

Looking at Human Element in Education: Organizational Commitment and Job Satisfaction of Teachers at Adama Science and Technology University

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Abstract

The purpose of this study was to investigate the perceived level of organizational commitment (OC) and job satisfaction (JS) of teachers of Adama Science and Technology University (ASTU). A six- step likert scale survey questionnaire was used to collect data from 192 regular academic staffs of the seven schools of ASTU. The result indicated that the teachers have moderate level of JS and OC. They are better satisfied with co-workers and supervisors, but less satisfied with pay, promotion, and fringe benefits. Teachers from Business and Economics, Engineering, and Health Science schools are least satisfied and committed whereas those from School of Agriculture and School of Natural Science are better satisfied and committed. Pearson correlation matrix indicated that as their age increase, teachers' continuance commitment and satisfaction with pay and fringe benefits increase whereas their normative commitment and satisfaction with supervisors and co-workers decrease. Length of teaching experience is negatively correlated with normative commitment and satisfaction with supervisors and co-workers, but positively with affective commitment. Lack of incentives/promotion, poor salary, lack of teaching resources and office facilities, lack of proper care for academic staff, poor social services facilities and instability of top management are among the major factors believed to have hampered the teachers' JS and OC. Improving promotion and incentive schemes, initiating projects which could financially and professionally benefit the academic staff, investing on educational inputs, improving social service facilities, involving staffs in the election of top management are among the major actions

recommended to boost the teachers' OC and JS and subsequently improve the quality of education offered at ASTU.

Keywords: *Organizational Commitment, Job Satisfaction, Adama Science and Technology University*

1. Background

In Ethiopia, although the government has achieved better success in its commitment to make education accessible to most of its citizens, research findings reveal that the quality of education being offered at different stratum of the country is deteriorating (UNESCO, 2004; World Bank, 2005; Forum for Social Studies, 2009). According to General Education Quality Improvement Project, plan November (2008), "Achievements in access have not been accompanied by adequate improvements in quality" (P. 2). The national survey by Basic Education Network Ethiopia (BEN-E) also confirmed that, "Less attention has been given to quality and the education system as a whole is suffering from lack of quality" (Radiant International Consultancy Service, 2010). Stressing the problem, Negash (2006) warns that the education system in Ethiopia is on the verge of collapse. These scholars also mention the skill deficiency of current university graduates which led to employers' dissatisfaction as major sign for the deterioration of quality of education in Ethiopia (Telila, 2010).

The establishment of various agencies which work on quality of education: General Education Quality Improvement Project (GEQUIP), Higher Education Relevance and Quality Agency (HERQA) and Higher Education Strategy Center (HESC) by MOE in Ethiopia could also be mentioned as indicators of the magnitude of the problem. Although, there could be quite a number of factors that have directly or indirectly contributed to the declining quality of education in Ethiopia, the researcher of the current study believes that teachers' organizational commitment (OC) and their level of job satisfaction (JS) take the lion's share.

1.1 Organizational Commitment (OC)

Scholars such as Ostroff (1992), Malik et al (2010) conceive organizational commitment as believing in the missions of one's organization and exerting continuous unreserved effort for the achievement of such missions. It is an important parameter that can help in assessing employees' intention to quit and their dedication towards achieving the goals set by their organization. Ostroff (1992, p.235) states that "committed employees are associated with better organizational performance, have a low turnover rate, and have low absenteeism". Angle & Perry (1981) also shares this opinion. Thus giving appropriate attention to this dimension of employees is compulsory.

According to Meyer and Allen (1997) and Malik et al. (2010).OC has three interrelated facets: (a) *affective commitment* (AC)- a voluntary attachment of employee to an organization which results from the congruence between ones' goals and expectations and the goals and values of his organization, (b) *continuance commitment* (CC), which one develops due to fear of losing the benefits one currently obtains from his employer or fear of not getting another employment opportunities, (c) *normative commitment* (NC) which refers to the moral responsibility that one develops towards his organization usually because of some benefits he had obtained from the organization.

