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Assessment of Teachers' Perceived Social Status and Its Contrib Factors and Their Professional Commitment in North Mecha Woreda Secondary Schools

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Bahir Dar University

College of Education and Behavioral Science

Program of Social Psychology

**Assessment of Teachers' Perceived Social Status and
It's Contributing Factors and Their Professional
Commitment in North Mecha Woreda Secondary
Schools**

By

Getaneh Adamu

August 2020

Bahir Dar, Ethiopia

BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL
SCIENCE
PROGRAM OF SOCIAL PSYCHOLOGY

**Assessment of Teachers' Perceived Social Status and
It's Contributing Factors and Their Professional
Commitment in North Mecha Woreda Secondary
Schools**

By

Getaneh Adamu

**A thesis submitted to the department of psychology, Bahir Dar
University, in partial fulfillment of the requirements for Master of Arts
in social psychology**

ADVISOR: Asnakew Tagle (ASS.PROF.)

JULY 2020

Bahir Dar

Declaration

I under signed declare that this thesis work entitled as " Assessment of Teachers' Perceived Social Status and It's Contributing Factors and Their Professional Commitment in North Mecha Woreda Secondary Schools " submitted for partial fulfillment of the requirements for the degree of Master of arts in Social Psychology in Bahir Dar University, College of Education and Behavioral Sciences, Psychology Department is my own original work, has not presented for any degree in any other universities and that all sources of material used for it are duly acknowledged.

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Candidate's name

Date

Signature

BAHIR DAR UNIVERSITY
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SCIENCE
PROGRAM OF SOCIAL PSYCHOLOGY

I hereby certify that I have supervised, read, and evaluated this thesis entitled “Assessment of Teachers' Perceived Social Status and It’s Contributing Factors and Their Professional Commitment in North Mecha Woreda Secondary Schools” prepared by Getaneh Adamu under my guidance. And the above declaration made by the candidate is correct to the best of my knowledge. I recommend the thesis be submitted for oral defense.

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Signature

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THESIS DEFENSE APPROVAL FORM

We hereby certify that we have examined this thesis entitled “Assessment of Teachers' Perceived Social Status and It's Contributing Factors and Their Professional Commitment in North Mecha Woreda Secondary Schools “by Getaneh Adamu. We recommend that it is approved for the degree of Masters of art in social psychology.

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ACRONYMS

AC-Affective Commitment

CC-Continuance Commitment

NC-Normative Commitment

PSS-perceived Social Status

PC-professional Commitment

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ABSTRACT

The aim of this study was to assess teachers' perceived social status, their professional commitment and influencing factors in North Mecha Woreda Secondary schools. Samples of 154 teachers were selected from all teachers in the Woreda using a multi stage random sampling. With explanatory and co relational research design, data were gathered using a questionnaire and analyzed using one sample t-test, correlation, linear regression and stepwise regression. The results showed that the level of teachers perceived social status was found to be significantly below average. Similarly, teachers' professional commitment was found significantly below average. With respect to Pearson correlation analysis results, there was statistically significant positive relationship between teachers perceived social status and teachers professional commitment ($r = .433$) and liner regression analysis result shown that teachers perceived social status predicts teachers professional commitment ($R \text{ square} = .187$). The stepwise regression result showed that the effect of workload reduction, pupil partnership, teachers as active reformers, expanded community role, teachers as workers and public appreciation factor was statistically significant to predict teachers perceived social status respectively. Hence, this study reported, of the seven factors, these six factors were proved to be more reliable and contributing factors and achieved in this study and, therefore, considered most likely to generate positive change in the social status of teachers North Mecha Woreda secondary schools. But, the effect of re-orientation as leaders' factor was not significant to predict teachers' perceived social status and it proved as less contributing factor. North Mecha Woreda Secondary school teachers' may possibly feel disrespect from the society and they have weak attachment with their profession. Stake holders such as media and famous individuals advocacy to foster teaching profession is the mother of all other professions and policy makers need to make the teaching profession an attractive profession for candidates who can strengthen the social status of teachers was recommended. Besides, local school leaders such as parent teacher association and kebele education board around the school should generate both material and non material awards and appreciations for teachers in front of the local communities for teachers' scarification was recommended.

Key Terms: perceived social status, professional commitment, factors that influence social status, teachers.

Chapter One

Introduction

1.1. Background of the Study

Education helps in understanding the society and to adjust with the demands of the social environment. Teachers are responsible in shaping and molding the process of education. Teachers are being stretched to the limit and expectations placed on them which seems to be increasing. Their role is not only to teach specific subjects and make students love learning, but also to function as front line social workers (Vasimalairaja, 2017).

Teachers are delegated with the task of ensuring children's intellectual growth and preparing the new generation to face the challenge of the future. And it is expected that such important work might be appeared with high social status and considerable respect as well as reward given to teachers from all dimensions of the society (Hargreaves, 2009).

According to Turner (1988) cited by Hargreaves (2009), social status refers to both 'subjective status' and an "objective" dimension. The subjective status refers to self-perception of rank or prestige and the objective status refers to the socio-legal entitlements of an individual status based on cultural life style that can be distinguished by group special identity in society. Social status is created, maintained, or changed over time based on societal collective beliefs and the term social status stands for an individual relative rank in the society which is characterized by the respect, prominence, and prestige he or she possesses in the eyes of other community members (Pearce, 2011).

Stromquist (2018) also define social status as a position within the social structure, which is shaped according to various criteria, based on evaluations of the dignity and reputation of the individual. Social status of teachers is the extent to which teachers are respected in their societies and communities. Teachers social status is expressed both according to the importance of teachers' duties and the degree of value given to their abilities, as well as their recognition in the community in terms of working conditions, wages and the financial benefits from which they benefit (Cameron, 2003).

Social status of teaching is relative standing of teaching occupation in hierarchy of all other occupations. The status of an occupation is usually determined by the status, wealth and authority its workers benefit from other societies compared with other professions. According to Turner (1988) as cited by Vasimalairaja (2017), social status of a teacher can be given by the society to an individual teacher (or more sociologically a group) based on certain parameters that he or she exert as an individuals or groups in the teaching profession.

According to Stromquist (2018), the extent to which teachers are respected in their societies is said to be social status of teachers. Hargreaves *et al.* (2006) stated that, when comparing the status of teachers with that of 12 other professionals, the public felt consistently, that primary and secondary school teachers were most similar in social status to social workers. But, when compared primary and secondary teachers' social status with management consultants, respondents feeling showed that, they gave management consultants high social status because of the level of responsibility associated with the job, and authority to make decisions at work.

Globally today, only slightly more than half of teaching personnel across all levels of education are in permanent employment or enjoy civil servant status. Teachers' social status as civil servants varies across regions and level of education (Stromquist, 2018). According to Duke (2003), teaching profession and teachers in Japan offered high respect and gratitude by parents and the public at large. In Pakistan, the current state of education shows that there are several issues that still persist in imparting quality education and many of them are linked with the social status of the teachers and the teaching profession (Shah, Ali &Khan, 2012).

Hargreaves, Cunningham, Hansen *et.al* (2006) identified that the status of teachers can be determined by different major factors such as; teachers' their own perceptions of status: which includes; levels of reward, respect, control and regulation. The second aspects of factors are related with the centrality of personal relations, personal commitment and the

school environment which includes: working conditions, the respect they feel within their schools and professional development.

Other study done by Mutluer and Yuksel (2019) summarizes the factors affecting the social status of teaching as a profession and teachers. They outlined two categories of factors: professional and non- professional factors. As to them, the professional factors include professional autonomy; teachers' independence to their job which is called job recognition, appropriate income related condition to the teacher or the salary, administration requirement which is related with teachers selection criteria and the characteristics of the work load related factor, relation with ministry of national education, the availability of policies that give a chance to teachers involvement in different issue. The non-professional factors include value that the society gives to education which is related with public appreciation related issue and working environment and facilities.

In a similar notion, employees can receive and interpret various messages from diverse external population and these messages can form an opinion about how outsiders see their organization which may influence the way teachers interact in the organization and their commitment (Clardy, 2005). Turkahraman (2013) stated that social status of teachers is a value that determines the whole education system of the nation and especially levels of professional commitment is dependent on status of work and correspondence to employees' perception. Redan, Ery and Okto (2017) suggested that teachers' commitment is closely linked with and determined by teachers' social status and economic status.

Commitment refers to an individual's attraction and attachment to the work and the organization (Shukla, 2014). Shukla referred commitment as the socio-psychological bonding of an individual to his group or organization, its goals and values or occupation and profession. Commitment is one's attitude, including affect, belief, and behavioral intention towards to his or her work (Cohen, 2003). Shukla (2014) Summarized teachers' professional commitment as a strong belief and the acceptance of the schools goals,

values and willingness to exert considerable effort on behalf of the school and a strong desire to maintain one's membership within the school.

The qualification, experience and talents of teachers will not be a guarantee for their teaching unless they are involved and committed to their profession. This commitment is voluntary and a natural one. And the interest towards profession, aim to deliver the best, and positive attitude towards the profession is nothing but through the social status and prestige that individuals thought (Vasimalairaja, 2017).

The result of a research conducted by Mohammad (2011) indicated that teachers' social status is an important factor to predict teachers' commitment to work. Herrbach, Mignonac and Gatignon (2004) also found a positive relationship between perceived external prestige and status with occupational commitment. They basically noted that, the benefits of perceived external prestige and social status facilitate the process of commitment: Since employees can boost their self-image through perceived external prestige and status, a positive opinion is likely to induce a sense of organizational commitment. It may be equally applicable in the relationship with career commitment.

Therefore, this study was attempted to investigate teachers' perceived social status and its contributing factors and their professional commitment in North Mecha Woreda secondary schools and to suggest strategies that maximize teachers' social status and to increase commitment of teachers by investigating the factors, to analyze the issues, to offer conclusions and provide specific recommendations.

1.2. Statement of the problem

The success of every organization, therefore, depends on the quality and strength of the people employed in it. When every worker brings to the job with a combination of abilities; interests and commitment on the job, it is frequently a reflection of how well the work environment is good (Stromquist, 2018).

In this regard, Ledden (2007) argue that the awareness of employees as to what kind of perception the society has of them have an impact on the increase in work commitment or it is assumed that the better the organization's perception of its employees, the higher the

employees' work commitment will be. It seems that one of the prime factors that affect the teachers' achievement of educational objectives is the prestige, perceived social status and their commitment in schools with required quality and quantity (Kyriacou and Coulthard, 2000).

Accordingly, commitment can be conceptualized as an individual's identification, involvement, and loyalty to the belonging profession, it is logical to expect commitment to be related to perceived external prestige or social status (Kang, Stewart, and Kim 2011). They also argue that employees with high perceived social status or perceived external prestige are further likely to feel a need to advance their career and becoming committed in the organization.

The widespread opinion in the literature is that the professional and social status of teaching is at a medium-low level (Barber & Mourshed, 2007; Hall & Langton, 2006; Hargreaves *et al.* 2007; Macbeath, 2012; Monteiro, 2015; Symeonidis, 2015). Although the factors affecting this situation vary on a country-by-country basis, common and general factors exist. These factors can be grouped under two headings as professional factors and non-professional factors as cited by Mutluer and Yuksel (2019).

According to the results of the global teacher status index prepared by Varkey GEMS foundation (2013), an index revealed that among 21 countries (that is, China, Greece, Turkey, South Korea, New Zealand, Egypt, Singapore, Netherlands, USA, UK, France, Spain, Finland, Portugal, Switzerland, Germany, Japan, Italy, Czech Republic, Brazil and Israel) only people in China perceive teachers as having equivalent status with other professionals. According to the same survey, the ratio of those who perceive teachers have equivalent status with doctors is less than 5 percent in the UK, on the other hand in Turkey, this ratio is around 12% (Dolton P, Marcenaro-Gutierrez, Pota *et.al*). According to Akyuz (1999) and Yuksel (2011) as cited in Mutluer and Yuksel (2019)

The status of teachers in Turkey has shown decline under different conditions. Previously, teachers took the role of safeguarding the new administration and the innovations of that time. For instance, teachers, who went to all regions of the

country, were much respected in society because they were the only intellectuals and the representatives of the state in the villages. At that time, the inadequacy of developing knowledge and the scarcity of high school teachers and university graduates contributed to the existence of teacher's social status in society. However, technological, economic, social, and political development led to change and damage this high status of the teachers (P.190).

According to Stromquist (2018), in Africa, teachers experience several forms of social discrimination in their role as teachers and social status of teaching as profession becomes in decline. In Algeria, Kenya, Ivory Coast, Lesotho, and Zambia teachers faced different discrimination due to their political views. And in Benin, Democratic Republic of Congo, Lesotho, Kenya, and Ivory Coast teachers face discrimination due to sexual orientation. On the other hand, in Algeria, Kenya, and Ivory Coast they face discrimination as a result of their ethnicity.

Therefore, the researcher considered that it is important to study whether teachers perceived social status is high or not, because it is believed that workers who perceive high social status will likely exhibit more positive feelings, thoughts, and actions toward their job. In this regard, Eggen and Kauchak (2004) argue that low social status of teachers will not only fail to both provide their daily basic needs and ensuring a favorable learning environment for their children at home, but also fail to design the school programs and to evaluate students' work.

Similarly, studies done by Ozankaya(2002) identified that, when teachers perceive that they have low social status compared with other professionals, it adversely affects the teachers' abilities and positive drive to perform or their professional commitments. Since teachers are in the front line of education system and, therefore, they are always responsible as the main source of all the students' failure and achievement, it is important to do research on their social status and its relation with their professional commitment.

On the other hand, the researcher has frequently heard of blame and dissatisfaction about teachers' social status and their professional commitment in Ethiopia in general and in North Mecha Woreda in particular. From the researcher's daily view, most teachers in North Mecha Woreda secondary schools complain that teachers did not get the expected respect from various parts of the society and hence different perceived factors such as poor working environment and facilities, little or low fair chance for promotion opportunities, lack of training on the instructional issues, insufficient monthly payment and incentives, lack of good leadership practice, low public support, lack of non financial rewards etc are the source of teachers low status.

Secondly, to the researcher knowledge, no study about social status of teachers and professional commitment have been performed in Ethiopia, however, the low reputation and status of the teaching profession is an ongoing trend which highly affects the whole education system. In addition, even in other countries there is no adequate study in relation with social status of teachers and their professional commitment. Most of the previous studies in this regard have been conducted in relation to the status of teachers and the teaching profession alone, for example; Hargreaves *et al.*, (2006) the status of teachers and the teaching profession in England views from inside and outside a profession. A similar study conducted by Mutluer and Yuksel(2019) focus on making comparison the teaching profession and teachers' with other. Other studies done by Symeonidis(2015) focus on occupational Status of teachers other than its impact on their effectiveness and commitment.

