

Research Article

Assessment of Teachers' Job Satisfaction and Professional Commitment at Sekota College of Teachers' Education

Bekele Askade^{1,*} , Mulugeta Yeshitila² , Wassie Melaku² 

¹Department of Language, Sekota College of Teachers Education, Sekota, Ethiopia

²Department of Education and Behavioral Science, Sekota College of Teachers Education, Sekota, Ethiopia

Abstract

This study investigates job satisfaction and professional commitment among teachers at Sekota College of Teachers' Education, recognizing that teacher effectiveness and involvement are crucial for positive educational reforms. Given the belief that happier employees are more engaged, the research aims to assess teachers' feelings, behaviors, and performance in their roles. Employing a quantitative methodology, the researchers utilized a descriptive survey design, gathering primary data through questionnaires distributed to 65 teachers, of which 60 completed the survey, resulting in a 92% return rate. Secondary data were also collected from published literature. The data were analyzed using SPSS version 25.0, employing descriptive statistics to summarize participant characteristics and a one-sample t-test to evaluate levels of job satisfaction and professional commitment. Results indicated that teachers reported low job satisfaction across various dimensions, including workload, working conditions, income, promotional opportunities, and relationships with colleagues. On the other hand, teachers expressed high degree of professional commitment: affective, continuance and normative commitment. To summarize, the study suggests that improving overall job satisfaction is key to boosting retention, and suggests methods such as matching salaries to inflation and living costs, delivering suitable compensation and benefits, upgrading work environments and nurturing good relations among staff. This is an important step toward improving the low job satisfaction of teachers and strengthening their professional commitment to their work, which in turn is highly beneficial to the education system.

Keywords

Job Satisfaction, Professional Commitment, Affective Commitment, Continuance Commitment, Normative Commitment

1. Introduction

Organizations require motivated employees who will put forth effort and willingness to do their work to be effective and competitive. The term originates from "motivation," referring to an active expression of a need or desire that needs fulfillment. Many experts concur with the ideas mentioned earlier; emphasizing that educators and researchers should persist in finding strategies to prevent teachers from leaving

the profession and to retain the most capable ones in the classroom. [1] due to the ongoing scarcity of teachers [2]. More importantly, it appears that teacher dissatisfaction is a major reason why teachers leave their jobs in many countries [3]. Teachers are in short supply these days as a result of instructors' sporadic departures from the profession. Furthermore, studies show that teacher attrition is a major issue

*Corresponding author: bekeaskade@gmail.com (Bekele Askade)

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in the world today [4]. This demonstrates the reality of a problem that needs to be addressed. There are still many children in school, and it is expected that they will receive an education that will enable them to contribute to society.

Parents, legislators, and education officials all expect highly qualified educators in all educational institutions. Even parents prefer that their children be taught by qualified, experienced professionals. As a result, a link can be seen between teacher job satisfaction, educational quality, and student achievement. However, given that a growing number of teachers are leaving their jobs and that dissatisfaction is associated with lower productivity, research into teacher satisfaction is becoming increasingly important [5].

A study was carried out by [6] to examine the connection between organizational commitment and teachers' job satisfaction at a primary school in Bonga, Ethiopia. The results suggest that enhancing the work environment to make it more supportive and fulfilling, offering improved training and development opportunities, strengthening leadership and management support, fostering accountability, and engaging teachers in school-level decision-making all contribute to increasing teachers' job satisfaction.

A study which explores job satisfaction among secondary education teachers in Ethiopia, highlighting the impact of working conditions on instructors' overall contentment. Key factors examined include salary, fringe benefits, administrative support, school management, leadership style, and workload. Additionally, the research considers the significance of interpersonal relationships—such as those between teachers and colleagues, principals, supervisors, and parents. It also assesses fundamental job characteristics, including the nature of the work, responsibilities, recognition, opportunities for advancement, and promotions. Furthermore, the study investigates the relationship between demographic variables and levels of job satisfaction.

In both private and public schools in Lucknow city, [7] handled, modified, or monitored several traits or aspects, including teaching effectiveness, dedication to the profession, and work fulfillment. One of the study's key conclusions is that secondary school teachers who are happier at work are more dedicated to their pupils, society, their profession, pursuing excellence in their work, and the school's fundamental values (p. 48). He concluded that educators who are more dedicated to the work they do in the classroom do better when it comes to instruction and other educational duties.