Scholars believe that the above components of OC may have different effect on the performance of employees. Usually, employees with good CC are believed to have low performance compared to employees with good AC and NC because the former ones remain in their organization only because they are coerced by the prevailing condition (Meyer & Allen, 1997). Various factors related to work environment, leadership style, material benefits such as promotion, insurance, retirement and other fringe benefits, demographic variables (age, gender, educational level, and marital status) are believed to be antecedents of OC (Shirbagi, 2007).

1.2 Job Satisfaction

Job satisfaction is often defined as employees' state of mind which reflect the extent to which their work and work environment fulfills their material and psychological needs (Abraham, 2012; Masroor & Fakir, 2010; Malik et al., 2010). The JS level of employees' is determined by various external and internal factors. Among these factors, recognition, salary and other compensation packages, one's relationship with supervisors and co-workers, professional development opportunities and degree of fulfillment of input for their work are the most frequently mentioned ones (Malik et al., 2010).

Job satisfaction is believed to be strong predictor of employees' commitment and their intention to quit their current job (Shields & Ward, 2001; Tzeng, 2002). Employees with higher level of JS are more committed to their organization (Malik et al., 2010). There are different facets of JS among which satisfaction with *pay/salary*, *supervisors*, *co-workers*, *fringe benefits*, *contingent rewards*, are the major ones that this study focused on.

1.3 Organizational Commitment and Job Satisfaction of Teachers

Like professionals in other disciplines, teachers' level of JS and their OC affects their classroom performance (Hughes, 2006). It affects the amount of efforts they exert in improving their students' achievement. Malik et al (2010, p.12) assert that "The overall performance of academic institutions depends upon their teachers and ultimately their level of professional and organizational commitment". Huberman (1993) also shares the same opinion. The impact is even more serious when it comes to higher learning institutions because "universities are the sources of human resources and sole responsible for educating the intellect of nations" (Malik et al., 2010 p. 18). Tsui & Cheng (1999 Cited in Malik et al., 2010 p.18) also affirm that, "The overall performance of universities depends upon their teachers and ultimately their level of commitment and job satisfaction." Hence, investigating teachers' level of JS and OC and examining factors that affect these dimensions of teaching profession

could play significant role in boosting the teachers' performance and achieving the desired quality of education (Latham, 1998; Mertler, 2002).

Studies so far conducted on OC and JS have focused on workers in other profession. Few of such studies are there in educational institutions (Malik et al., 2010; Selahattin, 1998). In investigating the quality of education, previous researches in our country also focused on the material and methodological aspects disregarding the psychological aspects of teachers and the teaching profession (Negash, 2006; Telila, 2010; Word Bank, 2005; Forum for Social Studies, 2009). Therefore filling such knowledge gap in the area was one of the factors which initiated the current study.

Besides, my personal observation initiated this study. Being a member of ASTU, I often read notice "FIRST DAY FIRST CLASS!" which is meant to urge teachers to start classes on the first day of the semester. It is also common to see warning notices of those teachers who disappear from the university informally. Such problems could be considered as the manifestation of problems related to the teachers' level of OC and JS. Thus, understanding the extent to which teachers are satisfied and committed to their universities and identifying factors which hamper their commitment, may contribute a lot in alleviating the problems and boosting the teachers' performance. I believe that in Ethiopia, a study in this area is timely for it could contribute a lot towards the current attempt in improving the quality of education. To this end, the researcher tried to address the following objectives.

2. Objectives of the study

This study was conducted to achieve the following major objectives:

- measuring the perceived level of organizational commitment and job satisfaction of teachers teaching at various schools of ASTU;
- identifying factors that affected the teachers' level of organizational commitment and job satisfaction;

- examining if there are significant differences in the level of organizational commitment and job satisfaction of teachers in various schools of ASTU; and
- analyzing the relationship between some demographic variables and the teachers OC and JS.