Thus, the researcher of this study got interest to conduct research on the perceived social status of teachers, their professional commitment and its contributing factors in North Mecha Woreda secondary schools. Based on the above background and statement, this research was attempted to answer the following leading questions.

1. What is the level of teachers' perceived social status in North Mecha Woreda secondary schools?
2. What is the level of teachers' perceived professional commitment in North Mecha Woreda secondary schools?
3. Is there a statistically significant relationship between teachers' perceived social status and their professional commitment in North Mecha Woreda secondary schools?
4. Does teachers perceived social status predict their professional commitment in North Mecha Woreda secondary schools?
5. What are the factors that influence teachers' perceived social status in North Mecha Woreda secondary schools?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was to assess teachers' perceived social status and its contributing factors and their professional commitment in North Mecha Woreda secondary schools

1.3.2. Specific Objectives

The specific objectives of this study were to:

- Assess the level of teachers' perceived social status.
- Assess the level of teachers' perceived professional commitment.
- Investigate the relationship between teachers' perceived social status of teachers' and their professional commitment.
- Identify whether perceived social status of teachers' predict their professional commitment.
- Assess the factors that influence teachers' perceived social status.

1.4. Significances of the Study

As it is stated in the review of Ethiopian Education Training Policy and its Implementation (2008) the assumption is that the education system should be relevant for the nations a positive impact on beneficiaries, otherwise it should not be formulated since it leads to the wastage of human, material and financial resources. So, to achieve this

objective the roles of teachers are crucial and important instrument for the transfer of knowledge and skills to students in the schools where the implementation takes place.

Thus, the study will significant to the field of education in that it allows to improve social status and to increase professional commitment of government secondary school teachers Hence, investigating teachers' perceived social status and professional commitment in North Mecha Woreda secondary schools may have different significance. Thus, this research:

- May help to create awareness among; school societies, education managers; school leaders and Zone education department on factors that affect teachers' perceived social status and to take actions on the factors that affecting teachers' professional commitment in government secondary schools.
- May help to improve the teaching and learning process by enhancing perceived social status and professional commitment of teachers, since the study identifies factors that hinder perceived social status.
- May help to policy makers to develop a policy that enhances teachers' perceived social status and professional commitment.
- It will also serve as a stepping stone for further study.

1.5. Delimitations of the Study

Since it very difficult to manage successfully and come up with an optimum result in large area, the study will delimited to assess the teachers' social status and professional commitment in secondary schools of North Mecha Woreda.

The study delimited to cover 6 secondary schools of the Woreda. In these secondary schools, there are 357 teachers. Hence, the study delimited to cover only these secondary school teachers. Besides, this study was also delimited only to focus on teachers' perceived social status and professional commitment with particular emphases on identifying a few dimensions of social status factors on literature such as; work-load reduction, public appreciation, expanded community role, re-orientation as leaders, teachers as workers, pupil partnership and teachers as active reformer and related issues

that affect teachers perceived social status and with respect to professional commitment such as affective, continuance, and normative commitment.

1.6. Limitations of the Study

This research was employed quantitative kinds of research approach, hence it was better to employ with mixed approach to triangulate the data collected from the participants, even though effort was made by putting expected factors that the participant more likely thought in the case of factors that influence teachers perceived social status.

1.7. Operational Definition of Key Terms

- **Social status of teachers:** means in this study the position or status that others give to teachers.
- **Occupational status of teaching:** means like that of social status of teachers it means is that the general position given to teaching profession and teachers.
- **Prestige:** Prestige is defined as influence, reputation or popular recognition derived from characteristics and achievements which standing in society.
- **Professional commitment:** is the emotional bond between a teacher and his or her profession with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values.
- **Secondary school teachers:** teachers who are assigned in grade 9 to 10 and serve in teaching role in that level.
- **Teacher Perceived social status:** means teachers thought and feeling about the position that societies give to them.

Chapter Two

Review of the Related Literature

This chapter presents a conceptual framework of the study and a discussion of perceived social status and professional commitment. Definitions and concepts of social status and professional commitment, as well as other related issues in relation to the focus of the study have been discussed in detail. It also included related research findings in the area. And finally, summary of reviewed literatures is provided at the end of this chapter.

2.1. The Concepts of Social Status

2.1.1 Social Status

In everyday discourse, terms such as prestige, status, esteem, and respect are used almost interchangeably. Status refers to a finely graded hierarchy of social positions which can be used to describe a person's overall social position or standing. It can be indicated by a number of concepts such as employment status, occupational status, educational attainment and income and wealth. That is, socioeconomic status is usually understood as a multi dimensional concept (Marks, *et.al*, 2000).

Krieger *et.al* (1997) stated that social status comes from the concept of 'standing' in Latin and refers to the position of people in society and general concept of this "social position" should be regarded here as a summative term, comprising all class-based, resource based and rank-based measures that reflects a certain position in a certain social (hierarchical) structure. The other important terms which relate with status as it is suggested by Abercrombie, Hill, & Turner(2000, p. 277) as cited in Paula and Prizevoite (2019) Occupational prestige is related to its authority, respect and recognition, influence, power, control and other aspects. And they argue that, in classical American sociological tradition it is argued that "occupational prestige is determined by the system of values in a society and by the perceived functional importance of different occupations in that society

2.1.2 Social Status of Teachers and the Teaching Profession

Social Status of teachers and teaching is a messy and ill defined construct that is more often represented by those currently involved in teaching in terms of teachers' self image,

the respect gain from others and perceived esteem in which they are held by others, and by senior students as directly aligned to salary and potential for salary growth. When status is referred to by teachers, principals, head teachers and board/committee members, it is understood to have declined in recent decades (Kane and Mallon, 2006). In the past, when education was accessible only by a smaller part of society, the teaching profession was considered to be a highly respected and high-status profession (Giddens, 2001) as cited in Mutluer and Yuksel (2019).

But, according to Paula and Prizevoite (2019) currently there are public as well as political discussions on teacher social status and occupational prestige within the context of several ongoing educational reforms focusing on problems of teacher shortage in schools, remuneration system, too low general performance level of pupils, curriculum and competency-based education, and the optimization of school network in the country.

Stromquist (2018) Suggest that it is useful to place teacher status and working conditions in an analytical frame that recognizes the array of factors that affect them, such as the legal and social standing/status of the teaching profession and teachers themselves.

Legal status

He argues that the legal status of the majority of teachers across the world is that of civil servant, accounting for an average of 82% across all levels of education. Teachers with civil service status predominate at the primary school level (90%); the proportion diminishes in secondary (83%), TVET (83%), and ECE (77%). A considerable number of teachers perform under fixed-term contracts, particular those in higher education (15%) and TVET (11%).

Social status

According to him, the extent to which teachers are respected in their societies is said to be social status of teachers. As to him, different unions were identified to rank five professions by order of perceived social status: engineer, medical doctor, nurse, policeman, and teacher. By far, being a medical doctor was identified as the most respected profession, followed at a sizable distance by engineering. Ranked in third place was teaching, closely followed by nursing. Least respected among the five was being a

policeman. This ranking seems to reflect the deference we grant to professionals with complex levels of formal education and their perceived ability to affect our wellbeing through their actions. It is also mean that the socio-political claims against society which gives an individual certain benefits and privileges, marking him or her off from other individuals or groups.

Similarly, Hoyle (2001) suggests three dimensions of status of teaching professions.

- **Occupational prestige;** which is the ‘public perception of the relative position of an occupation in a hierarchy of occupations.
- **Occupational status;** according to him the category to which knowledgeable groups allocate a particular occupation. The issue is thus whether such groups as civil servants, politicians and social scientists view teaching as a profession. However, Hoyle concludes that ‘the status of teaching has been equivocal and it differs across the nation and it is mostly under estimated.
- **Occupational esteem;** as defined by Hoyle ‘the regard in which an occupation is held by the general public by virtue of the personal qualities which members are perceived as bringing to their core task. He regards occupational esteem as the only component of status on which teachers themselves can have any influence. Generally, he argues that the current status of teachers, a number of perspectives need to be sought through a number of different research procedures. Influential groups, including the public, the media and the government, must be considered alongside the ‘status group’ of teachers themselves, who may well view their prestige, status and esteem differently. There are other ways too that teachers might improve their prestige especially if supported by governments. First, teachers need to improve their collective self-respect and raise their subjective status at least to the level of stakeholder and public status attributions(Hargreaves *et.al*, 2007)

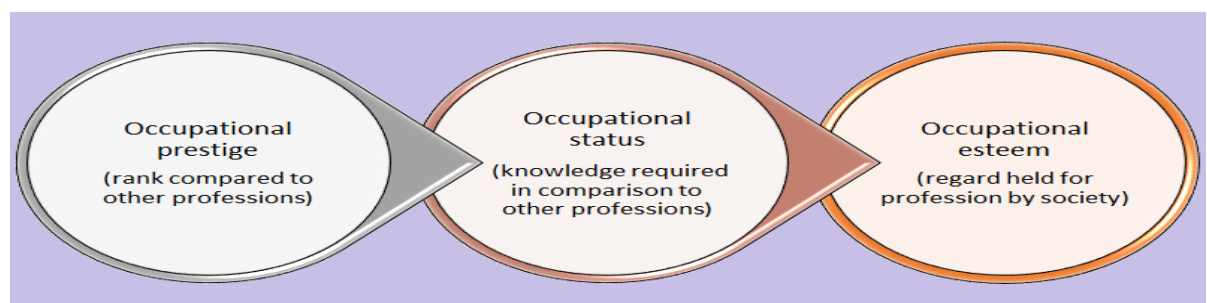


Figure 1: The relationship between teachers' professional statuses

In terms of professional status Richard and Gregory (2018) also suggest that Professions must get high-status, high-prestige occupations. In other words, they are respected and admired. Prestige and status, unlike salary, power, or professional development, at first glance, might seem very difficult to empirically assess because they are highly subjective. But, like other attitudes, public perceptions of which kinds of occupations are more or less prestigious can be assessed, and indeed, for more than 50 years, sociologists have studied how the public evaluates the relative prestige of occupations.

2.3 How is Teachers' Social Status Determined?

Hargreaves (2009) suggests that there is several models and lists of the determinants of teachers' prestige exist and we shall consider a few of them here. The common features of these models include socio-historical precedents, the size and nature of the teaching force, salaries and qualifications, image, knowledge and expertise.

Hoyle's (2001) framework of hypothetical determinants of occupational prestige includes the inter-relationships between these separate elements. Hoyle's framework has three branches which stem from the fact that teachers' clients are children, and culminate in their contributions to the image of teaching. i) **The first one is the nature of the teaching force:** his study shows teacher education in England aimed to create the nation's children, and even though the size of the workforce limits teachers' pay. (ii) The second, and middle, branch concerns **the close but potentially fragile relationship between teachers and their young clients:** as teachers clients grow-up and leave school, the influence of their teachers would affect starting from childhood up to their adulthood. The most significant impact on teachers' status however, is the mere possibility that their clients could get out of control. Hoyle calls this 'the most intractable barrier' to enhanced prestige for teachers. (iii) The third aspect can be **the vagueness and weakness of education** that education face to meet educational out comes were identified. In this regard, teachers must not only train children in specific and measurable skills, but also, prepare them socially, emotionally, and intellectually, for the myriad wide ranging possibilities that might await them.

2.4. How is the Social Value of Teachers and Teaching Perceived?

Bahr *et.al*, (2018) the perceived value of teachers and teaching is expressed in distinct often contradictory and emotionally-charged forms. The first is the symbolic value and perceived social utility of teaching in terms of its tradition of intellectual pursuit, mentoring and community benefit. The second is the social status of teaching that represents external recognition, personal utility and task returns.

Symbolic value: is described in terms of the honor, respect, and trust traditionally accorded to teachers and teaching. It can be described in terms of intrinsic quality and in non-material tokens of value (recognition, trust, gratitude) (Keskula&Loogma, 2017). This symbolic respect is similarly afforded to the historical and philosophical representation of the leaders of the world's religions as teachers. Internationally, teachers and teaching have traditionally held symbolic value. For example, in a commissioned study in New Zealand, Hall and Langton (2006) noted that teaching is seen as a valuable and honorable profession. In the Russian Federation, a teacher is the representative of the state's interests, a public figure, the personification of the ethics and morality of a decent citizen, a member of the intelligentsia, the carrier of literacy and enlightenment (Il'in, Shabunova and Leonidova, 2013) as cited in Bahr *et.al*. (2018).

Social utility: is a perception of the intrinsic social value of teachers and teaching. Its value has been noted in many cultures albeit with subtle differences of emphasis and differences between genders (Giersch, 2016) argued that teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms. Social utility was identified as a factor in the validated and widely used factors influencing teaching Choice scale (Richardson & Watt, 2006). It includes: shaping the future of children/adolescents, enhancing social equity, making a social contribution, and working with children. Studies over time have shown that social utility is the prime motivation for becoming and remaining a teacher.

2.5. The Current Perceived Social status Level of Teachers and Teaching Profession

According to OECD's (2005) 25 country surveys on the status of teachers, acknowledged a frequently voiced concern that teaching has fallen in social standing over the years but concluded that the social standing of teachers seems quite low and seems to have changed little over. The majority of the teachers have stated that there is a decrease in the social status of the profession compared to the years they began to profession. In the world, it is observed that the teaching profession began to lose its value in the economic, social and cultural sense after 1960s. (Hargreaves *et al.* 2007).

A research conducted by Ansah (2014); stated societal attitude towards teaching and teachers was received low mean score of (1.87). Similarly, Geske and Ozola (2015) also concluded that teacher profession has perceived low prestige in Latvian society and the result revealed that more than three fourths of teachers believed that their profession is not respected in the society. In addition, Liga Paula (2019) found that teachers view on the status or prestige of teachers in Latvia are found at lower level that 66.7 % of the respondents strongly disagreed or slightly disagreed on high valuing of the society to teachers work.

According to Shah, Ali and Khan (2012) teachers' perceived social status is not up to the mark. Teachers did not enjoying high occupational prestige with their jobs than their counter parts. The study conclude that, the current state of education shows that there are several issues that still persist in imparting quality education and many of them are linked with the status of the teachers and teaching profession. Moreover, Mutluer and Yuksel(2019)found that 69% of the participant teachers of their study showed that teachers perceived low social status of the teaching profession and the remaining believe as they have below moderate social status of teachers and no one believe as teachers have moderate and high level of social status.