Teachers in Taiwan's secondary schools who took part according to the research conducted by [8] said the educators in the study's area were content with their jobs. Researchers compared respondents based on variables like age, educational attainment, and gender. According to their evaluations, female teachers are more content than male educators. Teachers with doctorate degrees are happier than those without. While older teachers are happier than their younger counterparts, teachers with higher ratings are happier than the average. Similar findings from a study on indicate that

teachers in the target area were not happy with their instruction [9]. Based on the author's observations of various factors such as teachers' dedication to their work and their overall satisfaction, the findings clearly indicate that teachers who are more committed tend to be more content with their jobs than those who are less dedicated. Additionally, schools often exhibit low levels of job satisfaction among staff and provide substandard teaching and learning environments.

The primary factors contributing to low job satisfaction and commitment among teachers in the Hadiya Zone include inadequate teaching and learning facilities, limited benefits, transportation challenges, high staff turnover, housing issues, and weak relationships between teachers and principals [9]. However, the analysis did not account for other significant problems affecting teachers, such as excessive workload, unclear implementation of rules and regulations, limited participation in decision-making, employee relations issues, and ineffective leadership strategies. Despite these overlooked issues, the ongoing problems continue to impact students' academic performance.

Most of the instructors at Sekota Teachers' Education College have regularly blamed and complained about the following: Poor working environment and facilities, workload, lack of recognition, little or few fair opportunities for promotion, unfairness, lack of training on educational issues, unclear execution of laws and regulations, lack of participation in decision-making, insufficient supervision, and lack of training on instructional difficulties. As a result, the main problems at Sekota Teachers Education College include teachers who frequently miss class, behave violently, quit their jobs and start side businesses.

Unlike previous studies, this research centered on assessing teachers' job satisfaction and professional commitment specifically at Sekota College of Teacher Education. The researchers employed a different level of education, focusing on college-level educators, and utilized distinct location and research design methods compared to earlier studies. By doing so, they aimed to address existing gaps in the literature and establish foundational research questions for this context.

2. Materials and Methods

2.1. Research Design

This study aims to evaluate the job satisfaction and professional commitment levels of teachers at SCTE. To address the research questions and objectives, a descriptive survey design was employed. This approach was chosen because it effectively facilitates the assessment of the current state of the subjects being studied. Moreover, it is economical and rapid to data collection from a small group of individuals [10]. Similarly, descriptive study design enables the researcher to explain the variables under study and obtain regression models for predicting independent variables [11]. The quantitative data was gathered through a self-reporting questionnaire that included

eight subscales for job satisfaction (satisfaction related to the work itself, workload recognition, working environment, income-related factors (payment), level of satisfaction with responsibility, promotion opportunities, teacher's relationship in college), as well as three components of professional commitment (affective, continuance, and normative).

2.2. Data Sources

The research utilized both primary and secondary data sources. Teachers provided primary data, as their practical experiences offered valuable insights into the current state of job satisfaction and professional commitment among educators. The secondary sources, on the other hand, came from literary sources. This data was compiled from secondary sources, including published material [12]. The data for the study came from published studies, articles, and journals.

2.3. Sample Size and Sampling Techniques

Out of 6 departments in Sekota College of Teacher Education, all of them were considered for study. There were a total of 85 teachers at the college. The researchers selected the entire population of teachers as the sample for the study. The reason for choosing all teachers was to obtain data from a diverse group representing various characteristics such as gender, age, qualifications, and work experience. Additionally, the total number of teachers was manageable for data collection and analysis. Out of all the teachers assigned to the college, 20 were excluded from the study due to being absent for various reasons. As a result, a total of 65 teachers participated in the study through comprehensive sampling.

2.4. Data Collection Instruments

A survey was conducted to collect key information concerning the job satisfaction and professional dedication of instructors at Sekota College of Teacher Education.

A questionnaire, in the perspective of [13] is a very suitable data collection instrument for getting more detailed information from a widely scattered sample population and expense, and it offers a high proportion of useful results. The questionnaire is also shown to be more favorable in that participants can respond to questions knowing that their answers would remain anonymous, which may encourage them to be more honest than they would be in a personal interview, particularly when dealing with sensitive topics.

A variety of items from questionnaires measuring job satisfaction and professional commitment were employed. Although both job satisfaction and professional commitment are inherently difficult to quantify, measures were taken to include multiple aspects of these constructs, based on established theoretical models and prior research. The Teachers' Job Satisfaction Questionnaire (TJSQ) evaluates teachers' satisfaction across eight areas: the nature of the work, workload and recognition, the working environment, in-

come-related factors such as salary, satisfaction with responsibilities, opportunities for promotion, and relationships with colleagues. [1].