3. Methodology

In this study, a descriptive survey research design was used to investigate the existing level of OC and JS of teachers at the seven schools of ASTU.

3.1. Participants of the Study

Participants of this study were regular academic staffs selected from the seven schools of ASTU: School of Humanities and Law (SoHL), School of Engineering (SoEn), School of Business and Economics (SoBE), School of Natural Sciences (SoNS), School of Educational Science and Teachers Education (SoESTE) at Adama campus, and School of Health Science (SoHS) and School of Agriculture (SoA) at Assela campus.

To include reasonable number of representatives from each school, quota sampling method was used. About 15% -25% of the total population of each school was included in the current study. According to Human Resource office of ASTU, by the time the data for this study was collected (October 2012), there were 1142 regular academic staffs of which 1056 are male and 86 are females. Out of this, 192 regular non-expatriate academic staffs were selected for this study.

3.2. Data Gathering Tools

A six- step Likert scale survey questionnaire which includes five items on demographic data, 24 items on JS, 18 items on three major facets of OC and one open ended item was used to gather the required data. For measurement of OC, standardized questionnaire designed by Meyer, Allen, & Smith (1993) has been used. The questionnaire consists 18 items, six items on each facet of OC. Cronbach's Alphas of this questionnaire, according to the previous researchers who utilized the

instrument, were found to be .81, .82, .82, for AC, CC, and NC respectively.

Similarly, a modified version of Spector's (1993) JS Survey (JSS) was used to measure JS of the teachers on six major facets (*pay, promotion, supervisors, co-worker, fringe benefits, and Contingent rewards*). It is a six-step Likert scale format which includes 24 items, four items for each facet. Out of the 233 questionnaires distributed, 203 were filled and returned which is about 87% response rate. Out of these, only 192 questionnaires were analyzed.

3.3. Data Analysis

Various statistical packages were employed to analyze the quantitative data using SPSS software (version 16). First, negatively phrased items of both OC and JS questionnaires were reverse coded. Then the mean value of each facet was computed separately to facilitate the comparison between various groups.

The comparison was carried out at two levels. First, the mean values on different facets of JS and OC were compared to find out on which aspect of JS and OC the participants are more satisfied and committed. Then, one way ANOVA was conducted to compare the mean values of the seven schools on each facet of OC and JS. Again independent t-test was conducted to compare the mean values of the participants based on sex and marital status. During analysis, a mean value of 1 to 2.99 (out of total of 6) was interpreted as “low level”, 3 to 4.5 as “moderate level” and 4.5 to 6 as “higher level” of OC and JS. The correlation between demographic variables and the different facets of OC and JS were also computed. The qualitative data from the final item has been analyzed thematically.

4. Results and Discussion

4.1 Demographic Characteristics

Among the respondents, 172 (89.9 %) were male and 20 (10.42%) were female; 131 (68.23%) were married and 61 (31.77%) were single. With

regard to age, more than half, 101 (52.60%) were aged 26 to 35; 45 (23.44%) were between 36 and 45; 34 (17.71%) were between 20-25 year old. The remaining 12 (6.25%) were above 45 years. Out of the total participants, 77 (40.1%) have teaching experience of 5 to 10 years; 66 (34.38) less than 5 years; 22 (11.46%) 11-15 years; 27 (14.06%) greater than 16 years of teaching experience. This indicates that the majority of ASTU teachers is in their productive age and has less than ten years of teaching experience.

4.2 Organizational Commitment

The level of OC of the seven schools has been compared on each facet of OC as indicated in the following table.