On the other hand, today teaching in countries such as Finland, Japan and Israel is still regarded as a sacred profession (Higginson, 1996) as cited in (Hargreaves *et al.* 2007). It is known that the teaching profession in these countries has higher status than in other countries. On the other hand, teacher profession has low prestige in Latvian society and data revealed that more than three fourths of teachers believed that their profession is not respected in society (Geske and Ozola, 2015). Similarly, Hargreaves *et al.* (2007) found that there is considerable international variation in teachers' prestige. It is high in countries such as Finland, Japan and Taiwan, but low in others where teachers may be poorly paid. Nevertheless, as a common determinant of status, pay does not guarantee high prestige.

Hargreaves *et al.*, (2006) stated that , those teachers and associated groups (teaching assistants, governors and parents) now a day consistently perceived teaching and teachers as a less rewarded, but more controlled and regulated profession than a high status profession. And teachers tend to show a sense of high status when they felt trusted, appreciated and rewarded by parents and through collaborative work with other professionals and also when there is supportive leadership.

It is of interest to consider how teachers perceive themselves, that is, from an insider's perspective that shows the self-perceived level of status (Frunzaru and Dumitriu, 2015). It has been long understood that self-concept is related to professional self-concept which, in turn, shapes the identity of a profession. In terms of professional status, the consensus appears to be that teachers, in a number of jurisdictions, do not feel valued and believe that their work is undervalued (OECD, 2005). Symeonidis (2015), in an international survey, found that while there was a difference in the perceived social status of teachers in different educational sectors but a similarity in response, that is, the majority of sectors were seen as being of "average" status. However, studies done by Bogler (2004) found that teachers status in his study showed that ($M = 4.14$; $s.d. = 0.51$), these findings mean that teachers feel that they are respected (high status) and have opportunities for professional growth.

According Hargreaves et al., (2006) Surveys of teachers' ratings of mean status in 2003 and 2006 show perceptions of a steep and rapid decline in the mean status of teachers since 1967 and it was rated 4.3 in this year, 3.6 in 1967, 3.6 in 1979, 3.2 in 1988, 2.6 in 1997, 2.5 in 2003 and 2006 years on a five-point scale in both years in England according to Hargreaves et al, 2007 as cited in Mutluer and Yuksel (2019).

2.6. Professional Commitment

Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment. In terms of the motivational perspective Allen (2003) 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. Meyer (2001) defined professional commitment as a personal feeling with regard to continuing his or her association with the organization, acceptance of the values and goals and willingness to help the organization to achieve such goals and values.

2.7. Teachers' Professional Commitment and Components of Professional Commitment

Lodahl and Kejner, (1965) as cited in Ibrahim (2015 p.36) described professional commitment as; *"The degree to which a person's work performance affects his self-esteem and teacher commitment is the emotional bond between the teacher and the school"*. In similar notion, according to Butucha (2014) teachers' professional commitment refers to the measure of strength of the teachers' identification with the goals and values of the school and its communities.

The concept of professional commitment implies an attitude reflecting the strength of the attachment between an employee and an organization. According to Butucha(2014) the importance of teaching commitment for newly appointed teachers' were to remain in the teaching profession. Smith (2009) conducted a study on school climate and teacher professional commitment. The results of the study examined the relationship between teacher professional commitment and school climate. The most significant predictor of teacher commitment was teacher professionalism Meyer and Allen (1993) as cited in

Ibrahim (2015) presented the three components of occupational commitment. These components were;

- 1) Affective professional commitment (APC)
- 2) Continuance professional commitment (CPC), and
- 3) Normative professional commitment (NPC)

2.7.1 Affective Commitment

Affective Commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability. As to them, affective professional commitment in education refers teachers' emotional connection to identification and participation in teaching profession. Its objectives in regard to motivation of the 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 special sacrifice do further than regular potential and to tolerate challenging situations.

2.7.2 Continuance Commitment

Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization based on continuance commitment remain because they need to do so. Continuance commitment regarded as an instrumental attachment to the organization, where the individuals association with the organization based on assessment of economic benefits gained and satisfaction (Beck & Wilson, 2000). Continuance commitment in education refers to commitment based on the benefits and 38 costs that related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs

(Ware & Kitsantas, 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

2.7.3 Normative Commitment

Normative professional commitment is based on the concept of sense of responsibility towards the organization in which employees work. This commitment is based on the individuals' ethical conviction that it is right and good to continue within the organization. Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of satisfied that feel that they ought to remain commitment with the organization (Meyer and Allen (1997). Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (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, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of satisfaction to teachers' commitment to school. This indicates an interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment.

2.8. The Relation between Teachers' Perceived Social Status and Professional Commitment

Smith (2009) conducted a study on school climate and teacher professional commitment. The results of the study examined the relationship between teacher professional commitment and school related climate. As to him, the most significant predictor of teacher commitment was teacher professionalism and public perception of their profession. Hargreaves *et al.* (2006) stated that Status is not a word that teachers used comfortably or frequently. For them it is their sense of vocation, deep commitment and being able to help their pupils sustained them even in situations where their sense of status was under threat. That said, being trusted as professionals, being challenged and given responsibility, through democratic and distributed school leadership and collegial support enhanced their sense of status.

The positive professional achievements and evaluations of the schools appeared to spill over to create a sense of high status of teachers working within the schools. Teachers considered the school classifications were associated with access to resources, higher staffing levels, more time for reflection and better facilities, which in turn facilitated creative teaching and learning and prompted external respect and give high social status (Hargreaves *et al.*, 2006). Research done by Vasimalairaja (2017) shows that there is a positive correlation between teachers' morale and their professional commitment of higher secondary school teachers ($r = 0.164$). Hence, the study revealed that, School administrators be supposed to help in sustaining teachers' morale and status by acknowledging their expertise and conducting staff enrichment programs. Additionally, the empirical results have proved that commitment of employees is affected due to perception about social Status of nurses in Pakistan (Muhammad *et.al*, 2016). According to 2003 up 2006 survey teachers who perceive low status of teaching and teachers more likely to be leave the profession and have low commitment of teaching and performance (Hargreaves *et al.*, 2006).

In line with perceived social status and prestige with those on commitment, which suggest that commitment can be conceptualized as an individual's identification, involvement, and loyalty to the belonging organization or career, it is logical to expect commitment to be related to perceived external prestige and status (Kang *et.al*, 2011). Other researcher Sorensen (2014) found, perceived teachers life balance with societies has significant correlation with their professional commitment ($r = .26, p < .05$). When considering characteristics of contemporary employment relationships the attributes of perceived external prestige and status may be reasonably expected to have a role in explaining employees' multiple commitment. That is, in the relation of PEP, status commitment is a factual variable having more rich information that can reflect individual values and goals that do not necessarily serve those of the institution (Ashforth and Mael, 1989) as cited in Kang *et.al*, (2011).

Studies done by Bogler, (2004) showed that, the Pearson correlation matrix revealed that status of employee significantly ($p < .05$) and positively Correlated with professional

commitment ($r = 0.51$). Findings gained by Wu & Short (2001) demonstrate that teachers who have a high sense of status in their work tend to invest more in their profession and to feel more committed to the organization and to the teaching profession than teachers who do not express that level of status recognition. Teachers who perceive high professional respect and admiration of their colleagues, in addition to acknowledgement of their expertise and knowledge, will be more inclined to contribute to their schools. Their contribution will be exhibited in the expression of greater commitment to the profession and the organization.

Kang *et.al* (2011) again argues that since employees can boost their self-image through perceived external prestige, a positive opinion is likely to induce a sense professional commitment. It may be equally applicable in the relationship with organizational commitment even though most prior research overlooks this connection. Employees with high perceived external prestige are further likely to feel a need to advance their career in the firm that has a favorable reputation. This is because their career experience in the valued organization can function as ‘reflected glory’ which means society’s evaluation about individual success during their affiliation or even after they leave.

Similarly, a study found by Hargreaves *et al.*, (2007) found that when teachers enjoy high status, they are typically drawn from the upper range of commitment in their education systems. However, other study done by Kang (2011) showed that, perceived external prestige/social status/ of teachers has a significant relationship only on organizational commitment. But, his study result revealed that perceived external prestige was not significantly associated with career or professional commitment components.

2.9. The Prediction Power of Teachers' Perceived Social Status on Professional Commitment

Literature showed that, professional commitment is influenced by different perceived status. Muhmmadet.al (2016) found that the commitment of employees is affected due to perception about social Status ($\beta = 0.669$). As to their study, the effect of perceived social status on professional commitment component, affective commitment was achieved ($R^2 = 0.400$), on continuance commitment achieved ($R^2 = 0.140$) and on normative

commitment ($R^2 = .12$) this means perceived social status directly affects the affective commitment of 40 %, while the influence of other variables that are not incorporated into the model by 60%. Similarly, perceived social status directly affects the continuance commitment of 14 % only, while the influence of other variables that are not mentioned into the model by 86%. The effect of perceived social status on the other component of professional commitment affects normative commitment only by 12%, while the influence of other variables that are not mentioned into the model by 88%.

According to Klement(2011) Professional commitment as a dependent variable, is statistically significant ($\beta = 0.449$, $p < 0.05$) and which means that the independent variable perceived external prestige explain 44 % of variance in professional commitment. Similarly, Bogler, (2004) also argue that Status of employee were significant predictors of job commitment and his studies result showed that status as independent variable revealed ($\beta = 0.36$, $p < 0.05$) which means teachers status were determine 36% of professional commitment. Results gained by Shwu-yonget.al (2008) confirm that teachers' views of the school societies towards themselves were significantly associated with their status ($F 3.80$, $P < 0.001$).

According to Muhammad, *et.al* (2016) positive perception about social status will have a positive effect on affective commitment of employees. Positive Perception about social status will have a positive effect on continuance commitment of employees. Positive Perception about social status will have a positive effect on normative commitment of employees.

2.10. The factors affecting Social Status of Teaching Profession and Teachers

In this part, the relevant literature will be review to gain a better understanding of the factors influencing the social status of teachers. Since, social status is a complex and multi-faceted concept, which can mean different things to different people affected by different sets of factors. According to Freedman, Lipson and Hargreaves (2008), as cited in Mutluer and Yuksel(2019) the reason for the decline of teachers' status is fast and unskilled teacher training policies for the increasing need for teachers after the Second

World War. Richard and Gregory (2018) argue that now a day teachers professional development such as; schools providing teachers with time for professional development activities, teachers participating in professional organization activities, teachers receiving funding for professional development activities and authority of teachers in teaching and students handling, can determine teachers' social status in teaching profession.

Similarly, Hargreaves, Cunningham, Hansen, McIntyre, Oliver, and Pell, (2007) found that factors such as the negative effects of education reforms, central assessment methods, and common curricular applications caused teachers to lose their autonomy and the negative teacher images portrayed in the media reduced the social status of teachers in England. They also agrees that, the most effective factors are financial gain, relations between the Ministry of national education and teacher's recruitment system, the teacher education system, and teacher employment system.

On the other side, according to Shah, Ali and Khan (2012) social status of the teachers is determined by the personal qualities and conduct of the individual teachers. Teachers' social status is fixed by students' judgment regarding the conduct of teachers, and teachers who are helpful and having square dealing attitude towards their students, states that teachers show humorous, good discipline and careful teachers possess great social status in society. According to Cameron (2003) teachers social status is highly determined in terms of working conditions, wages and the financial benefits that they get. Similarly, teachers' social status has also close relationship with the effort that teachers participate in the development of humanity and education progress. Stromquist (2018.p.22) also suggest that;

Throughout the world, teachers experience several forms of social discrimination in their role as teachers, but most of these complaints were "uncommon" or "very uncommon." However, reported as "very common" are forms of discrimination arising from teachers' political views (16%), their activism in the education union (13% of the unions), or their sexual orientation (10%). In Europe, Montenegro and France report "very common" discrimination due to political views. The lesser "common" degree of

discrimination for political views is said to occur in Hungary and Greece. "Common" discrimination due to the teacher's ethnicity is reported notably in Sweden, Hungary, the UK, Slovakia, and Montenegro. Sexual orientation is subject to either "very common" or "common" discrimination in Armenia, Slovakia, UK, and Greece, while union activism leads to "common" practices of discrimination in UK, Montenegro, France, Greece, and Hungary"

Other studies done by Symeonidis(2015) identify that payment, benefits, and working conditions proved to be some of the most critical factors affecting teachers' occupational status and self-esteem. His findings show that an improvement or decline in salaries and working conditions over the years has a proportionate impact on teacher status. On the other hand, Hargreaves and Flutter (2013) analyze the impact of current global trends on the status of teachers, outlining a number of factors that shape the concept. They argue that the global economic recession has damaged teachers' pay and working conditions in many countries, particularly in Europe, and that job satisfaction, a crucial factor influencing teachers' self-esteem, has declined as a result of job insecurity and salary reductions. In this context, performance-related pay schemes that selectively reward individual teachers tend to be introduced by several governments under pressure to restrict public spending, at the expense of general pay increases. Moreover, the rise of private tutoring, often deriving from teachers' need to supplement their low income by taking on private lessons, undermines the status of public education and consequently the status of teachers (Hargreaves and Flutter, 2013).

Dennis (2012) also identify other factors that serve as a key challenge that confronting the teaching profession and teachers can be included; de professionalization and low status ,unreasonable accountability demands ,poor salaries and conditions of service ,critical shortage of infrastructure, teaching and learning resources, large class sizes of students ,un manageable working condition and safety. Beside to this, Hargreaves *et .al*(2006) stated that one of the most important contributions to improving the social status of teachers and their profession, is for teachers themselves to communicate their activities and professional expertise to the public, and to revise their own perceptions of the respect and trust in which they are held. Most recently, OECD's twenty-five country survey on

teacher recruitment and retention identified the need to improve the ‘status and labor market competitiveness’ of the teaching profession as the first priority in its first level of policy implications because the historical and international developments suggest that teacher status has mattered and does matter to those concerned with the provision of education and commitment of teachers (OECD, 2005)

According to Hoyle (2001), the occupational prestige of teachers is relatively fixed and people’s views of teachers stem from a number of factors. These include teachers’ client group (children), salary level (restricted being paid by public money) and a long exposure to and familiarity with teachers (from their own schooling). The occupational status of teaching is, at best, ambiguous. Although teaching may achieve official classification as a profession by many official and definitional benchmarks, its recognition as a profession by political groups and the general public remains doubtful.

Occupational esteem then remains as the most malleable of status areas for teaching and the one over which they can have the most control. The esteem in which people hold a profession is derived from their own personal experiences and influenced by the experiences of others, for example through media representation. This is reflected in the fact that many people who look upon teaching as a ‘worthy’ occupation, still would not consider teaching themselves because of the implications of the prestige and status of the profession. Adding to the ambiguity with which teaching is perceived are comments such as: “Teacher status is actually far higher than teachers think that it is.

