains and losses, incentive and reward system etc. could be enforce teachers' to have an intention to leave an organization in spite of good qualities like, sportsmanship, altruism, conscientious, courtesy and civic virtue prevailed in the organization. For example, in the Ethiopian context, many teachers' strives a lot in order to improve the academic achievement of the students but yet there is high tendency of thinking other employment opportunities. This shows that mere presence of OCB does not guarantee to halt turn over intention.

Finally the results of multiple linear regression confirmed that teachers' job satisfaction did not predict turn over intention ($\beta = .084$, $t = .905$, $p > .05$). This implies that the presence of satisfactory circumstances such as; payment, advancement, promotions, working condition, freedom to use their own judgment, praise etc. did not forecast about turn over intention. Previous investigations on the prediction effect of job satisfaction on turn over intention confirmed contradictory findings. A study by Ulndag, Khan and Guden (2011) shown that job satisfaction is negatively related to turnover intentions. In addition, Ahmed and Ihsan (2016) attested that there is inverse relationship between employee satisfaction and turnover intention. Likewise, Windon, Cochran, Scheer and Rodriguez (2019) found that job satisfaction had a moderate negative association with turnover intention ($r = -.60$, $p < .01$) and Ann (2018) indicated that job satisfaction significantly predicts turnover intention. The inconsistencies of the finding were

mainly due to differences of geographical location, economic development, culture, policy, setting (i.e. education vs. hotel, small business) and political system.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was investigating the relationship among teachers' professional commitment, job satisfaction, and organizational citizenship behavior and turnover intention in Woreta town administration public secondary and preparatory school. The study raised the following questions.

- ❖ What is the level of teachers' professional commitment, job satisfaction and organizational citizenship behavior and teacher turnover intention in Woreta town administration public secondary and preparatory school?
- ❖ What statistically significant difference is found on the level of teachers' professional commitment, job satisfaction, organizational citizenship behavior and teachers' turnover intention based on gender in Woreta town administration public secondary and preparatory school?
- ❖ What statistically significant relationship is found among teachers' professional commitment, job satisfaction, organizational citizenship behavior (OCB) and turnover intention in Woreta town administration public secondary and preparatory school?
- ❖ How do teachers' professional commitment, job satisfaction and organizational citizenship predict teachers' turnover intention in Woreta town administration public secondary and preparatory school?

To accomplish this study, the researcher employed quantitative research approach particularly correlational design. The total population of the study was Woreta town administration public secondary and preparatory school teachers'. Samples were selected on random bases and proportional stratified sampling technique was applied. The major tools of data collection was questionnaire and independent sample t-test, one sample t-test, Pearson product moment correlation and multiple linear regressions were used to analyze the results of the study.

One sample t-test was computed to see the level of teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention has revealed that;

- The level of teachers' professional commitment was found to be higher there was an indication that teachers' possess affective, normative and continuance commitment.
- The level of teachers' job satisfaction was found to be lower and they work yet with dissatisfaction.
- Teachers' possess sportsmanship, altruism, courtesy, conscientious and civic virtue and agreed that they are exhibiting higher level of organizational citizenship behaviors.
- Regarding to turn over intention, teachers' were not certain whether they have an intention to leave their job and organizations or being continue as a teacher.

Independent sample t-test was computed to know whether there are significant differences found on teachers' teachers' professional commitment, job satisfaction, organizational citizenship behavior and teacher's turnover intention across gender has showed that there is no statistically significant mean score gender difference between male and female teachers' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention.

The Pearson product moment correlation coefficient was computed to see whether there relationship exist among teachers' professional commitment, job satisfaction, organizational citizenship behavior and turnover intention has revealed that;

- Teachers' professional commitment is significantly and positively related with job satisfaction.
- Teachers' professional commitment is also significantly and positively related with organizational citizenship behavior.
- Teachers' professional commitment is significantly and negatively related with turn over intention.
- There is no significant relationship between teachers' job satisfaction and organizational citizenship behavior.
- Teachers' job satisfaction has no significant relationship with turnover intention.
- There is also no significant relationship between teachers organizational citizenship behavior and turnover intention.