Table 1: Summary of Mean Score of OC of Teachers of the Seven Schools of ASTU

Schools	Affective Commitment	Continuance Commitment	Normative Commitment	TOTAL
SoHL	3.5278	3.4556	3.1833	3.3889
SoBE	3.3333	2.1597	3.3056	2.9329
SoEn	3.3310	3.0548	3.2167	3.2008
SoHS	2.9000	3.1583	3.0500	3.0361
SoA	4.2544	3.1316	3.5526	3.6462
SoNS	4.1833	3.3333	3.5250	3.6806
SoESTE	3.7222	3.1481	3.4630	3.4444
TOTAL	3.5156	3.0573	3.2821	3.2850
<i>ANOVA(F-ratio)</i>	4.539	5.059	1.104	4.588

Table 1 shows that teachers' of ASTU have moderate level of OC ($M=3.28 \pm .66$). SoNS and SoA have the highest level of OC with average mean of ($M=3.68 \pm .40$) and ($M=3.64 \pm .43$) respectively whereas teachers with the lowest level of OC belong to SoBE ($M=2.92, \pm .94$) and SoHS ($M=3.04, \pm .72$). The result of one way ANOVA of the total mean

score of the seven schools ($F=4.59$) also confirms the presence of such variation among the schools.

The average mean on the three facets of OC: AC (3.52), NC (3.28) and CC (3.06), revealed that the teachers' AC to their organization is slightly better than their NC and CC. This means, the teachers have better emotional attachment to their Organization. However, the mean value of the teachers on each facet of OC significantly varies across the schools. AC is the highest for SoA ($M=4.25, \pm .51$), followed by SoNS ($M=4.18 \pm .98$) and SoESTE ($M=3.72, \pm .55$), but the lowest for SoHS ($M=2.9 \pm .55$). CC is high for SoHL ($M=3.46 \pm 1.38$) and SoNS ($M=3.33 \pm .75$), but the lowest for SoBE ($M=2.16 \pm .94$). There is slight difference of NC among the schools with the highest for SoA ($M=3.55 \pm .57$) and the lowest for SoHS ($M=3.05 \pm .75$). The results of ANOVA (F-ratio) on each facet of OC ($F=5.06$) for CC, ($F=4.54$) for AC and ($F=1.10$) for NC indicate that the above variation among the schools is significant and genuine except for NC.

The above result implies that the teachers at SoA and SoNS have better emotional attachment and better feeling of moral obligation to stay in ASTU. Contrary to this, teachers in SoHS have very less emotional attachment to ASTU. The result also implies that the teachers of SoHL and SoNS stay in ASTU mainly because they are afraid of the risks involved in leaving ASTU. They stay because they are compelled to do so. However, fear of risks has little significance in retaining the teachers in SoBE. Again, fear of risks seems to have the least overall significance in retaining ASTU teachers.

4.3 Analysis of Job Satisfaction

The Job Satisfaction level of the teachers had been measured from six dimensions: pay/salary, promotion, supervision, co-workers, fringe benefits, and contingent reward. The following table displays the average mean scores of the schools on each dimension.

Table 2: Mean score of job satisfaction of teachers of the seven schools of ASTU.

Schools	JS Pay	JS Prom	JS Sup	JS Co	JS Fr.b	JS Con.r	JS TOTAL
SoHL	2.1667	2.4750	4.4250	4.7083	2.3250	2.7667	3.1444
SoBE	2.1354	2.3125	3.8750	4.4896	2.1146	2.7188	2.9410
SoEn	1.8893	2.3571	4.1679	4.5714	2.0071	2.6536	2.9411
SoHS	2.5125	2.3250	3.0875	3.8875	2.1625	2.5125	2.7479
SoA	2.7368	2.5789	4.1316	4.6053	2.3684	3.1316	3.2588
SoNS	2.4875	2.7250	3.8250	4.4000	2.6625	3.2500	3.2250
SoESTE	2.3611	2.3333	3.2500	3.8611	2.2222	2.9722	2.8333
TOTAL	2.1966	2.4258	3.9766	4.4635	2.2005	2.7891	3.0087
(F-ratio)	4.78	.59	5.57	3.58	2.23	1.95	3.132