2.12. Professional and Non Professional Factors affecting the Social Status of Teaching

Other studies done by Mutluer and Yuksel (2019) stated that, factors affecting the social status of the teaching profession can be seen in two categories as professional and non-professional factors. These factors are shown in Figure -2.

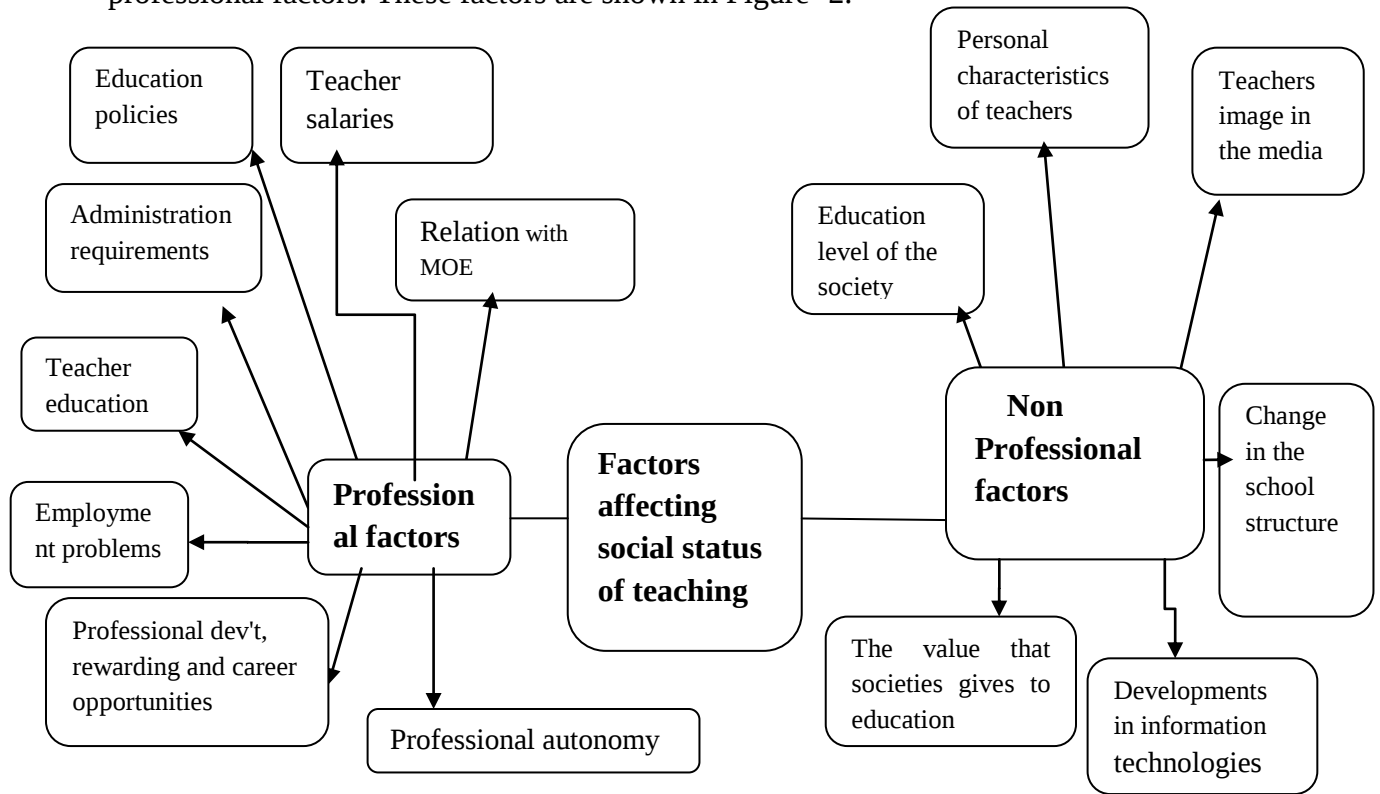


Figure 2: Factors affecting the social status of teaching profession and teachers

2.11.1 Professional Factors affecting the Social Status of Teaching

Professional status and personal utility are extrinsic factors determined by public perceptions of a profession. Hall and Langton (2006) explained that: Because teaching is such an exposed profession, there are relatively few influences on people's perception beyond their direct experiences with teachers themselves.

Mutluer and Yuksel(2019) identify both professional and non professional factors affecting the social status of the teaching profession and teachers. As to him, nine different professional factors affecting the social status of the teaching profession are identified.

- **Teacher education**; according to their study much of the respondents' believed that the education and training system can be an important factor that affect teaching profession.
- **Professional autonomy/Job recognition**: as to their study participants made negative evaluations on the issue of teachers' autonomy, the study revealed that teachers need to be active reformer in education system.
- **Professional development, awarding and career opportunities**. The majority of the participants stated that teachers' hierarchical growth in their profession has an impact to develop positive perception towards their profession.
- **Density of women in the profession**. Most of the participants as to their study showed that whenever women's are joining to certain profession dominantly, people tend to that profession as women's profession that might decline status.
- **Teacher salaries/ Payment**: The economic gain of the teaching profession is an important factor affecting the social status. Lack of adequate economic conditions has negative implications for both teachers' emotional motivations and the view of society. As the result of their study revealed, n=22, 18 (80%) of participants agree on this factor on teachers social status.
- **Education policies**. According to some of the participants (n=4) of their study, the rapid and continuous changes in education policies have a negative effect on the education system and hence the status of teachers in society is also affected negatively
- **Admission requirements**: Teacher selection and criteria for admission to the profession are seen as a factor affecting the social status of the teaching profession.

2.11.2 Non professional Factors affecting the Social Status of the Teaching Profession

With respect to non professional factors Mutluer and yuksel (2019) identify six non-professional factors affecting the social status of the teaching profession were identified. These factors include;

- **Personal characteristics of teacher**: among the factors, their study finding shown that personal characteristics of the teacher; that is, the quality of the communication

with the societies and the professional image creating in the eyes of the society determines teachers social status.

- **The value that society gives to education:** According to their study, the value that society gives to education is equivalent to the value given to the teacher and it is an important factor in determining the social status of the teaching profession.
- **Education level of the society;** With respect to this factor their study revealed that the level of education of the society is an effective factor on teachers' social status. According to this view, the education level of the community and that the teachers is more knowledgeable and educated than the environment in the past or in the eastern provinces have affected the social status of the teaching profession.
- **The teacher's image in the media.** As to their study some participants stated that more than half of the participants think that the image of the teacher in the media has an effect on the value attributed to the teaching profession. It is thought that the image drawn by the media for teachers is influential on the social status of the profession through news, films and publications about teachers.
- **Change in social structure;** In relation to this factor Mutluer and yuksel l(2019) argue a position that a societies view to certain profession highly affects the workers of that profession.
- **Developments in information technologies:** in this regard, their study summarized that technology in school settings reduced teachers work load and hence it has affected the teaching profession and the prestige of teachers they have in society.

Other researchers Linda Hargreaves *et.al* (2006) argued that there are seven major factors that contribute for teachers' status. Here blow are what these major factors are reviewed both by Linda Hargreaves *et.al* (2006) and other researchers. As to various studies reviewed, these factors have jointly affect teachers' status.

- i. **Workload reduction;** according to Linda Hargreaves *et.al* (2006) Workload reduction alone, represented almost a quarter (23.9%) of the total variance and proved to be a strongly reliable factor to determine teachers status. Other studies have done by Butt & Lance (2005) state those teachers different tasks such as

continuous professional development programs, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, not only have the potential to increase their workload, but also to affect negatively on their status and satisfaction. Another research conducted by Gerrard (2004) revealed that work load of teachers; relation to paperwork and administration tasks both in and out of the class had encountered the major downside to the job of teachers, and returning teachers and heads of departments and this aspect of the job makes them did not like their profession and felt as they are found at low status.

- ii. **Public appreciation;** Their result showed that, teachers' view that the expected recognition of the societies is significant factors. However, Hargreaves *et al.*, (2006) found that among the major factors that influence teachers' status, public appreciation scored the least score mean than other major factors. Other research done by Karsli and Iskender (2009) as cited in Hargreaves *et al.*, (2006) conclude that, it can be inferred that the lack of respect and recognition and low public appreciation for teachers by students, parents, colleagues, principals, and significant others cause disappointment and determine teaching status. Similar with this finding, the result gained by Liga (2019) found that the prestige of the profession has strong associated with its influence in society; teachers must get influence and authority in the community outside the school. The result of his study was admitted that 81.4% of respondent teachers view that they need to be socially active and publicly express their views on what is going on in society. In another study, Ansah (2014) reported that public recognition is needed by teachers in the public domain, just as it is by anyone else working for others. This positive appreciation enhances teachers' commitment and plays indispensable role for teachers' status. Public recognition need not only be carried out to a financial conclusion, although that ought logically to follow words of appreciation or the giving of further responsibility to an employee has a stimulating and encouraging effect.

- iii. **Expanded community role;** as to the study of Linda Hargreaves *et.al* (2006) expanded community role significantly more positive about the potential effects of teachers status. It is (4.48) out of 5 scales of measures. Similarly, Mutluer and Yuksel(2019) also argue that, It is thought that not giving the necessary importance to education has led to the teaching profession not being given the value it deserves. Likewise, Paula (2019) argue that public participation about the essentials of a teaching profession, lack of respect from the education policy makers, children's tolerance as well as stress and professional burnout were assessed as the greatest difficulty in teachers' work that can affect teachers status. Similarly, Aydin ,Demir, and Erdemli(2015) reduction of teachers authorities was identified as major factors that affect teachers' social status. The study generalized that in previous years, the parents and the communities at large used to fully entrust their children with teachers'.
- iv. **Re-orientation as leaders;** likewise other factors, result of Hargreaves *et.al* (2006) showed that the mean score of re-orientation as leaders was 3.99 and ($p < 0.05$) which is significance enough. Their report showed that when comparing each factors teacher's status, reorientation as leaders as factor was considered as positive but small effect size factors that influence teachers' status. Similarly, Cole (2002) also argues that leaders affect organizational performance and attitude to work. Leaders through their actions and personal influence, bring about change. It is important because it affects attitude to work and performance of institutions.
- v. **Teachers as active reformers;** Similar with other factors teachers as active reformers mentioned as a major factor of teachers' status which significantly affects teachers' status. With the same talk other different studies revealed that, lack of professional autonomy of teachers also affects the social status of the profession negatively. As a matter of fact, the majority of teachers cannot be autonomous as a result of the central education system and the principles on which the profession is based. Since, there is a direct relationship between the status of the profession and professional autonomy (Yurdakulet. *al*, 2016). Likewise, Meo and Parker (2004) study as cited in (Hargreaves *et al.*, 2006) clearly distinguished that teachers who

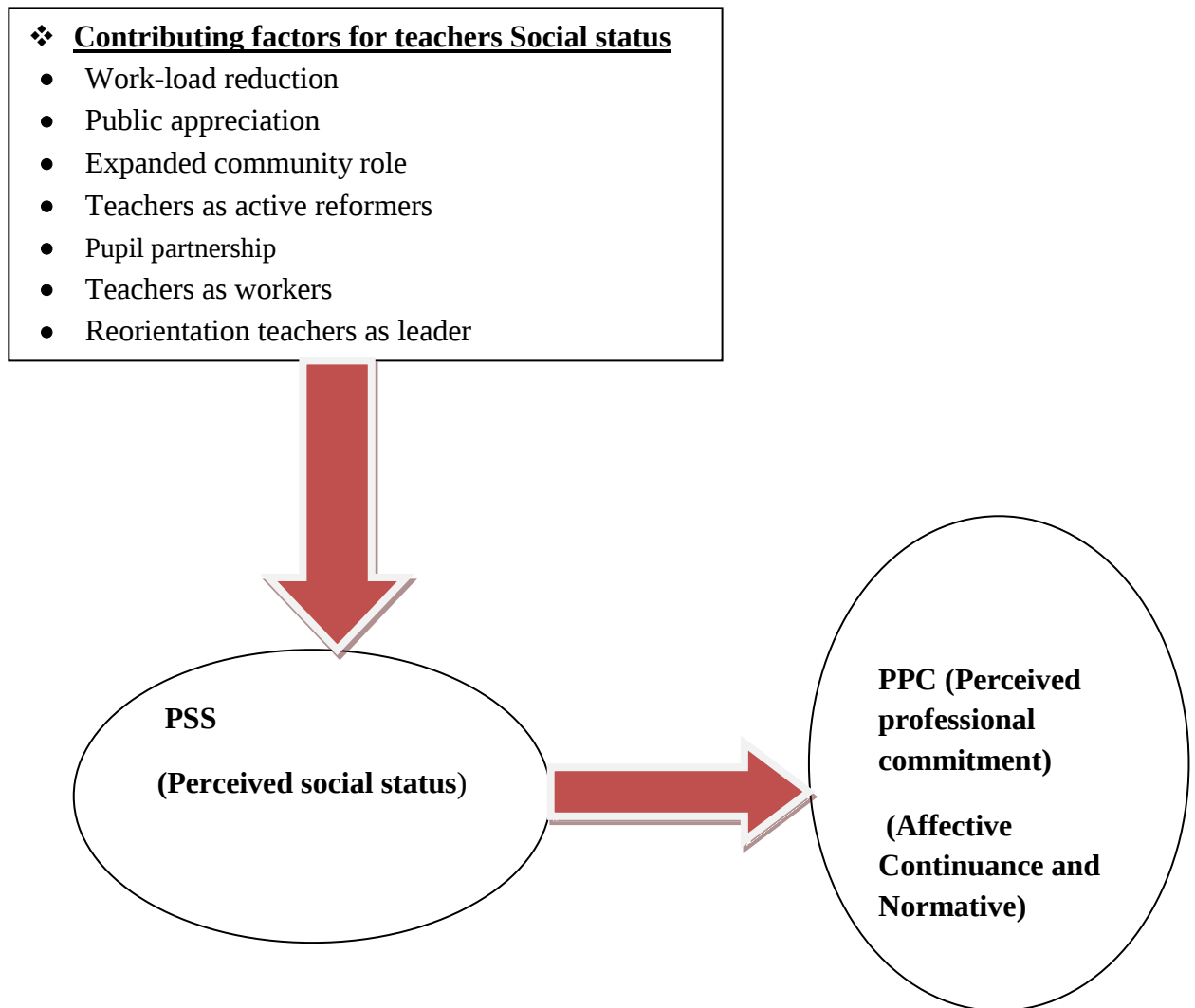
work from that of mainstream settings in the considerable degree of freedom they had over the delivery of the curriculum and has its own effect to teachers feel better status and recognition to their profession.