Most of the components in job satisfaction surveys are derived from scales that have been utilized in the past. A team of researchers from the University of Damman in Saudi Arabia developed the instrument. [1] indicated a reliability score of 0.76 for the entire scale in their study aimed at validating the Academic Job Satisfaction Questionnaire (AJSQ).

Similarly, using the professional commitment scale (PCS) developed by [14] professional commitment was operationalized. The original test was developed with the particular goal of assessing how committed teachers are to their teaching professions. The scale assesses affective commitment (AC), continuation commitment (CC), and normative commitment (NC), three different aspects of commitment.

2.5. Procedures of Data Collection

In the process of collecting the data from teachers, the first approval was given by the college deans. Teachers were also asked if they wanted to participate in the study. Cover letters accompanying the questionnaire explain the goal of the study and ensure participants that any information they contribute will be kept confidential. In addition, respondents were given detailed instructions on how to complete and submit the questionnaires. The justification for providing precise instructions and maintaining information confidentiality is that doing so considerably reduces the probability of receiving biased responses [15]. The data that was collected through the question was entered into ODK V V3.1 and then exported to SPSS version 25.0 software for statistical analysis. The data was also checked; for its distribution and outliers before analysis.

2.6. Procedures and Methods of Data Analysis

Once the data was processed and cleaned, a total of 78 questions pertaining to job satisfaction and professional commitment were crafted for the final analysis. The questionnaire items utilized a 5-point scale, where 1 represented "strongly disagree" and 5 represented "strongly agree." Although there are no definitive scores that can clearly categorize an individual as satisfied or dissatisfied, we cannot presume that there is a specific score that serves as a dividing line between satisfaction and dissatisfaction. However, [16] pointed out that two approaches might be used when weighing customer satisfaction versus discontent for samples or individuals. The first approach is the normative method, which assesses an individual's feelings of contentment by contrasting them with the satisfaction levels of others in the sample. The second option is the absolute method, which randomly assigns values to indicate satisfaction versus dissatisfaction.

The data was entered into ODK V V3.1. Once the data was

coded, entered, and cleaned, various descriptive statistical methods were applied to address the study's objectives. The data was then exported to SPSS version 25.0 for statistical analysis. Additionally, the data was examined for its distribution and any outliers prior to analysis. Descriptive statistics were utilized to summarize the characteristics of the participants. The collected data was analyzed through the Statistical Package for the Social Sciences (SPSS) version 25 during the quantitative phase of the study. To assess the instructors' current levels of job satisfaction and professional commitments, the mean, frequency, standard deviation, and one-sample t-test were employed.

3. Result

The main goal of this research is to evaluate the job satisfaction and professional commitment of teachers at Sekota College of Teacher Education. To achieve this, specific aims and questions were developed, relevant literature was examined, and both primary and secondary data were gathered via a questionnaire. Given the type of data, a quantitative analysis was conducted to address the fundamental research questions after the raw data was organized, interpreted, and analyzed.

3.1. Teachers' Level Job of Satisfaction

In exploring job satisfaction, there are no clear or definitive

indicators to determine whether an individual feels content or discontent. In this regard, different researchers have proposed their suggestions, yet a universally accepted metric is not available. For example, [16] highlighted that when it is necessary to assess satisfaction against dissatisfaction for individuals or groups, two approaches can be utilized. The first approach is the normative method, which evaluates an individual's satisfaction level in comparison to others in the sample, while the second approach is the absolute method, where arbitrary numerical values are assigned to represent satisfaction and dissatisfaction.

In this study, the job satisfaction questionnaire employs a 5-point Likert scale, where Strongly Agree is scored as 5, Agree as 4, Undecided as 3, Disagree as 2, and Strongly Disagree as 1. We can interpret that agreement with positively-worded items and disagreement with negative-worded items reflect satisfaction. Conversely, disagreement with positive items and agreement with negative items indicate dissatisfaction. To ensure consistency, negative-worded items are reverse coded before calculating the mean score. A mean score below three suggests dissatisfaction (ranging from slightly dissatisfied to strongly dissatisfied), while a score above three indicates satisfaction (from slightly satisfied to strongly satisfied). A mean score exactly equal to three signifies a neutral stance, neither satisfied nor dissatisfied.

Table 1. A summary of teachers' level of job satisfaction.