The mean scores in the above table depict that the overall level of JS of ASTU teachers is just on average ($M=3.00\pm.52$). The result also reveal that teachers in SoA ($M=3.26\pm.25$), SoNS ($M=3.23\pm.73$) have relatively better degree of JS whereas those from SoHS ($M=2.75\pm.43$), SoESTE ($M=2.83\pm.59$) are among the least satisfied. The result of a one-way ANOVA ($F= 3.13$) also confirms the significance of the above difference among the schools. The mean score on the different components of JS also reveals considerable difference among the schools. The teachers have the highest degree of satisfaction with co-worker ($M=4.46\pm.81$) followed by supervisors ($M=3.97\pm0.42$). On the other hand, the teachers' satisfaction with pay ($M=2.19\pm.79$), fringe benefits ($M=2.20\pm.79$) and promotion ($M=2.42\pm.95$) were found to be below average.

Variation also observed among the schools on each facet of JS. For instance, satisfaction with Pay/salary is the lowest for SoEn ($M=1.88\pm.62$) followed by SoBE ($M=2.13\pm.81$). This implies that the

teachers in these schools feel they are under paid in ASTU. In this regard, teachers in SoA seem to be relatively better satisfied.

In case of satisfaction with promotion, the highest score comes from SoNS ($M=2.73\pm 1.23$) followed by SoA ($M=2.58\pm .85$). SoBE has the lowest mean value ($M=2.31\pm 1.01$) on the same facet of JS. Again, the overall satisfaction with promotion is below average and the variation among the schools is insignificant ($F=.59$). This implies the absence of promotion across all schools of ASTU, a situation which is discouraging for the teachers.

Satisfaction with immediate supervisor is the highest for SoHL ($M=4.43\pm .99$) followed by SoEn ($M=4.17\pm .77$) and SoA ($M=4.13\pm 1.09$), but it is the lowest for SoHS ($M=3.09\pm .96$) and SoESTE ($M=3.25\pm 1.31$). The variation among the schools on this facet of JS is significant ($F=5.57$). The teachers' JS with co-worker is the highest for SoHL ($M=4.71\pm .69$) followed by SoA ($M=4.61\pm .70$) and SoEn ($M=4.57\pm .71$). Teachers with lowest level of satisfaction with co-workers belongs to SoESTE ($M=3.86\pm .79$) and SoHS ($M=3.89\pm 1.20$). Satisfaction with fringe benefits is relatively better among teachers of SoNS ($M=2.66\pm .93$), but the lowest for teachers in SoEn ($M=2.00\pm .72$). The teachers' overall satisfaction with fringe benefit ($M=2.20\pm .79$) is also far below average. This is another major source of dissatisfaction for teachers of ASTU next to pay/salary and promotion. The teachers' level of satisfaction with contingent reward is also below average ($M=2.79$). SoNS with ($M=3.25\pm 1.03$) and SoA ($M=3.13\pm .89$) have better degree of satisfaction with contingent reward, whereas the teachers in SoHS ($M=2.51\pm .55$) and SoEn ($M=2.65\pm .98$) have the least satisfaction with contingent reward.

4.4. JS and OC across Different Demographic Groups

The result of the independent sample T-test ($F= 0.59$) and ($p= .44$) revealed no significant difference between married and single and between male and female instructors on their overall level of OC. However, the ANOVA among different age groups ($F=2.91$ and $P= .036$) showed relatively significant difference on the level of OC. In this regard, senior staffs older than 45 were found to be relatively better committed

(Mean=3.77). However, length of experience in teaching caused no significant difference in OC.

The result of the independent variable T-test ($F=1.29$ and $P= 0.25$) revealed significant difference between male ($m=2.99$) and female ($m=3.14$) participants' overall level of JS. Females are better satisfied. However, the result of similar test between married and single participants ($F=.000$ and $p=.99$) indicated no difference at all. The ANOVA of overall level of JS across different age groups ($F=0.44$ and $P=. 72$) also showed insignificant difference among the groups. Similar test on total JS level of groups with different years of teaching experience also revealed no significant variation.