- vi. **Pupil Partnership;** in relation to this factor, Hargreaves *et al.*, (2006) report that factors in relation to pupils and my pupils' parents formed weaker factor which rated a mean score of 2.65 and 2.40 in 2003 and 2006 respectively. On the other hand, teacher student relationships may have an impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at secondary school, and it has viscera effect on teachers' status in their school (Davis, 2003).
- vii. **Teachers as workers;** recognizing the responsibilities of teacher are also other important factors that determine teachers' status and satisfaction. Responsibility refers to the teachers' power to control all the aforementioned activities, as well as others. When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to perceive high status to them, motivation and efficient decision-making (Boey, 2010). Similarly, Hargreaves *et al.*, (2007) also argue that there are other ways too that teachers might improve their prestige especially if supported by governments. First, teachers need to improve their collective self-respect and raise their subjective status at least to the level of stakeholder and public status attributions. Smak (2017) also explore that the perception of the teaching profession and those performing it is different in small and large communities. In a small village, the teacher is widely recognized, and thus far more exposed to evaluation by the residents than in a large city. In communities with high unemployment rates and low per capita incomes, teachers are seen as a particularly privileged group, enjoying a well-paid job performed in a comfortable environment that takes up relatively little time.

To summarize the above major factors of teachers' status, Hargreaves *et al.*, (2006) revealed that among the seven factors established through factor analysis, the three key areas considered likely to generate positive changes in the status of teachers were expanded community role, workload reduction and teachers as active reformers and the least contributing factors were public appreciation and Pupil Partnership. Similarly, Hutchings *et.al* (2006) as cited in (Hargreaves *et al.*, 2006) shows teachers' sense of status was more markedly influenced by the pupils with whom they work. Similarly, Moyles (2001) finding also showed that working with pupils was given as the most important reason not only to become a teacher but also to be a teacher and for respecting their teaching profession.

2.12. Conceptual Frame work of the Research

As described in the literature above, there are various forms of association between the study variables (PSS, PPC and expected factors contributing to social status of teachers). This research conceptually takes the variable PSS as a predictor variables and PPC as dependent variable. In order to investigate the relationship between variables components of PPC variables are also considered.



Chapter Three

Research Methods

3.1. Research Design

The purpose of this study is to assess teachers' perceived social status and its influencing factors and their professional commitment in North Mecha Woreda secondary schools. Thus, to achieve the intended objective, the process of this study is guided by survey design. In other words, to investigate the relationships between perceived social status and professional commitment, an explanatory and correlation design methods were used.

3.2. Population, Sample Size and Sampling Technique of Study

In North Mecha Woreda there are 6 General Secondary Schools. In these schools there are 357 teachers. Hence, to assess teachers' perceived social status and their professional commitment the researcher used these 357 teachers as target population of the study.

Four general secondary schools from those indicated schools were selected by using multi stage random sampling technique. Those selected schools were Merawi general secondary school, Dagi secondary School, Amarit secondary school and Wotete Abay secondary school. The sample size for teacher respondents from each school was determined using proportional allocation system for each school.

For the sample to be representative of the population, the researcher used Yamane's (1967) simplified formula to calculate sample size (sample teachers). The sample sizes for each selected school are given in Table 1. Where, N =Total population, n = sample size, 1 =constant and r =error (0.05) so, the sample size of this study is 154. Based on this, the sample was selected in each school in the following way.

Table 1:***Number of Teachers in Each Selected School and the Respective Sample Size***

No.	Schools	Number of Teachers (N)	Sample Size (n)
1	Merawi general secondary school	150	92
2	Dagi secondary school	31	19
3	Amarit secondary school	32	20
4	WoteteAbay secondary School	37	23
Total		357	154

Consequently, the participants of this study were 154 teachers.

3.4. Data Collecting Instrument

To collect data, a questionnaire has been employed. The items were adapted from the work of previous researchers with some modification and consist of closed ended items that address the basic questions of this study. The questionnaire has three sections. The first section consists of items about teachers' perceived social status, the second sections measures the levels of professional commitment and the last section measures the contributing factors that influence teachers' perceived social status.

The teachers' perceived social status scale is adapted with some modification from a scale originally developed by a group of scholars in University of Cambridge Faculty of Education (Hargreaves, Cunningham, and Hansen *et.al*, 2006) to address evidences base for the teacher status project. Under this survey 19 items were prepared to address teachers' attitude towards teachers and teaching profession status. It is a 5-point Likert type, ranging from strongly disagree to strongly agree that were represented as "1 = *strongly disagree* 2 = *disagree* 3= *moderately agree* 4 = *agree* 5 = *strongly agree*. The median 3 has been taken as a median split of this scale. There were 2 reverse scored items in the teachers' perceived social status scale and these items were reverse coded when entering the data. The teachers' perceived social status scale was pilot tested on a randomly selected 32 teachers from Rim secondary School which was out of the sample

school of the current study and hence resulting Cronbach alpha values of the current study was 0.84.

The professional Commitment items were again adapted from the work of previous researcher. It is adapted from Ibrahim and Iqbal (2015) 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 dimensions of commitment which are affective, continuance and normative commitment. The questioner consisted of 18 items (6 item for each component). It is a five-point Likert type scale (1 = "*Strongly Disagree*" and 5 = "*Strongly Agree*") and number 3 has served as mean test value of this measures. The professional commitment questionnaire was pilot tested on the same 32 teachers mentioned above; and the resulting Cronbach's alpha values of the current study were 0.80 for total Professional Commitment. There were 7 reverse scored items in this teachers professional commitment scale and these items were reverse coded when entering the data.

With respect to the scale for factors that influence teachers' perceived social status, a scale developed by Hargreaves, Cunningham, Hansen *et.al*, (2006)) was adapted. The tool consists of 50 items which was classified under seven dimensions (Work-load reduction 11 items, public appreciation 8 items, an expanded community role 5 items, re-orientation as leaders 8 items, teachers as workers 6 items, pupil Partnership 8 items and teachers as active reformers 4 items). The items were rated on a 5 point likert type scale with the response options 1(*very negative*) 2(*negative*) 3(*undecided*) 4(*positive*) 5(*very positive*). These scale values were changed in to *agree -disagree* form based on comments from the researcher's advisor and other experts to make the scale more expressive to the respondents.

It was pilot tested on the same 32 teachers mentioned above; and the resulting Cronbach's alpha values of the current study were 0.94 for the total factors that influence teachers' perceived social status. And because of the irrelevancy of some specific items (mini

factors) to our country context the researcher discard some items and hence the items used under each dimensions; i.e. work load reduction, public appreciation, expanded community role, re-orientation as leaders, teachers as workers , pupil Partnership and teachers as active reformers were 7,4,5,4,5,5, and 4 respectively. Thus, 16 items were discarded and the rest 34 items were used to measure the factors that influence teachers' perceived social status.

In relation to response rate, among the total 154 copies of a questionnaire distributed to the participants, all copies of the questionnaire were returned and usable, providing a response rate of (100%). Since there was clear orientation to respondents and front data collection system done by the researcher and his assistant data collectors, no copy of the questionnaire were not rejected due to incomplete response.

3.5. Data collection procedure

To answer the research questions raised, the researcher went through a series of data gathering procedures. The researcher received official cooperation letters from Bahir Dar University, and getting permission to collect data from teachers were guaranteed from schools. Data was gathered by the researcher and his assistance. The researcher provided deep and precise orientation about data collecting ethics for his assistance during questionnaire distribution. Clarity letter was also attached to the questionnaire, to explain the nature of the study, as well as assuring respondents of the confidentiality of any information provided. Respondents were also being provided with detailed instructions as to how the questionnaires would be completed and returned. A data collector was introduced the objective and purpose of the study to the respondents and gathered trust worthy data from respondents through questionnaires.

3.6. Validity and Reliability of the Instrument

As it is described above, the data gathering tool was adapted from the previous researchers on the study area. The reliability and validity of the questionnaire was tested before the actual study. Its face validity was checked by the researcher's advisor and other one academician (M.A lecture at Injibara University) in the area whether items are in line with the study variables or not and other experts' examination. Moreover, the researcher of this study conducted pilot study using 32 secondary school teachers from similar

educational institution, Rim secondary school, which was out of the selected sample schools of the Woreda.

Based on the pilot study, some modifications were made on items concerning the data collection, namely vague or unclear items were improved, items having similar concepts or ideas were restated. Generally, no items were deleted from teachers' perceived social status and from professional commitment items, but from the factors that influence teachers perceived social status, 16 items were deleted because such items were not applicable to our country context and considering the amount of time required to complete the questionnaire. Therefore, 19 items for teachers perceived social status, 18 items for professional commitment and 34 items for factors that influence teachers' perceived status were used for this study.

3.7. Data Analysis Methods

After the data have been coded, entered into SPSS program and cleaned, descriptive statistical methods were employed. Then, one sample t-test was used to examine the level of perceived social status and professional commitment of teachers. Pearson correlation coefficient was also used to examine the relationship between teachers' perceived social status and their professional commitment. Moreover, to examine whether perceived social status of teachers predicts their professional commitment or not, linear regression was employed. And finally, to assess the major factors which influence teachers' perceived social status, stepwise regression were performed.

3.8. Ethical consideration

Throughout all the research stages, the researcher tried to follow most of the ethical principles. Some of the ethical issues that were implemented in this research include; giving official letter for the concerned body, asking permission from the stake holders, informing all the participants about the objective and keeping their confidentiality. As Oliver (2003) noted, a central feature of social science research ethics is the principle that the participants should be fully informed about a research project before they agree to take part.

Chapter Four

Results

The results have been presented based on four basic themes in four sections. The first section involves the level of teachers' perceived social status and the level of their professional commitment, the second section presents the correlation between the study variables teachers perceived social status with their professional commitment analyzed by Pearson correlation coefficient. Section three includes the prediction power of perceived social status on teachers' professional commitment analyzed by the linear regression analysis. The last section presents the major factors that influence teachers' perceived social status analyzed through stepwise regression.

4.1. Level of Teachers' Perceived Social Status

The first purpose of this study was to find out the level of teachers' perceived social status in North Mecha Woreda secondary schools. To achieve this, one sample t-test was computed. As indicated in Table 2, the results of one sample t-test demonstrated that the mean value of teachers' perceived social status (2.56) was significantly lower than the expected mean value which was 3. This result shows that teachers' perceived social status was found to be lower.

4.2. Level of Teachers' Professional Commitment

Similarly, the second purpose of this study was to find out the level of teachers' professional commitment. To achieve this, one sample t-test was computed and the result for the teachers' professional commitment (2.91) was significantly lower than the expected mean value. This result shows that teachers' professional commitment found to be lower as reported by teachers themselves.

In addition as shown in Table 2, an effort was made to examine the level of teachers' professional commitment dimensions where teachers are supposed to exert efforts in achieving professional obligations. The results of one sample t-test shown the mean value of teachers' professional commitment of the affective dimension (2.93) was significantly lower than the mean test value which was 3. This result also shows that teachers' perception of their emotional attachment to their profession was found to be lower.

Similarly, the results of one sample t-test displayed that the mean score of teachers' professional commitment of continuance dimension (2.87) was significantly lower than the mean test value which was 3. This result shows that teachers' continuance dimension (the persistence of teachers to stay or leave the profession) found to be lower as reported by teachers. Likewise, the results of one sample t-test displayed that the mean score of teachers' professional commitment of the normative dimension (2.84) was significantly lower than the mean test value which was 3. This result shows that teachers' normative dimension (the feeling of obligations teachers have to their profession) found to be lower as seen by teachers.

Table 2:

Level of Teachers Perceived Social Status and Professional Commitment

Test Value = 3						
variable	N	Mean	SD	t-test	df	sig
TPSS	154	2.56	.469	-11.574	153	.001
PC	154	2.91	.282	-3.627	153	.001
AC	154	2.93	.648	-7.590	153	.001
CC	154	2.87	.632	-.6.252	153	.001
NC	154	2.84	.608	-4.816	153	.001

n=154, p<.05

Note: TPSS = Teachers perceived social status, PC= professional commitment, AC= Affective commitment, CC= Continuance commitment, NC= Normative commitment

4.3. Relationship between Teachers' Perceived Social Status and Professional Commitment

The third purpose of this study was to examine whether there exists a significant relationship between teachers' perceived social status and teachers' professional commitment. To attain this objective, Pearson Correlation Coefficient was calculated. As indicated in Table 3, the results of the Pearson Correlation Coefficient demonstrated that there was a statistically positive and significant correlation between teachers' perceived

social status and professional commitment ($r = .433$, $p < .05$). This shows that as teachers' perceived social status increase teachers' professional commitment also increases.

In addition, an effort was made to examine whether there exist a significant relationship between teachers' social status and teachers' professional commitment dimensions. As indicated in Table 3 the results of the Pearson correlation coefficient demonstrated that there was a statistically positive and significant correlation between teachers' perceived social status and affective commitment ($r = .52$, $p < .01$). This shows that as teachers' social status increases teachers' affective commitment also increases.

Similarly, the results of the Pearson correlation coefficient displayed that there was a statistically positive significant correlation between teachers' perceived social status and continuance commitment ($r = .47$, $p < .01$). This shows that as teachers' social status increases teachers' continuance commitment also increases. Correspondingly, the results of the Pearson Correlation Coefficient revealed that there was a statistically positive and significant correlation between teachers' social status and normative commitment ($r = .45$, $p < .01$). This shows that as teachers' social status increases teachers' normative commitment also increases.

Table 3:

Correlation Matrix for Teacher' Perceived Social Status, Professional Commitment and Professional Commitment Components

variable	Mean	SD	TPSS	AC	CC	NC
TPSS	2.56	.469	1			
PC	2.91	.282	.43*			
AC	2.93	.648	.52*	1		
CC	2.87	.632	.47*	.696*	1	
NC	2.84	.608	.45*	.530*	.547*	1

$n=154$, $p<.05$

Note: TPSS = Teachers perceived social status, PC= professional commitment, AC= Affective commitment, CC= Continuance commitment, NC= Normative commitment

4.4. Regression Analysis of Teachers' Perceived Social Status on Professional Commitment

The fourth objective of this study was to investigate whether teachers' perceived social status predict their professional commitment or not. To achieve this, linear regression analysis performed and the results are presented in Table 4.

The results of regression analysis shown in Table 4, revealed that there is a statistically significant contribution of teachers' perceived social status to teachers' professional commitment $F(1,152) = 90.497, P < .001$. The contributions of teachers' perceived social status was found to be positive and significant. This shows that as teachers' perceived social status increases, teachers' professional commitment becomes higher. The direct effect of teachers' perceived social status determined using beta coefficients and the effect of teachers' perceived social status to teachers' professional commitment was ($\beta = .433, t = 9.51, p < .001$).