Regarding to the prediction power of teachers' professional commitment, job satisfaction and organizational citizenship behavior on turn over intention and the linear regression has implied that;

- Teachers' professional commitment ($\beta = -.371$, $t = -3.895$, $p < .05$) had a significant negative influence on teachers' turnover intention. This showed that the more the presence of teachers' professional commitment predicts the lesser intention to leave the profession and vice versa.
- Organizational citizenship behavior ($\beta = 2.243$, $t = 2.874$, $p < .05$) had a significant positive influence on teachers' turnover intention. This implies that the presence of organizational citizenship behavior highly predicts their turnover intention.
- On the other way, teachers' job satisfaction ($\beta = .084$, $t = .905$, $p > .05$) didn't have significant effect on teachers' turnover intention. This indicates that the presence of job satisfaction didn't predict teachers' turn over intention.

5.2. Conclusion

This study was aimed at finding statistically proven responses with regard to the relationship among teacher' professional commitment, job satisfaction, organizational citizenship behavior and turn over intention. Based on the findings, the following conclusions could be drawn.

From the findings of the study, it is possible to conclude that despite teachers' had professional commitment, organizational citizenship behavior and dilemma to quit their job or organization, they are still not satisfied in their job. This will hammer their professional integrity in particular and poor quality of teaching learning process in general.

On the other hand, there is statistically significant positive relationship among teachers' professional commitment with job satisfaction and organizational citizenship behavior but significant negative relationship between teachers' professional commitment and turnover intention.

5.3. Recommendations

Based on the findings stated earlier, the researcher suggests the following statements in order to maximize teachers' professional commitment, job satisfaction and organizational citizenship behavior and diminish turn over intention.

- An effort should be made by concerned bodies to increase teachers' overall job satisfaction where by increasing teachers' emotional attachment with their profession. Therefore, it may be important to examine feelings of teachers' continually and take measures through offering continue training and improving school administration system.
- Regional education bureau, Zone education department, Woreda education offices, and schools should make special attention for training, benefits and incentives, constructive and continuous support, fair and equitable payment, promotion opportunity ...etc. to reduce job dissatisfaction and turn over intention. This helps the teacher's to increase the level of job satisfaction as well as to maximize their level of professional commitment and exhibits extra role behaviors.
- The school principal should practice positive collegial relationship in the school environment which positively influences teacher support, emotional health and job satisfaction. Due to this, teachers' may happy (satisfied) on their school work relationship. Therefore, the principal should create and maintain good relationships with their teachers, so that a healthy school environment in the form of effective teaching and learning will prevail. This healthy relationship and support are especially important for promoting of extra role behaviors.
- Lack of recognition hindered teachers' from using their full efforts in realizing the expected school goals as well as quality education. So, teachers' need the appreciation, approval and respect of school administrators, and of others. Thus, it can be inferred that lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction. Hence, administrators should consider and meet the needs of teachers' to feel valuable, functional, and important recognitions.
- Zone education department, Woreda education office, and school should hold regular contacts with various training programs that encourage teaching– learning process in

effective manners. Furthermore, school principals and other management teams should arrange teachers' experience sharing within school and from other model schools. All these make teachers' to be professionally committed as well as satisfied in the job.

- To increase teachers' job satisfaction, professional commitment, extra role behaviors and achievement in job it is important that schools ought to give rewards. School principals and management teams should raise positive work competition among within teachers by ranking performance of teachers weekly, monthly or semester based notice levels of performance of teachers' by fair and equitable monetary or other initiative rewards with their effort.
- In schools, students and teachers' are the most important resources. To increase teachers' job satisfaction, professional commitment, OCB and minimize turnover intentions, principals and vice-principals should create comfortable working environment and facilities, and prepare necessary instructional materials. Therefore, the school administrators should be alert to take measures as much as possible since teachers' dissatisfaction and turnover with the working environment and facilities have a tendency to retard students' learning.
- At the end, the researcher recommends that future researchers have been advised to further explore the reasons of dissatisfaction, depth study on turnover intention and separate studies on dimensions of professional commitment and organizational citizenship behavior respectively.

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Appendix-A

Bahir Dar University

College of Education and Behavioral sciences

Department of Psychology

Social psychology post graduate program

Questionnaire prepared to be filled by teachers

Dear participant teachers'

This questionnaire is aimed at gathering relevant data in order to investigate the relationship among teachers professional commitment, job satisfaction and organizational citizen ship behavior at Woreta town public secondary and preparatory school for the requirement of the partial fulfillment of MA degree in Social psychology. The questionnaire helps to know your level of professional commitment, job satisfaction and organizational citizen ship behavior. Your genuine response is vital for the success and reliability of the study. The researcher wants to assure you that your responses will be treated with confidentiality and only used for the sake of academic purpose.