4.5 Analysis of Correlation

Table 3: Inter-correlation matrix between Age/teaching experience and the three facets of OC

	Age	AC	CC	NC	OC To	YTE
Age	1					
AC	.059	1				
CC	.152*	-.023	1			
NC	-.036	.517**	.094	1		
OC To	.093	.764**	.520**	.753**	1	
YTE	.763**	.157*	.105	-.002	.139	1

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

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

The correlation matrix in the above table indicates that Age positively correlates with AC, CC and over all OC, but the correlation is significant only for CC ($r=.152$, $p<.05$). The table also shows that the same variable is negatively correlated with NC. This indicates that as their age increase, teachers stay in their organization mainly due to lack of options. The

teachers' moral commitment to their organization fades away as they get older. The correlation matrix also shows that the teachers' YTE is positively correlated with AC ($r=.157$, $P<.05$) and overall OC ($r=.139$, $P<.05$), but negatively correlated with NC. This implies that the longer they serve in the profession, the more they will be attached to their organization psychologically, but the lesser they feel indebted to their organization.

It is also learned that Age is positively correlated with JS with pay, promotion, fringe benefits, and contingent rewards. Out of these, the correlation with pay ($r=.127$, $P<.078$), and fringe benefits ($r=.145$, $P<.05$) were found to be significant. Contrary to this, age was found to be negatively correlated with satisfaction with supervisors, co-workers, and total level of JS. This implies that pay and fringe benefit have stronger positive impact on the teachers' level of JS as their age increase. On the other hand, as their age increase, the teachers' satisfaction with their supervisors, their co-workers and their overall level of JS goes down. Similarly, the teachers' years of service in teaching is negatively correlated with their satisfaction with supervisor and co-workers, but positively correlated with the remaining three facets of JS.

The overall level of JS was also found to be positively and significantly correlated with the teachers' overall level of OC ($r=.244$, $P<.001$). This indicates that when they are satisfied with their job, teachers perform their work with better commitment. Yet, the correlation between total JS level and CC was found to be negative ($-.077$). This implies that when they are satisfied, the teachers stay not because of lack of option, but because of emotional attachment and feeling of moral obligation they develop to serve in their organization.

4.6 Factors that Affected OC and JS of Teachers

In this study, the participants were asked to list factors which, in one way or another, affected their OC and JS. A thematic analysis of the teachers' responses revealed that lack of incentives and promotion, teaching resources and office facilities, poor salary, lack of care for academic staff as compared to administrative staff, lack of sufficient social services such

cafeteria, housing /accommodation, community schools, instability of top management were among the factors that hampered the teachers' OC and JS.

The teachers feel that there are no appropriate promotion schemes for those who perform better. The following responses of a participant could help illustrate this:

“No promotion, no incentive. I had the rank of assistant professor when I went abroad for my PhD. I came back with my PhD after four and half year. I got nothing, nothing at all. So, I put my PhD in my cupboard because I have to wait for another three or four years to get promotion. It is really funny”. R79

In the above excerpts, the respondent expressed the fact that their endeavors had not been properly valued and rewarded. This result strengthens the quantitative result on the teachers' JS with fringe benefit and promotion. Such strong dissatisfaction will no doubt affect the teachers' performance.

The respondents also claim that limited resources and facilities such as teaching aids, laboratory facilities, offices facilities, and internet were among the major factors which affected their JS and OC:

- *“No convenient office for running various activities like reading, browsing the internet and, advising the students”* R-20
- *“The current available facilities like teaching learning materials, lab facilities and the like are not enough”* R-40

The low level of payment is the other most frequently mentioned cause for the respondents' dissatisfaction or low level of OC. The respondents feel that they are underpaid. The following words of the respondents clearly illustrate this.