As indicated in Table 4, the result of the regression model showed the value of the regression coefficient $R = .433$ which indicates that there is a relationship between the independent variable (perceived social status) and the dependent variable (teachers' professional commitment). The R square was .187, which means that 18.7% of the variance in teachers' professional commitment is explained by the teachers' perceived social status.

Table 4:

Model summary of the Regression and the Regression Coefficients of the Independent Variables on the dependant variable

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Unstandardized Coefficients B	Standardized Coefficients Beta	T	sig
1	.433	.186	.182	.426	.433	.433	9.51	.001

a. Predictors: (Constant), teachers' perceived social status

b. Dependent Variable: professional commitment

4.5. Stepwise Regression Analysis of Major Influencing Factors on Teachers' Perceived Social Status

The fifth purpose of this study was to identify the major factors that influence teachers' perceived social status. To do this, Stepwise regression was performed and the results are presented in Tables 5 and 6.

The result of the regression model summary shown in Table 5 indicates the value of the regression coefficient of work load reduction factor was $R = .569$ which indicate that there is a relationship between the single independent variable work load reduction factor and the dependent variable teachers' perceived social status. The R square was .324, which explains 32.4% of the dependent variable teachers' perceived social status by the independent variable teachers' work load reduction factor.

In the same way, the value of the regression coefficient of work load reduction factor and pupil partnership factor was $R = .595$ which indicates that there is a relationship between these two independent combined variables with the dependent variable (teachers' perceived social status). The R square was .354, which explains 35.4% of the dependent variable teachers' perceived social status by the two combined independent variable work load reduction factor and pupil partnership.

Correspondingly, the value of the regression coefficient of the three combined factors (work load reduction factor, pupil partnership factor and teachers as active reformers factor) was $R=.615$ which indicates that there is a relationship between these three independent combined variables with the dependent variable (teachers' perceived social status). The R square was .378, which explains 37.8 % of the dependent variable teachers' perceived social status by the three combined independent variable work load reduction factor, pupil partnership and teachers as reformers factors.

Likewise, the value of the regression coefficient of the four combined factors (work load reduction factor, pupil partnership factor, teachers as active reformers factor and expanded community role factor) was $R=.645$ which indicates that there is a relationship between these combined four independent variable with the dependent variable (teachers' perceived social status). The R square was .416, which explains 41.6% of the dependent variable teachers' perceived social status by the four combined independent variable work load reduction factor, pupil partnership factor, teachers as active reformers factor and expanded community role.

Similarly, the value of the regression coefficient of the five combined factors (work load reduction factor, pupil partnership factor, teachers as active reformers factor, expanded community role factor and teachers as workers factor) was $R=.660$ which indicates that there is a relationship between these combined five independent variables with the dependent variable (teachers' perceived social status). The R square was .435, which explains 43.5% of the dependent variable teachers' perceived social status by the five combined independent variable work load reduction factor, pupil partnership factor, teachers as active reformers factor, expanded community role and teachers as workers factor.

Moreover, the value of the regression coefficient of the six combined factors (work load reduction factor, pupil partnership factor, teachers as active reformers factor, expanded community role factor, teachers as workers factor and public appreciation factor) was $R=.672$ which indicates that there is a relationship between these combined six

independent variables with the dependent variable (teachers' perceived social status). The R square was .451, which explains 45.1% of the dependent variable teachers' perceived social status by the six combined independent variable work load reduction factor, pupil partnership factor, teachers as active reformers factor ,expanded community role ,teachers as workers factor and public appreciation factor.

Table 5:

Model summary of the regression

Model	R	R ²	Adjusted R ²	Standard error of estimates	Sig
1	.569 ^a	.324	.320	.46734	.001
2	.595 ^b	.354	.345	.45843	.009
3	.615 ^c	.378	.365	.45139	.018
4	.645 ^d	.416	.400	.43891	.002
5	.660 ^e	.435	.416	.43292	.025
6	.672 ^f	.451	.429	.42833	.042

Predictors :(constant), Work load reduction,

Predictors: (constant), Work load reduction, Pupil partnership,

Predictors: (constant), Work load reduction, Pupil partnership, Teachers as active reformers,

Predictors: (constant), Work load reduction, Pupil partnership, Teachers as active reformers,
Expanded community role

Predictors: (constant), Work load reduction, Pupil partnership, Teachers as active reformers,
Expanded community role, Teachers as workers,

Predictors: (constant), Work load reduction, Pupil partnership, Teachers as active reformers,
Expanded community role, Teachers as workers, public appreciation

As indicated in Table 6, the results of regression analysis revealed that there is a statistically significant effect of teachers' work load reduction factor to teachers' perceived social status. The contribution of teachers' work load factor was found to be positive and significant predictor factor of teachers' social status. In the same way, the results of regression analysis showed that there is a statistically significant influence of

teachers' pupil participation to teachers' perceived social status. The contribution of teachers' pupil participation factor was found to be positive and significant predictor factor of teachers' perceived social status.

Similarly, as indicated in Table 6 the regression analysis revealed that there is a statistically significant contribution of teachers' as active reformers factor to teachers' perceived social status. The contribution of teachers' as active reformers factor was found to be positive and significant predictor factor of teachers' perceived social status. In the regression analysis it is also discovered that there is a statistically significant contribution of teachers' expanded community role factor to teachers' perceived social status. The contribution of teachers' expanded community role factor was found to be positive and significant predictor factor of teachers' perceived social status.

Correspondingly, the results of regression analysis revealed that there is a statistically significant effect of teachers' as workers factor to teachers' perceived social status. The contribution of teachers' as workers factor was found to be positive and significant predictor factor of teachers' perceived social status. The results of regression analysis revealed that there is a statistically significant contribution of teachers' public appreciation factor to teachers' perceived social status. The effect of teachers' public appreciation factor was found to be positive and significant predictor factor of teachers' perceived social status.

It can be deduced from the above finding among identified factors the significant factors that influencing teachers' perceived social status in North Mecha secondary schools are workload reduction, pupil partnership, teachers' as active reformers, expanded community role, teachers as workers and public appreciation proved to be reliable factors and therefore, considered most likely to generate positive change in the status of teachers. Whereas the effect of reorientation as leader factor was not significant

Table 6:*The Regression Coefficients of the Independent factors on the Dependent Variable*

Model	Un standardized B	Sta .Error	Standardized Coefficients Beta	t-test	Sig.
1 (Constant)	.1.268	.165		7.694	.001
1 Work load reduction	.511	.060	.569	8.538	.001
	.1.008	.189		5.325	.001
2 (Constant)					
2 Work load reduction	.410	.070	.457	5.846	.001
2 Pupil partnership	.192	.073	.206	2.639	.009
	.707	.225		3.144	.002
3 (Constant)					
3 Work load reduction	.373	.071	.416	5.286	.001
3 Pupil partnership	.215	.072	.231	2.977	.003
3 Teachers as active reformers	.112	.047	.158	2.398	.018
	.1.161	.263		4.415	.001
4 (Constant)					
4 Work load reduction	.311	.072	.346	4.340	.001
4 Pupil partnership	.259	.072	.278	3.613	.001
4 Teachers as active reformers	.163	.048	.230	3.372	.001
4 Expanded community role	.159	.051	.211	3.106	.002
	.939	.277		3.391	.001
5 (Constant)					
5 Work load reduction	.294	.071	.328	4.141	.001
5 Pupil partnership	.275	.071	.295	3.872	.001
5 Teachers as active reformers	.130	.050	.183	2.595	.010
5 Expanded community role	.190	.052	.252	3.627	.001
5 Teachers as workers	.127	.056	.158	2.270	.025
	.1.016	.277		3.672	.001
6 (Constant)					
6 Work load reduction	.305	.070	.340	4.333	.001
6 Pupil partnership	.254	.071	.272	3.567	.001
6 Teachers as active reformers	.154	.051	.217	3.026	.003
6 Expanded community role	.131	.059	.174	2.216	.028
6 Teachers as workers	.145	.056	.180	2.583	.011
6 Public appreciation	.107	.052	.163	2.048	.042

a. dependant variable: perceived Social status

b. Predictors(constant) Work load reduction

c. Predictors(constant) Work load reduction, pupil partnership

d. Predictors(constant) Work load reduction, pupil partnership, Teachers as active reformer

e. Predictors(constant) Work load reduction, pupil partnership, Teachers as active reformer, Expanded community role

f. Predictors(constant) Work load reduction, pupil partnership, Teachers as active reformer, Expanded community role, Teachers as workers

g. Predictors(constant) Work load reduction, pupil partnership, Teachers as active reformer, Expanded community role, Teachers as workers, public appreciation

Chapter Five

Discussion

In this chapter, results of this study are discussed under five basic parts based on the purposes of the research. In the first section, the results of the analyses for the level of teachers' perceived social status have been discussed. Next to that, professional commitment has been discussed. In the third section, the results for the relationship between perceived social status and professional commitment has been discussed. In the fourth section, the prediction of perceived social status on professional commitment has been discussed followed by the last section which deals with the factors that influence teachers' perceived social status.

5.1. Level of Teachers Perceived Social Status

The widespread opinion in the literature showed that social status of teacher is found at a medium and low level (Hargreaves *et. al*, 2006). In this study, the mean score of teachers perceived social status was found to be low. The result of the current study one sample t-test demonstrated that the mean score was significantly lower than the expected value which was 3. The result indicate that North Mecha Woreda secondary school teachers may feel as they are not recognized enough and they are not satisfied with their profession. Perhaps, different factors like salary, working condition of teaching and additional tasks expected from teachers might cause to have weak perception to their status.

Similar with the current study, previous research conducted by Ansah (2014); stated societal attitude towards teaching and teachers was received low mean score of (1.87). Similarly, Geske and Ozola (2015) also concluded that the teaching profession has low prestige in Latvian society and the result revealed that more than three fourths of teachers believed that their profession is not respected in the society. In addition, Liga Paula (2019) found that teachers view on the status or prestige of teachers in Latvia are found at lower level that 66.7 % of the respondents strongly disagreed or slightly disagreed on high valuing of the society to teachers work.

According to Shah, Ali and Khan (2012), teachers' social status is not up to the mark. Teachers did not enjoying high occupational prestige with their jobs than their counterparts. The study conclude that, the current state of education shows that there are several issues that still persist in imparting quality education and many of them are linked with the status of the teachers and the teaching profession. Moreover, Mutluer and Yuksel(2019)found that 69% of the participant teachers of their study showed that teachers perceived low social status of the teaching profession and the remaining believe as they have below moderate social status of teachers and no one believe as teachers have moderate and high level of social status.

In contrast to the current study findings, a study done by Bolger (2004) reported that teachers status found high level ($M = 4.14$; $sd. = 0.51$). This study finding summarized the level of teachers status mean score were above average and it is concluded teachers feel as they are respected (high status) and have opportunities for professional growth. The difference between these studies (the current study and Bolger's finding) may be due to the difference in economic status and the organizational culture of the two countries Israel and Ethiopia. In addition, it may be because of the difference level of the two institutions (the current study in high school 9-10 and the previous study preparatory 11-12).

5.2. Level of Teachers Professional Commitment

With respect to the total mean score of teachers' professional commitment of the present study, the result revealed that teachers' professional commitment in North Mecha Woreda secondary schools were significantly lower than the mean expected value which was 3. Similar results were obtained by the research done by Ibrahim (2015) who found the mean score of teachers' professional commitment to the teaching was 1.533 with standard deviation of 0.152. And he discussed that, teachers' professional commitment to the teaching was below the expected mean score. Unlike the current finding, Shoaib and Khalid (2017) argued that teachers had above average commitment to the teaching profession ($M = 4.19$). And they approved that, the participant of the study have high professional commitment.

The difference between these two studies may be due to the different in the nature of two institutions (the current study in secondary school 9-10 and the previous study on government college teachers) and also it may due to different in economic status and the organizational culture of the present study area and the previous study province of the Punjab.

The finding of the current research on the level of secondary school teachers' professional commitment shows below average and it was statistically significant. Hence, it may be difficult to perform teaching, supporting students and improving professional development activities as the expected. Despite other variables that may contribute to the success of professional goals, secondary school teachers' professional commitment is not enough for the better attainment of organizational goals for sustainable development. Thus, teachers who are teaching in North Mecha Woreda secondary schools might tend to leave their profession when they find out a new job. This situation brings extra cost, especially for organizations, leads to lose of time and negatively affects productivity. This condition might be happened because teachers may think as they will generate teaching incentive anywhere on other profession.

The mean score of secondary school teachers' professional commitment components of the present study were found to be lower than the expected mean value which was 3. These results show that teachers' affective commitment, continuance commitment and normative commitment were found to be lower as reported by teachers.

In this regard, distinct finding was found by Butucha (2014) that showed public secondary school teachers' perceptions of professional commitment found to be above average with affective (3.60), Continuance (3.17) and normative (3.25) at Significant 0.05 level and study showed that it appears that secondary school teachers are emotionally bound to the teaching profession and have almost average continuance and normative commitment. Similarly, the result gained by Shoaib and Khalid (2017) showed that teacher educators have above average commitment level with affective 4.11 mean level, continuance 4.02 mean level and normative 3.31 mean level.

The difference between these two studies may be due to the different in the nature of two institutions (the current study in high school 9-10 and the previous study, government colleges for elementary teachers) in case of Shoaib and Khalid (2017) result and in the case of Butucha (2014) result, it may be due to work experience of the participants (since the present study focus all kind of teachers who are in secondary schools and the previous study focus on the beginner secondary school teachers).

Commitment to school and to the teaching profession is essential to secondary school teachers. Because, teachers' commitment to professional values increased, the level of the commitment to teaching works. The teachers' productivity on teaching activities had a positive effect on their commitment to school and to the teaching profession. But, in present study teachers' professional commitment dimensions were below average. This situation might be happened because North Mecha Woreda secondary school teachers believed that a number of entities, such as the work of teaching, guiding students and address new knowledge to the students are not performed well by themselves. This low level of professional commitment tends to demonstrate negative work behaviors. As a result, secondary school teachers may develop weak attitude towards their profession and they may leave their profession because they believe as they will generate this incentive anywhere out of the teaching profession.

5.3. Relationship between Teachers' Perceived Social Status and Professional Commitment

The second purpose of this study was to examine whether there exist a significant relationship between teachers' perceived social status and teachers' professional commitment. To attain this objective, Pearson correlation coefficient was calculated and the results were discussed in the following way.