Thank you for your cooperation!!!!

Part I: Back ground Information (please writes on space or circle an alternative as appropriate)

1. Name of the school_____
2. Your age?(1) 20-29 years (2) 30-39 years (3)40-49 years (4)50 years and above
3. Your sex? (1) Male (2) Female
4. Teaching experiences? a) below 5-year b) 5-10 years c) 11-15 years d) 16-20 years
e) 21-25 years f) more than 25 years
5. Academic status? (1) First Degree (2) Master's degree

Part II: Main questionnaire

1. Teachers' professional commitment questioner.

The following statement describes about your commitment about teaching profession, please respond to all items given below by encircling in the appropriate space using the following scales:

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Item	1	2	3	4	5
		1	2	3	4	5
1	Teaching profession is important for me in self-respect					
2	I believe that my school image is my image	1	2	3	4	5
3	I am proud to be in my teaching profession	1	2	3	4	5
4	My profession is a great deal of personal meaning for me	1	2	3	4	5
5	I feel to my teaching emotionally	1	2	3	4	5
6	Changing profession will be difficult for me	1	2	3	4	5
7	I am comfortable if I will change my teaching profession	1	2	3	4	5
8	For me, existing from teaching is greater than the benefit	1	2	3	4	5
9	I would not leave teaching right now because I have a sense of obligation to teaching	1	2	3	4	5
10	I will not change teaching profession if I get education opportunity to learn	1	2	3	4	5
11	I would feel guilty if I left my teaching profession	1	2	3	4	5
12	I am in my teaching profession because of my sense of loyalty to it	1	2	3	4	5
13	I feel a strong sense of belonging to my teaching	1	2	3	4	5
14	Jumping from sector to sector does not seem at all un ethical to me	1	2	3	4	5
15	Things were better in day when people stay in one profession	1	2	3	4	5

2. Teachers' job satisfaction questionnaire

Listed below are statements that represent possible satisfactions that an individual behaves in his/ her job. With respect to your own satisfactions in the job for which you are working, please indicate the degree of your satisfaction or dissatisfaction with each statement by marking one of the five alternatives after each statement. Ask yourself: How satisfied am I with this aspect of my job?

5 = Extremely Satisfied

4 = Very Satisfied

3 = Satisfied

2 = Somewhat Satisfied

1 = Not Satisfied

No.	Item	1	2	3	4	5
		1	2	3	4	5
1	Being able to keep busy all the time	1	2	3	4	5
2	The chance to work alone on the job	1	2	3	4	5
3	The chance to do different things from time to time	1	2	3	4	5
4	The chance to be "somebody" in the community	1	2	3	4	5
5	The way my boss handles his/her workers	1	2	3	4	5
6	The competence of my supervisor in making decisions	1	2	3	4	5
7	Being able to do things that don't go against my conscience	1	2	3	4	5
8	The way my job provides for steady employment	1	2	3	4	5
9	The chance to do things for other people	1	2	3	4	5
10	The chance to tell people what to do	1	2	3	4	5
11	The chance to do something that makes use of my abilities	1	2	3	4	5
12	The way educational policies are put into practice	1	2	3	4	5
13	My pay and the amount of work I do	1	2	3	4	5
14	The chances for advancement on this job.	1	2	3	4	5
15	The freedom to use my own judgment .	1	2	3	4	5
16	The chance to try my own methods of doing the job	1	2	3	4	5
17	The working conditions	1	2	3	4	5
18	The way my co-workers get along with each other	1	2	3	4	5
19	The praise I get for doing a good job	1	2	3	4	5
20	The feeling of accomplishment I get from the job	1	2	3	4	5

3. Teachers' organizational citizenship behavior questionnaire

Listed below are statements that represent possible activities that an individual behaves in his/her organization. With respect to your own activities performed in the organization for which you are working, please indicate the degree of your agreement or disagreement with each statement by marking one of the five alternatives after each statement. Criteria, 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree

No	Items forwarded	Level of agreement				
		1	2	3	4	5
1	I consume a lot of time complaining about trivial matters	1	2	3	4	5
2	I always require frequent doses of motivation to get the work done	1	2	3	4	5
3.	I always focus on what is wrong , rather than the positive side	1	2	3	4	5
4	I always find fault/error/with what the organization is doing	1	2	3	4	5
5	I help others who have heavy workloads	1	2	3	4	5
6	I am always ready to lend a helping hand to those around me	1	2	3	4	5
7	I help others who have been absent	1	2	3	4	5
8	I am willing to help others who have work related problems	1	2	3	4	5
9	I help to orient new people even though it is not required	1	2	3	4	5
10	I try to avoid creating problems for co-workers	1	2	3	4	5
11	I consider the impact of my action on co-workers	1	2	3	4	5
12	I do not abuse the rights of others	1	2	3	4	5
13	I take steps to try to prevent problems with other workers	1	2	3	4	5
14	I am mindful(aware of how my behavior affects others peoples jobs	1	2	3	4	5
15	I attend functions that are not required but help the company image	1	2	3	4	5
16	I read and keep up with organizations announcements, memos and so on	1	2	3	4	5

17	I am one of the most Conscientious/careful/ employees	1	2	3	4	5
18	I believe in giving an honest day's work for an honest day's pay	1	2	3	4	5
19	My attendance at work is above the norm	1	2	3	4	5
20	I obey /follow/organizational rules even when no one is watching	1	2	3	4	5
21	I do not take extra breaks	1	2	3	4	5

4. Teachers' turn over intention questionnaire

Listed below are statements that represent possible intentions to leave teaching profession. With respect to your own intentions to turn over for which you are working, please indicate the degree of your agreement or disagreement with each statement by marking one of the five alternatives after each statement Criteria, 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.

No	Items forwarded	Level of agreement				
		1	2	3	4	5
1	There is a good chance that I will leave this organization in the next year	1	2	3	4	5
2	I frequently think of leaving this organization	1	2	3	4	5
3	I will probably look for a new organization in the next year	1	2	3	4	5
4	I often seek information about other job possibilities	1	2	3	4	5
5	I often look at newspaper ads for new jobs	1	2	3	4	5
6	I sometimes follow up on jobs leads I've heard about	1	2	3	4	5
7	It is possible for me to find a better job than the one I have now	1	2	3	4	5
8	Acceptable jobs can always be found	1	2	3	4	5
9	No doubt in my mind that I can find a job that is at least as good as the one I now have	1	2	3	4	5

THANK YOU!

Appendix-B

ባህር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነ-ባህሪ ሳይንስ ኮሌጅ

የሳይኮሎጂ ት/ት ክፍል

ሶሻል ሳይኮሎጂ ድህረ ምረቃ ፕሮግራም

በመምህራን የሚሞላ መጠይቅ

የተከበሩ መምህራን

የዚህ መጠይቅ ዋና አላማ በመምህራን ሙያዊ ቁርጠኝነት ፣ በስራ እርካታ፣ በድርጅታዊ የዜግነት መርከብ ባህሪ እና የማስተማር ሙያ ለመተው ምክንያት ሊሆኑ የሚችሉ ሀሳቦች መካከል ያለውን ግንኙነት ለመመርመር ነው ። መጠይቁ የሙያዊ ቁርጠኝነት ፣ የሥራ እርካታ፣ ድርጅታዊ/ተቋማዊ/ ዜግነት መርከብ ባህሪ እና የማስተማር ሙያ ለመተው ምክንያት ሊሆኑ የሚችሉ ሀሳቦች ደረጃዎን ለማወቅ ይረዳል ። ለጥናቱ ስኬት እና አስተማማኝነት እውነተኛ ምላሽዎ ወሳኝ ነው ። ምላሽዎ በምስጢር በሚስተናገዱበት እና ለትምህርታዊ ዓላማ ብቻ ጥቅም ላይ እንደሚውሉ ተመራማሪው ሊያረጋግጥልዎት ይፈልጋል።

ለትብብርዎ እናመሰግናለን!!!!