- *“The payment given to us is very poor”* (R-2); *“Salary too low R-16; “Very poor salary (10X)”* R-81; *“Labour exploitation (meager salary)”* R-106; *“Unfair payment”*R-86; *“Incompatibility between the work done and the amount paid”* R-

14; “Payment which didn’t completely goes with my status and work” R-170

The expressions *very poor, too low, meager, unfair*, and the numerical value (10X) which most probably mean “ten times very poor” in the excerpts showed the teachers’ complete disappointment with their salary. This result strengthens the finding of the quantitative measure discussed above.

5. Conclusions

The result of the self-reported measures of JS and OC of the sample teachers of the seven schools of ASTU revealed that the teachers’ have moderate overall level of JS and OC. A comparison of mean scores on different dimensions of JS also showed that the teachers are better satisfied with co-workers and supervisors, but less satisfied with pay, promotion, and fringe benefits. There is also a significant variation among schools on different facets of JS and OC.

The high level of satisfaction with co-workers could be attributable to intellectual quality of the teachers which make them respect each other and the lesser frequency of contact that they have with each other. Similarly, the higher level of satisfaction with immediate supervisors such as department heads could be attributable to the recent trend of appointment which allows the staff to take part in the appointment of their department heads. This can positively contribute towards creating favorable working environment and increasing the performance of the teachers.

On the other hand, the teachers’ lower level of satisfaction with *pay, promotion*, and other *fringe benefits* could be attributable to various reasons. One among such factors could be the rising cost of living which is rapidly and continuously growing against the stagnant salary of the teachers. The big difference between the payment for the target teachers and the expatriate teachers with similar academic status could also be mentioned as another source of the respondents’ dissatisfaction with pay. The low level of satisfaction with *promotion, fringe benefits* and

contingent reward, which is almost the same across all schools also revealed the absence of appropriate package of staff promotion and encouragement in ASTU. This, I feel can have negative impact on the teachers' classroom performance which in turn affects students' academic achievement.

The analysis of the correlation revealed that the teachers' commitment due to feeling of moral obligation to serve in their organization fades away as they get older. Again, as the teachers' age and years of service in teaching increases, their satisfaction with pay and fringe benefit become higher, but their satisfaction with supervisors and their co-workers and their overall level of JS goes down. Though identifying the reasons for such relationship requires further studies, I personally feel that the dissatisfaction of the senior staffs may emanate from the need to pursue their own interest and their confidence to do things independently. Although they have served for long time in the profession, these senior staffs are not given appropriate reward or promotion like that of professionals in other organizations. This could also be mentioned as a source of senior teachers' dissatisfaction.

In general, although the overall level of JS and OC of academic staff of ASTU is moderate, it does not seem to be enough to bring the required quality of education because teachers of those schools with larger student population have the lowest level of satisfaction and commitment. As discussed in the literature above, teachers who do not have sufficient level of JS and OC cannot properly execute their professional responsibilities and deliver appropriate knowledge to their students (Hughes, 2006; Malik et al., 2010). Therefore, it could be argued that having teachers with such level of satisfaction and commitment in a higher institution hinder the current attempt of the Ethiopian government in improving the quality of education in the country.

6. Recommendations

In response to the above results, I, the researcher, personally feel that taking the following measures could help ASTU improve the JS and OC

of its teachers, and retain better qualified academic staff that can boost the quality of education delivered by the university.

- establishing clear promotion and incentive schemes ;
- initiating grand projects and consultancy firms which can bring professional as well as financial gains for the academic staff;
- investing more on laboratory equipment and other educational inputs;
- establishing management facilities which provide appropriate supportive service with proper care and respect for the academic staff;
- providing appropriate office facilities, internet services and improving the quality of the social services such as staff lounge, housing facilities, community schools;
- involving staffs in the election of top management of the universities so that managers will be more accountable;
- further studies with more samples from other public universities could also help in obtaining countrywide information on this issue. It may also create opportunities for universities identify their strengths and weakness and share their good experiences.

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