In the present study, the overall relationship between teachers' perceived social status and professional commitment was a statistically significant and positive. The result of this study generally confirmed that, as teachers' perceived social status increase teachers' professional commitment also increases. Which means that, North Mecha Woreda secondary school teachers who have higher levels of perceived social status displayed

higher degrees of professional commitment to their teaching. From this discussion it is possible to infer that whenever teachers get feeling of respected from the society around them, they tend to achieve better performance and they want to continue with their profession.

Similar finding got by Bogler (2004) showed that, the Pearson correlation matrix revealed that status of employee significantly and positively correlated with professional commitment ($r = 0.51$). Similarly, Vasimalairaja (2017) found that there is a positive correlation between teachers' morale and their professional commitment of secondary school teachers. From his discussion it was discovered that, School administrators supposed to help in sustaining teachers' morale and status by acknowledging their expertise and conducting staff enrichment programs. Additionally, the empirical results have proved that commitment of employees is affected due to perception about social Status of nurses in Pakistan (Muhammad, *et.al*, 2016).

With respect to the relationship between perceived social status and components of professional commitment, the current study revealed that teachers' perceived social status and affective commitment was a statistically positive significant correlation. Similarly, teachers' perceived social status and continuance commitment was a statistically positive significant correlation and there was a statistically positive significant correlation between teachers' perceived social status and normative commitment.

Similar with the current study a result gained by Butucha (2014) showed there is moderate significant positive relationships between teachers' perceived view towards themselves and professional commitment components ($r = 0.14$ to 0.22). Likewise, Sorensen and McKim (2014) argue that positive and small relationships was existed between teachers perceived work life balance/ ability to control once self and professional commitment components affective, continuance and normative ($r = .26$, $p < .05$)

Another author Vasimalairaja (2017) stated that professional commitment components are work-related outcome. And he argues that, teachers who are committed demonstrate a strong acceptance of the school's values, tasks, and good working manner and gets high status on the view of others. Other findings gained by Wu & Short (2001) demonstrate that teachers who have high sense of status in their work tend to invest more in their profession and to feel more committed to the organization and to the teaching profession than teachers who do not express that level of status recognition. Teachers who perceive high professional respect and admiration of their colleagues, in addition to acknowledgement of their expertise and knowledge, will be more tending to contribute to their schools achievement.

Similarly, a study found by Hargreaves *et al.*, (2007) found that when teachers enjoy high status, they are typically drawn from the upper range of commitment in their education systems. However, other study done by Kang (2011) showed that, perceived external prestige/social status/ of teachers has a significant relationship only on organizational commitment. But, his study result revealed that perceived external prestige was not significantly associated with career or professional commitment components.

Generally from the relationship between teachers' perceived social status and professional commitment component variables it is possible to deduce that the higher the level of teachers perceived social status at North Mecha Woreda secondary schools, greater will be their professional commitment components (affective, continuance and normative). Accordingly, when teachers perceived social status decreased, their emotional attachment to their profession was found to be lower (affective) and when teachers perceived social status decreased, their persistence to stay at their profession found to be lower (continuance) and when teachers feel disrespected decreased, their feeling of obligations to their profession found to be lower (normative). Therefore, this shows there is a trigger forces for this weak attachment of North Mecha Woreda secondary school teachers with their profession which might be the reputation, the award, salary level and weak reinforcement system practiced by concerned body may have its own effect.

5.4. The Prediction Power of Teachers Perceived Social Status on Professional Commitment

The third objective of this study was to investigate whether teachers' perceived social status predict their professional commitment or not. To achieve this, linear regression analysis performed and the results were discussed in the following manner.

In the current study the regression analysis results indicated that the effect of teachers perceived social status predicted their professional commitment. This implies the more teachers become socially respected the more they committed with their profession. The reason why teachers perceived social status predict their professional commitment is that, every employee needs recognition from the surrounding societies to attain with certain profession.

Additionally, the present study revealed that the R square was .187, which explains 18.7% of the dependent variable teachers' professional commitment influenced by the independent variables teachers' perceived social status and the remaining are explained by other variables which are not treated by this research which need further investigation. This means is that one unit change in teachers' perceived social status result in .187 unit change in professional commitment.

Similar with the present study, Bogler, (2004) found that teachers' status was statistically significant predictors of professional commitment and the R square which was explained 36 percent of its variance. Similarly, other researcher Ansah (2014) found that, the variance in teachers' attitude to their work status is explained by the factors of morale to perform their activity and the $R = .51$ ($R \text{ square} = .26$) shows how much teachers' attitude to their work status explained their attitude towards their profession. In this case the percentage of variance explained is (26%) meaning the factors of morale explain 26% of the variance in teachers' attitude towards their work.

According to Hasan (2015) perceived external prestige was statistically significant to predict professional commitment and identification ($\beta=.289$ at $p<0.01$). Thus, his studies

conclude that, perceived external prestige have significant and positive impact on employees' organizational identification and commitment. Other studies done by Muhamood *et.al* (2016) also found that the commitment of employees is affected due to perception about social Status ($\beta = 0.669$) and the study further revealed that, the effect of perceived social status on professional commitment component, affective commitment was achieved ($R^2 = 0.400$), on continuance commitment achieved ($R^2 = 0.140$) and on normative commitment ($R^2 = .12$)

According to Klement (2011) Professional commitment as a dependent variable is statistically significant ($\beta = 0.449$, $p < 0.05$) and which means that the independent variable perceived external prestige explain 44 % of variance in professional commitment. Similarly, Muhammad, *et.al* (2016) found positive perception about social status will have a positive effect on affective commitment of employees. Positive perception about social status will have a positive effect on continuance commitment of employees and positive perception about social status will have a positive effect on normative commitment of employees.

5.5. The major factors that influence teachers perceived social status

The fourth purpose of the study was to identify the major factors that influenced teachers' perceived social status. To do this, stepwise regression was performed and the results are discussed below.

Among the major factors that influenced teachers' perceived social status, the current study results of the step wise regression model and stepwise regression analysis shown the effect of work load reduction factor, pupil partnership factor, teachers as active reformers factor, expanded community role factor, teachers' as workers factor and public appreciation factor on teachers perceived social status was found significant predictor factor. Whereas, the effect of re-orientation as a leader factor on teachers perceived social status was not found significant predictor factor.

In line with the finding of work load reduction factor on teachers' perceived social status of this study, work load reduction factor was found positive and significant predictor

factor. It is to mean that; teachers work load might reach at critical level and it highly determine their social status. On the other hand, may be secondary school teachers now a day didn't agree with teachers' tasks such as continuous professional development programs, lesson plan preparation, tutorial teaching, the documenting of portfolios and others. Thus, whenever different stake holders blame them as they are not competent in performing these additional teachers' task in well manner teachers may thought as they are not respected. Hence, this incompetency of teachers might be cause to have low image in the eye of the society and further it affects their social status.

Similar with this findings, other researchers found work load of teachers; such as extra teachers tasks like providing tutorial class to students and following continuance professional development courses and other teachers task (daily lesson plan preparation, short note preparation and working as a head of departments) and related teaching jobs might be the major pushing force to teachers to ignore their profession and this leads others to give low status to teachers (Gerrard, 2004). Likewise, Butt and Lance (2005) state those teachers different tasks such as continuous professional development programs, lesson plan preparation, the documenting of portfolios, and other related responsibilities, not only have the potential to increase teachers workload, but also to affect negatively on their status and satisfaction. Hargreaves *et al.*, (2006) proved that workload reduction alone, represented almost a quarter (23.9%) of the total variance and proved to be a positive' and 'very positive' effect and was therefore considered most likely to generate positive change in the status of teachers and it was identified as to be a strongly reliable factor for the effect of teachers' status.

With respect to results of pupil partnership factor on teachers' perceived social status of this study, similar results revealed by Moyle's (2001) finding also showed that working with pupils was given as the most important reason not only to become a teacher but also to be a teacher and for respecting their teaching profession. In contrast with the current study findings, Hargreaves *et al.*, (2006) report that factors related to pupils and pupils' parents formed weaker factor to determine teachers' status. The difference between these

two studies may be due to the different nature of the two countries, economic status and the organizational culture of England and Ethiopia.

The current study finding implies students' readiness to teaching and students' behavior both in and out of the class might be possible reason to teachers' perception to their status. Because, misconduct behavior in the class room highly devastate the work of teachers interest to teach and this in the long run decline teachers' positive view of the teaching profession. Furthermore, in previous years possibly elementary and secondary school students were dedicated to different tasks given by their teacher, but now some students are reluctant to do different tasks like; doing home work, classroom activity, being disciplined in the class, respect their teacher and respect each other. Hence, these students low willingness to commit school and classroom regulation might develop hatred of teaching profession on teachers and further it affects status of teachers.

Similar with the above result about pupil partnership as a significant factor, Hutchings *et al.* (2006) as cited in (Hargreaves *et al.*, 2006) reported teachers' sense of status was more markedly influenced by the pupils with whom they work. His study argues that students with high motive to learn pull out teachers' interest to teach and this further affect teaching status.

In relation to the results of teachers as active reformers factor on teachers' perceived social status, the present study shows the contribution of teachers' as active reformers factor was found to be positive and significant predictor factor of teachers' perceived social status. This implies teachers may concern to be more autonomous to exert their input into curriculum content as expected manner. Furthermore, the result reveals that North MechaWoreda secondary school teacher probably needs active participation of teachers in policy reform programs and education policy-making process at front position and this might guarantee to bring social high status of teachers.

Supporting the present research finding, other researchers found that teachers as active reformers of their profession were important factors that has positive consequence on teachers' status and proved to be the most influential factor which determine teachers'

status Hargreaves *et al.*, (2006). Their study state that in all levels of education system teachers' raise different issues and activate these common issues in one and this makes teachers societal change agents. Similarly, Meo and Parker (2004) as cited in (Hargreaves *et al.*, 2006) clearly distinguished that teachers who work from that of mainstream settings in the considerable degree of freedom they had over the delivery of the curriculum and has its own effect to teachers feel better status and recognition to their profession.

In line with the finding of expanded community role factor on teachers' perceived social status of this study, the result shows teachers' expanded community role factor was found significant predictor factor of teachers' social status. This refers frequent social supports that the local community renders to teachers might have large impact on teachers feeling to their social status. Additionally, from the finding it can be discuss that community access to school facilities and wider societal campaign to furnish school equipment, shows communities good stand to schools and teachers as well. Hence, these communities good stand to teachers might have positive effect on them to perceive as they are respected by the wider community.

Similar result was obtained by the research done by Paula (2019) argue that low public participation about the essentials of a teaching profession, lack of respect from the education policy makers, children's tolerance as well as stress and professional burnout were assessed as the greatest difficulty in teachers' work that can affect teachers status. Similarly, Aydin, Demir, and Erdemli(2015) stated reduction of teachers' authorities was identified as major factors that affect teachers' social status. The study generalized that in previous years, the parents and the communities at large used to fully entrust their children with teachers. They used to believe whatever the teacher said was right. Hence, it has its own impact on teachers' social status.

Hargreaves *et al.*, (2006) found that expanded community role has the significant effect that influences teachers' status which proved to be the most reliable factor and achieved between 'positive' and 'very positive' and therefore considered most likely to generate positive change in the status of teachers. As to their finding, local community access to

school services and ‘opportunities to develop partnerships with parents are important factor that take in to account. Other researchers Mutluer and Yuksel (2019) found that the education level of the community and the role of the community to the school aspect in the eastern provinces of Turkey have affected the social status of the teaching profession.

In relation to the results of teachers as workers factor on teachers’ perceived social status of this study, teacher as workers factor found to be positive and significant predictor factor. In different scenarios people tend to classify professions in different hierarchies, in doing so, perception of people to teachers comparing with other professionals such as engineers and doctors may have meaningful effect to teachers’ perception to themselves. In addition, individuals may think that teachers could not accomplish other responsibilities out of teaching such as office work and else. Thus, this people’s perception to teachers’ task may reduce the status that teachers perceive. Correspondingly, some people may view that teaching is a simple task that anybody maintain easily. Hence, this wrong perception may happen because of misunderstanding of teachers activities and it has its own effect on teachers’ status.

In supporting this finding, other research done by Aydin , Demir, and Erdemli(2015) found that the value attributed to teaching by the larger society has significant effect to teachers, rather than the salary that influence teachers social status. Smak (2017) also explore that the perception of the teaching profession and those performing it is different in small and large communities. In a small village, the teacher is widely recognized, and thus far more exposed to evaluation by the residents than in a large city. In communities with high unemployment rates and low per capita incomes, teachers are seen as a particularly privileged group, enjoying a well-paid job performed in a comfortable environment that takes up relatively little time.

Additionally, Mutluer and Yuksel (2019) suggest that the value that society gives to education/teachers as workers related: the value given to education by the society also affects the social status of the teacher. According to their study, the value that society gives to education is equivalent to the value given to the teacher and it is significant positive factor in determining the social status of the teaching profession.

With respect to the results of public appreciation factor on teachers' perceived social status of this study, the effect of teachers' public appreciation factor was found to be positive and significant predictor factor. This implied that whenever teachers got admiration from the mass community, they might felt high social status. Besides to this, public awareness about teachers' responsibilities could determine teachers' perception of status. Generally, public images that teaching got from their surrounding cause teachers to perceive whether they have high status or not.

Similar with the current study finding, Ansah(2014) reported that public recognition is needed by teachers in the public domain, just as it is by anyone else working for others. This positive appreciation enhances teachers' commitment and plays indispensable role for teachers' status. Public recognition need not only be carried out to a financial conclusion, although that ought logically to follow words of appreciation or the giving of further responsibility to an employee has a stimulating and encouraging effect.

In another study, the result gained by Paula (2019) found that the prestige of the profession has strong associated with its influence in society; teachers must get influence and authority in the community outside the school. The result of his study was admitted that 81.4% of respondent teachers view that they need to be socially active and publicly express their views on what is going on in society.

Chapter Six

6. Summary, Conclusions and Recommendations

This chapter deals with summary, conclusions and recommendations. In this section, first summary of the study and the major findings of the study are made. Secondly, conclusions of fundamental findings are drawn. Lastly, some possible recommendations are made based on the findings of the study.

6.1. Summary

The purpose of this study was to assess teachers' perceived social status and its contributing factors and their professional commitment in North Mecha Woreda secondary schools. More specifically, this study was aimed to investigate teachers' perceived social status and professional commitment (affective, continuance and normative commitment). And also, it was aimed to identify the factors that influence teachers' perceived social status on the basis of dimensions (workload reduction, public appreciation, teachers as workers, expanded community role, pupil partnership, teachers as active reformers and reorientation as leaders). To achieve these objectives, the following basic research questions were formulated.