ክፍል I: ግላዊ መጠይቅ

ለሚከተሉትን ጥያቄዎች መልሶቻችሁን ከተሰጡት አማራጮች ውስጥ የሚስማሙበትን በማክበብ እና በባዶ ቦታዉ ላይ በማስፈር ይመልሱ።

1. የትምህርት ቤቱ ስም -----
2. ዕድሜዎ? (1) 20-29 ዓመት (2) 30-39 ዓመት (3) 40-49 ዓመት (4) 50 ዓመት እና ከዚያ በላይ
3. ያታ? (1) ወንድ (2) ሴት
4. የማስተማር ልምድ?
ሀ) ከ 5 ዓመት በታች ለ) 5-10 ዓመታት ሐ) 11-15 ዓመታት መ) ከ 16 እስከ 20 ዓመት ሠ) ከ 21-25 ዓመታት ረ) ከ 25 ዓመት በላይ
5. የትምህርት ደረጃ? (1) የመጀመሪያ ዲግሪ (2) ሁለተኛ ዲግሪ

ክፍል II-ዋና መጠይቅ

1. የመምህራን ሙያዊ ቁርጠኝነት

ከዚህ በታች የተዘረዘሩት መጠይቆች ስለ ማስተማር ሙያ ያለዎትን ቁርጠኝነት ይገልጻል :: ከእርስዎ ልምድ አንፃር የሚሉትን ከተሰጡት አማራጮች መካከል በማክብ ይመልሱ::

5. ፈጽሞ እስማማለሁ 4. እስማማለሁ 3. አልወስንም
2. አልስማማም 1. ፈጽሞ አልስማማም

ተ.ቁ	ዝርዝር ሃሳቦች	የስምምነቱ ደረጃ				
		1	2	3	4	5
1	የማስተማር ሙያ ለራስ ከፍተኛ ግምት እንዲኖረኝ አድርጎኛል	1	2	3	4	5
2	የትምህርት ቤት ምስል ምሳሌ የነው ብዬ አምናለሁ	1	2	3	4	5
3	እስተማሪ በመሆኔ እኮራለሁ	1	2	3	4	5
4	የእኔ ሙያ ለእኔ ትልቅ ትርጉም ያለው ነው	1	2	3	4	5
5	ለሙያዬ መልካም ስሜት ይሰማኛል	1	2	3	4	5
6	ሙያ መለወጥ ለእኔ ከባድ ይሆናል	1	2	3	4	5
7	የማስተማር ሙያዬን የመቀየር ሃሳብ ይሰማኛል	1	2	3	4	5
8	ለእኔ ማስተማር ጥቅሙ የላቀ ነው	1	2	3	4	5
9	የማስተማር ግዴታ እንዳለብኝ ስለተሰማኝ አሁን ማስተማሪን አልተውም	1	2	3	4	5
10	ለመማር የትምህርት ዕድል ካገኘሁ የማስተማር ሙያዬን አልቀይርም	1	2	3	4	5
11	የማስተማር ሙያዬን ብተው የጥፋተኝነት ስሜት ይሰማኛል	1	2	3	4	5
12	እኔ ለሙያዬ ታማኝ ስለሆንኩ በማስተማር ውስጥ ነኝ	1	2	3	4	5
13	እኔ የሙያዬ አባል የመሆን ጠንካራ ስሜት ይሰማኛል	1	2	3	4	5
14	ከዘርፉ ወደ ሌላ ዘርፍ መዝለል ለእኔ ሥነ ምግባር የጎደለው አይመስለኝም	1	2	3	4	5
15	ሰዎች በአንድ ሙያ ውስጥ ቢቆዩ በቀን ውስጥ ነገሮች የተሻለ ነው	1	2	3	4	5

2. የመምህራን የሥራ እርካታ መጠይቅ

ከዚህ በታች የተዘረዘሩት አንድ ግለሰብ በሥራው ውስጥ ሊኖረው የሚችለውን እርካታ የሚወክሉ መግለጫዎች ናቸው :: በሚሰሩበት ሥራ ውስጥ ካሉዎት እርካታ አንፃር በእያንዳንዱ ዓረፍተ ነገር ከተሰጡት አማራጮች ውስጥ የእርካታዎን ደረጃ በማክበብ ይመልሱ::