1. What is the level of teachers' perceived social status in North Mecha Woreda secondary schools?
2. What is the level of teachers' perceived professional commitment in North Mecha Woreda secondary schools?
3. Is there a statistically significant relationship between teachers' perceived social status and professional commitment in North Mecha Woreda secondary schools?
4. Do teachers perceived social status predict their professional commitment in North Mecha Woreda secondary schools?
5. What are the factors that influence teachers' perceived social status in North Mecha Woreda secondary?

To answer these basic research questions, different available literature were reviewed to assess about the study variables and to discover what is known about the relationships between the study variables. To employ the study, 154 participants of North Mecha Woreda secondary school teachers were selected in cluster and stratified random

sampling technique. In addition, totally 71 items of standard questionnaire that included; 19 items of perceived social status, 18 items of perceived professional commitment(6 affective, 6 continuance and 6 normative) and 34 items of expected perceived factors that influence teachers social status(7workload reduction , 4 public appreciation, 5 teachers as workers, 5 expanded community role, 5 pupil partnership, 4 teachers as active reformers and 4 reorientation as leaders) were prepared and used for the actual study with modification from other researchers instruments.

To analyze the collected data, the study employed one sample t- test to analyze the level of teachers' perceived social status and professional commitment and Pearson correlation was used to analyze the relationship between variables of the study. Moreover, linear regression as analysis technique was used to analyze how the supposed independent variable perceived social status Predict the dependent variable perceived professional commitment. Additionally, stepwise regression were performed to analyze the factors that influence teachers perceived social status or to discover which factors have the most influence on teachers perceived social status.

The result of one sample t-test portrayed that the mean score of teachers perceived social status (2.56) was found to be significantly lower than the mean score of the test value which was 3. Similarly, the total mean score of teachers' professional commitment (2.91) were lower than the mean score of the test value 3.

The results of Pearson correlation analysis show that there was statistically significant and positive relationship between teachers' perceived social status and teachers' professional commitment ($r = .433$) and linear regression analysis result shown that teachers perceived social status predicts teachers professional commitment($R^2 = .187$).

Among the major factors that influenced teachers' perceived social status, the current study results of the stepwise regression analysis shown the effect of work load reduction factor on teachers perceived social status was found significant predictor factor and the

dependent variable teachers' perceived social status was explained by the independent variable work load reduction factor. Similarly, the contribution of pupil partnership factor on teachers' perceived social status was found significant and the dependent variable teachers' perceived social status was explained by the independent variable pupil partnership factor. Correspondingly, the effect of teachers as active reformers factor on teachers perceived social status was found significant and this factor was explained the dependant variable teachers' perceived social status.

In the same way, the effect of expanded community role factor on teachers' perceived social status was found significant and the dependent variable teachers' perceived social status was explained by the independent variable teachers' expanded community role. Similarly, the contribution of teachers' as workers factor on teachers' perceived social status was found significant and teachers' as workers factor was explained the dependent variable teachers' perceived social status. Finally, the effect of public appreciation factor on teachers perceived social status was found to be positive and significant predictor factor and public appreciation factor was explains the dependent variable teachers' perceived social status. Whereas, the effect of re-orientation as a leader factor on teachers perceived social status was not found significant predictor factor.

Therefore, this study reported that, of the seven factors, the six factors were proved to be more reliable and contributing factors and achieved in this study and, therefore, considered most likely to generate positive change in social status of teachers of North Mecha Woreda secondary schools. But, the effect of re-orientation as leaders' factor was not significant to predict teachers' perceived social status and it proved as less contributing factor.

6.2. Conclusions

Based on the above findings and discussion of the study, the following conclusions have been reached.

North Mecha Woreda secondary school teachers have below average level of perceived social status and this implies that North Mecha secondary school teachers feel disrespect

from the public and which makes them to perceive as they are found from dishonored profession. Additionally, it can be conclude that, teachers felt neglected and it may lead them to depression and further it may affect their motivation to teach and their students' achievement. Similarly, North Mecha Woreda secondary school teachers have below average level of professional commitment and this tendency shows that secondary school teachers may leave their profession if they found another profession. This situation makes them to be unstable to their profession and they may searching for vacancies and this situation brings, especially for the Woreda, lose of time in hire beginner teachers and it negatively affects productivity, because experienced teachers may leave their profession and join to other profession. The more teachers' perceived social status increase teachers' commitment to their profession also increases. This implies that, whenever the teachers get high status, commitment to their profession increases. Thus, teachers' social status level shall be improved. Among the major factors that influence teachers perceived social status, the effect of workload reduction, pupil partnership, and teachers as active reformers, expanded community role, teachers as workers and public appreciation factor were significant to predict teachers perceived social status. In terms of work load reduction, it is to mean that, North Mecha Woreda secondary school teachers thought teachers task such as continuous professional development programs, lesson plan preparation, tutorial teaching, the documenting of portfolios and others influenced their moral to teaching and this further leads to magnify as they are found from over loaded profession and when such additional teacher tasks are reduced teachers feeling to their status are increased. In terms of pupil partnership, the finding shows that when students' motivation and willingness to teaching increased it may have an impact on teachers feeling to their profession and it has its effect on their status. With respect to teachers as active reformers factor, it is to mean that lack of professional autonomy of teachers can affects the social status of the profession negatively unless teachers actively involved in their profession. In terms of expanded community role factors, little participation of the wider community leads secondary school teachers to be distrustful to felt high recognition. With regard to public appreciation factor, it implies that when teachers get approval from the society they feel positive perception for their status. Hence, in order to bring high social status to teachers; workload reduction, pupil partnership, teachers as

active reformers, expanded community role, teachers as workers and public appreciation factors should take in to account.

6.3. Recommendations

Based on the findings obtained and conclusions presented, the following recommendations needed to be considered:

- To build up feeling of respect to secondary school teachers, Stake holders such as government, Media and famous individuals should do advocacy on teaching to foster teaching profession is the mother of all other professions.
- Woreda Education Office and above structure of education system shall celebrate teachers' day officially and recognize teachers to develop positive perception of teachers' status.
- Policy makers need to do work on factors that hinder teachers' status so as to make the teaching profession an attractive profession for candidates who can strengthen the social status of the teaching profession.
- North Mecha Woreda secondary school teachers shall be well aware that individual teacher's impact on teachers' social status is important and that the position of the teaching profession in society can be improved by teachers. Because, it is believed that while teachers generate positive image to their profession, other parts of the society can follow them.
- The level of North Mecha Woreda secondary school teachers' commitment is under expected mean. Therefore, the government shall think about the incentive/wages and salaries of teachers to make it attractive and to increase continuance commitment. Additionally, the Woreda education office and the respective schools should create good working conditions by communicating with teachers to increase affective commitment. In addition, teachers' day memorial ceremony should be held in all schools at least once a year and teachers who serve in teaching for long periods of time should get recognition to foster normative commitment.
- The government officials should declare teachers' contribution to the society, to change the mind setup of the public at large. Similarly, local school leaders such as parent teacher association and kebele education board around the school should

generate both material and non material awards and appreciations for teachers in front of the local communities for teachers' scarification to the betterment of students.

- The government should play a great role in making teaching profession a competent profession by advocating teachers are mandatory professionals and by making teaching profession which needs strong competition those who have high score to join in it like doctors, engineers and the like. Hence, only selective and competent candidates can join to teaching and this leads the society to give high respect to the profession.
- Furthermore, in this research perceived social status only predicts professional commitment by 18.7 %. This means other unspecified variables contribute to the remaining 81.3 % of professional commitment. Hence, other researchers shall better to focus on other variables like working condition, salary level, education policy, teacher competency and the like.
- Finally, additional research should be conducted on this area at zonal, regional and national level.

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Appendix A

Questionnaire to be filled by secondary school teachers

Bahir Dar University
College of Education and Behavioral Science
Program of Social psychology

Dear Respondents:

This study is aimed at assessing teachers' perceived social status, their Professional commitment and contributing factors in North Mecha Woreda secondary schools. Therefore, you are kindly requested to fill the questionnaire based on the necessary information related to each topic. The success of this study will be directly depends upon your honest and genuine response to each question. Each response you provide will be used only for the purpose of academic issue. The information you give will be kept strictly confidential.

Thank you in advance for completing the questionnaire!!

❖ Instructions:

- no need of writing your name
- Ask the data collector if you are not clear and need extra explanation before providing your answer
- Your answer should represent your direct feelings.

Part I: - Put (X) mark on box about your personal information

1. School name_____

2. Sex: MaleFemale ☐ ☐

Part I: Teachers' perceived social status questioners

Direction 1: The items below are prepared to measure the level of teachers' perceived social status. Thus, please, indicate your **level of agreement** to all items given below by putting a tick (☒) or **circle** (☐) in the appropriate space using the following keys.

Keys: **1**= strongly disagree, **2** = disagree, **3** = moderately agree, **4** = agree and **5** = strongly agree

No,	Items	Level of Agreement				
		1	2	3	4	5
1	Teaching offers me an attractive life-long career.	☐	☐	☐	☐	☐
2	I view that I always got respect in my colleagues as a teacher	☐	☐	☐	☐	☐
3	I feel teaching enjoys positive media images.	☐	☐	☐	☐	☐
4	I feel that I am in a powerful and independent profession.	☐	☐	☐	☐	☐
5	I believe teachers' enjoy high financial remuneration.	☐	☐	☐	☐	☐
6	As a teacher, I feel that I am in a recognized authority in our area of expertise.	☐	☐	☐	☐	☐
7	I view teachers' are subject to external regulation.	☐	☐	☐	☐	☐
8	I believe that I have got respect of pupils.	☐	☐	☐	☐	☐
9	I view teaching is valued by government.	☐	☐	☐	☐	☐
10	I view teachers are subject to strong external controls.	☐	☐	☐	☐	☐
11	I thought that teachers' have lengthy professional training.	☐	☐	☐	☐	☐
12	I think teaching is one for which there is strong competition to join.	☐	☐	☐	☐	☐
13	Teachers' are trusted by the wider community to perform a service for them.	☐	☐	☐	☐	☐
14	I feel I have high status clientele.	☐	☐	☐	☐	☐
15	I believe I have responsibility for an important service.	☐	☐	☐	☐	☐
16	Demonstrably teachers maintains high levels of performance	☐	☐	☐	☐	☐
17	I believe I enjoy high quality working conditions.	☐	☐	☐	☐	☐
18	I think teaching profession has members who have the autonomy to exercise their professional judgment in the best interests of their clientele.	☐	☐	☐	☐	☐
19	I enjoys substantial non-financial rewards	☐	☐	☐	☐	☐

Part II. Teachers' professional Commitment

Directions: The items below are prepared to measure level of teachers' perceived professional commitment or how much teachers are committed to their profession. Thus, please indicate your **level of agreement** to all items given below by putting a tick (✓) or **circle (○)** in the appropriate space using the following keys.

Keys: 1= strongly disagree, 2= disagree, 3 = moderately agree, 4 = agree and 5 = strongly agree

No	Items	Level of agreement				
		1	2	3	4	5
1	I would be very happy to spend the rest of my career with this profession.					
2	I really believe as if professional problems are my own					
3	I do not believe a strong sense of "belonging" to my profession.					
4	I do not believe that I am "emotionally attached" to this profession.					
5	I do not believe that I am like "part of the family" at my profession.					
6	I believe that this profession has a great deal of personal meaning for me					
7	I do not believe any obligation to remain in my current profession					
8	Even if it were to my advantage, I would have left my profession now.					
9	I would feel guilty if I left my profession now.					
10	I believe this profession deserves my loyalty					
11	I would not leave my profession right now because I have a sense of obligation to the students.					
12	I owe a great deal to my profession					
13	It would be very hard for me to leave my profession right now					
14	I believe one of the few negative consequences of leaving this profession would be the scarcity of available alternatives.					
15	I believe right now, staying with my profession is a matter of necessity.					
16	I feel I have few options to consider leaving this profession.					
17	If I had not already put so much of myself into this profession, I might have considered working elsewhere.					
18	Too much of my life would be disrupted if I decided to leave my profession now					

Part III: Factors affecting teachers' perceived social status

Direction 3: The items below are believed to have effects on your social status. Please indicate the level of your perception (**level of agreement**) by putting a tick (√) or circle (○) mark in the appropriate space using the following keys.

Keys: 1= strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree and 5 = strongly agree

No	Items	Level of agreement				
1	The relevance of the curriculum to pupils' lives	1	2	3	4	5
2	Pupil choice of ways to represent their learning	1	2	3	4	5
3	Use of ICT (internet, video-conferencing, etc.) in teaching	1	2	3	4	5
4	Time for professional collaboration with colleagues	1	2	3	4	5
5	Strategies to reduce levels of teacher workload	1	2	3	4	5
6	Teacher input into policy reform	1	2	3	4	5
7	Opportunities for leadership experience	1	2	3	4	5
8	Parental support for the school	1	2	3	4	5
9	Teacher input into curriculum content	1	2	3	4	5
10	Scope for teachers to engage in critical thinking	1	2	3	4	5
11	Availability of classroom support (e.g. teaching assistants, technicians)	1	2	3	4	5
12	Strategies to reduce time spent on administrative tasks	1	2	3	4	5
13	Initial professional training based in schools	1	2	3	4	5
14	Amount of professional autonomy	1	2	3	4	5
15	Support for managing difficult pupil behavior	1	2	3	4	5
16	Opportunities for leadership training	1	2	3	4	5
17	Salary levels closer to those of comparable professions	1	2	3	4	5
18	Improvements to school resources and facilities	1	2	3	4	5
19	Time for head teachers to focus on leadership responsibilities	1	2	3	4	5
20	Participation in National College for School Leadership Activities	1	2	3	4	5
21	Local community access to school facilities	1	2	3	4	5

22	Opportunities to develop partnerships with parents	1	2	3	4	5
23	Public appreciation of teachers' contribution to society	1	2	3	4	5
24	Public understanding of teachers' responsibility	1	2	3	4	5
25	Entitlement to high quality continuing Professional Development	1	2	3	4	5
26	Public awareness of the intellectual demands of the job	1	2	3	4	5
27	Time for planning and training to implement new initiatives	1	2	3	4	5
28	Deployment of teaching staff into a wider range of roles within the school	1	2	3	4	5
29	The national level of pupil attainment	1	2	3	4	5
30	Official recognition for teachers' work (e.g. awards)	1	2	3	4	5
31	Teacher involvement in defining professional standards	1	2	3	4	5
32	Working with a range of professionals outside education	1	2	3	4	5
33	The management and direction of other adults in the classroom	1	2	3	4	5
34	Availability of administrative support outside the classroom	1	2	3	4	5