1 = አልረካሁም 2 = በተወሰነ መጠን እረክቻለሁ 3 = አጥጋቢ 4 = በጣም እረክቻለሁ
5 = እጅግ በጣም እረክቻለሁ

ተ.ቁ	ዝርዝር ሃሳቦች	የእርካታ ደረጃ				
		1	2	3	4	5
1	ሁል ጊዜ በሥራ ተጠምደው መቆየት መቻል	1	2	3	4	5
2	በስራ ላይ ብቻውን ለመሥራት ያለው እድል	1	2	3	4	5
3	ከጊዜ ወደ ጊዜ የተለያዩ ነገሮችን የማድረግ እድሉ	1	2	3	4	5
4	በማህበረሰቡ ውስጥ “የሆነ ሰው” የመሆን እድሉ	1	2	3	4	5
5	አለቃዬ ሠራተኞቼን የሚይዝበት መንገድ	1	2	3	4	5
6	ውሳኔዎችን በሚወስኑበት ጊዜ የእኔ የመቆጣጠር ብቃት	1	2	3	4	5
7	ከሕሊናዬ ጋር የማይጣረሱ ነገሮችን ማድረግ መቻል	1	2	3	4	5
8	ሥራዬ ሌሎች ቋሚ ሥራን የሚያሠግኝበት መንገድ	1	2	3	4	5
9	ለሌሎች ሰዎች ነገሮችን የማድረግ ዕድል	1	2	3	4	5
10	ሰዎች ምን ማድረግ እንዳለባቸው የመናገር ዕድል	1	2	3	4	5
11	ችሎታዬን የሚጠቅም አንድ ነገር የማድረግ ዕድሉ	1	2	3	4	5
12	የትምህርት ፖሊሲዎች የሚተገበሩበት መንገድ	1	2	3	4	5
13	የእኔ ክፍያ እና የምሠራው መጠን	1	2	3	4	5
14	በዚህ ሥራ ላይ የማድረግ ዕድሎች ::	1	2	3	4	5
15	በራሴ ፍርድን የመጠቀም ነፃነት ::	1	2	3	4	5
16	ስራውን ለመስራት የራሴን ዘዴዎች የመጥቀስ እድሉ	1	2	3	4	5
17	የሥራ ሁኔታዎች	1	2	3	4	5
18	የሥራ ባልደረቦቼ እርስ በእርሱ የሚስማሙበት መንገድ	1	2	3	4	5
19	ጥሩ ሥራ በመሥራቴ ያገኘሁት ውዳሴ	1	2	3	4	5
20	ከሥራው የማገኘው የስኬት ስሜት	1	2	3	4	5

3. የመምህራን ድርጅታዊ/ተቋ ማዊ/ ዜግነት ባህሪ መጠይቅ

ከዚህ በታች የተዘረዘሩት አንድ ግለሰብ በድርጅቱ /ተቋሙ/ውስጥ ሊያከናውን የሚችለውን እንቅስቃሴ የሚወክሉ ናቸው ፡፡ የራስህ/ሽን የስራ እንቅስቃሴዎች ጋር በተያያዘ በእያንዳንዱ አረፍተ ነገር የእርስወን የስምምነት መጠን በማክበብ ይመልሱ፡፡

1 = ፈፅሞ አልሰማማም 2 = አልሰማማም 3 = አልወስንም 4 = እሰማማለሁ
5 = ፈፅሞ እሰማማለሁ

ተ.ቁ	ዝርዝር ሃሳቦች	የስምምነት ደረጃ				
		1	2	3	4	5
1	ስለ ጥቃቅን ጉዳዮች በማማረር ብዙ ጊዜ አጠፋለሁ	1	2	3	4	5
2	ስራውን ለማከናወን ሁል ጊዜ ተደጋጋሚ የተነሳሽነት መጠን እፈልጋለሁ	1	2	3	4	5
3.	እኔ ሁልጊዜ በትኩረት ላይ ከማየት ይልቅ ጥሩ ባልሆነው ነገር ላይ አተኩራለሁ	1	2	3	4	5
4	ድርጅቱ/ተቋሙ/ በሚያደርገው ነገር ሁልጊዜ ስህተት አገኛለሁ	1	2	3	4	5
5	ከባድ የሥራ ጫና ያላቸውን ሌሎች ሰዎችን እረዳለሁ	1	2	3	4	5
6	በአጠገቤ ላሉት ሁሉ የእርዳታ እጄን ለመስጠት ሁል ጊዜ ዝግጁ ነኝ	1	2	3	4	5
7	የቀሩትን ሌሎችን እረዳለሁ	1	2	3	4	5
8	ከስራ ጋር የተዛመዱ ችግሮች ያጋጠሟቸውን ሌሎችን ለመርዳት ፈቃደኛ ነኝ	1	2	3	4	5
9	ምንም እንኳን አስፈላጊ ባይሆንም አዳዲስ ሰዎችን ለማስተካከል እረዳለሁ	1	2	3	4	5
10	ለስራ ባልደረቦች ችግር ላለመፍጠር ጥረት አደርጋለሁ	1	2	3	4	5
11	የእኔ የሥራ ባልደረባዎች ላይ የእኔን ተፅእኖ ግምት ውስጥ አስገባለሁ	1	2	3	4	5
12	የሌሎችን ሙብት አላግባብ አልጠቀምም	1	2	3	4	5
13	ከሌሎች ሰራተኞች ጋር ችግሮችን ለመከላከል ለመሞከር እርምጃዎችን እወስዳለሁ	1	2	3	4	5
14	እኔ አስተዋይ ነኝ (የእኔ ባህሪ በሌሎች ሰዎች ስራዎች ላይ እንዴት እንደሚነካ ተገንዝቤያለሁ)	1	2	3	4	5
15	አስፈላጊ ያልሆኑ ተግባሮችን እከታተላለሁ ግን የተቋሙን ምስል እረዳለሁ	1	2	3	4	5
16	የድርጅት/ተቋሙ/ ማስታወቂያዎችን ፣ ማስታወሻዎችን እና የመሳሰሉትን አንብቤያለሁ	1	2	3	4	5
17	እኔ በጣም ጠንቃቃ ሰራተኛ ነኝ	1	2	3	4	5
18	ለሐቀኛ ቀን ደመወዝ የሃቀኛ ቀን ስራ መስጠትን አምናለሁ	1	2	3	4	5
19	በስራ ላይ መገኘቴ ከመደበኛ በላይ ነው	1	2	3	4	5
20	ማንም እየተመለከተ ባይሆንም እንኳ ድርጅታዊ ህጎችን እታዘዛለሁ / እከተላለሁ / እከተላለሁ / እኖራለሁ	1	2	3	4	5
21	ተጨማሪ ዕረፍቶችን አልወስድም	1	2	3	4	5

4. የማስተማር ሙያ ለመተው ምክንያት ሊሆኑ የሚችሉ ሀሳቦች

ከዚህ በታች የማስተማር ሙያ ለመተው ምክንያት ሊሆኑ የሚችሉ ሀሳቦች ተዘርዝረዋል :: ከተሰጡት አምስት አማራጮች አንዱ ላይ በማክበብ ለእያንዳንዱ መግለጫ የእርስዎን የስምምነት መጠን በማክበብ ይመልሱ::

5. ፈጽሞ እስማማለሁ

4. እስማማልሁ

3. አልወስንም

2. አልስማማም

1. ፈጽሞ አልስማማም

ተ.ቁ	ዝርዝር	የስምምነቱ ደረጃ				
		1	2	3	4	5
1	በሚቀጥለው ዓመት ይህንን ተቋም ለቅቄ የምወጣበት ጥሩ ዕድል አለ	1	2	3	4	5
2	ይህን ተቋም ለመተው ብዙ ጊዜ አስባለሁ	1	2	3	4	5
3	በሚቀጥለው ዓመት አዲስ ተቋም እሻለሁ	1	2	3	4	5
4	ስለ ሌሎች የሥራ ዕድሎች መረጃ ብዙውን ጊዜ እፈልጋለሁ	1	2	3	4	5
5	ብዙውን ጊዜ ለአዳዲስ ስራዎች የጋዜጣ ማስታወቂያዎችን እመለከተዋለሁ	1	2	3	4	5
6	አንዳንድ ጊዜ የሰማሁትን የሥራ መመሪያዎችን እከታተላለሁ	1	2	3	4	5
7	አሁን ካለው ከነበረው የተሻለ ሥራ ማግኘት እችላለሁ	1	2	3	4	5
8	ተቀባይነት ያላቸው ሥራዎች ሁልጊዜ ይገኛሉ	1	2	3	4	5
9	ቢያንስ እኔ ከነበረው አሁን ጥሩ የሆነውን ሥራ ማግኘት እንደምችል በአእምሮዬ ውስጥ አልጠራጠርም	1	2	3	4	5

አመሰግናለሁ!!!