One-Sample Test						
			Test Value = 3			
	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Mean Difference
Level of teachers' job satisfaction on work itself	2.9843	.94470	-.129	59	.898	-.01574
Level of teachers' job satisfaction on workload	2.5619	.73499	-4.617	59	.000	-.43810
Level of teachers' job satisfaction on recognition	2.2926	.83749	-6.543	59	.000	-.70741
Level of teachers' job satisfaction in the working environment and facility	2.2367	.78675	-7.515	59	.000	-.76333
Level of teachers' job satisfaction on Income related condition (Payment)	2.1190	.70240	-9.715	59	.000	-.88095
Level of Teachers' job satisfaction on Responsibility	2.6767	.97570	-2.567	59	.013	-.32333
Level of teachers' job satisfaction Promotion opportunities	2.3733	.80124	-6.058	59	.000	-.62667
Level of teachers' job satisfaction on teachers' relationship in college	2.9198	.97588	-.636	59	.527	-.08016
The total level of job satisfaction	2.5205	.67025	-6.400	59	.000	-.54571

As shown in Table 1 above, the overall job satisfaction score for teachers was evaluated for its significance, resulting in a mean score of (M=2.5205) and a standard deviation of (SD= .67025). This suggests that teachers’ overall satisfaction in the study area is significantly lower than the hypothesized

average of 3. The findings imply that teachers are not satisfied with their current positions at the college. Since job satisfaction is crucial for success, this dissatisfaction is noteworthy. The accompanying histogram illustrates how the mean scores of overall job satisfaction are distributed around this average.

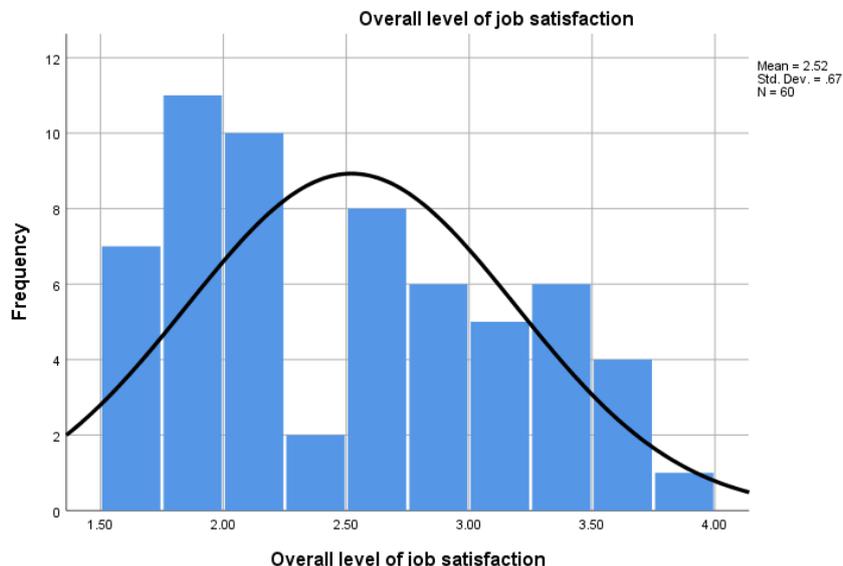


Figure 1. A figure showing teachers’ overall job satisfaction.

3.2. Level of Teachers’ Professional Commitment

Committed teachers are those who sincerely think that teaching energizes them, as opposed to those who have lost faith and put less effort into their work. To achieve better results, a passionate instructor can excite students and develop a love of studying in them [17].

According to [18] committed teachers are characterized by their dedication to their students’ success. Committed teachers

are teachers who are enthusiastic about their vocation and play excitement, passion, ambition, enthusiasm, and energy. These characteristics characterize teachers who are willing to challenge the status quo and make a difference in their classroom practices and profession. Because of their commitment to teaching and learning, they will be able to create something new, something that evolves with time, and something genuine.

Having this in mind the overall professional commitment of teachers was assessed and the result is summarized in the following table.

Table 2. A summary of teachers’ level of overall professional commitment.

One-Sample Test						
	Test Value = 3					
	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Mean Difference
Level of teachers’ affective commitment	4.1767	.63576	14.336	59	.000	1.17667
Level of teachers’ continuance commitment	4.0944	.77104	10.995	59	.000	1.09444
Level of Teachers’ normative commitment	3.8767	.65052	10.439	59	.000	.87667
Overall Professional Commitment	4.0493	.41408	19.628	59	.000	1.04926

As demonstrated in the table above, the overall mean score ($M=4.0493$) with a standard deviation ($SD=0.41408$) was utilized to assess the level of teachers' overall professional commitment. The teachers' responses significantly exceeded the hypothesized mean, as indicated in Table 2. This higher average and standard deviation suggest that the teachers in the sampled college are statistically dedicated to continuing their

profession. Despite substantial expectations from the college administration and other stakeholders, the teachers demonstrate a strong commitment to their current roles. The accompanying histogram illustrates the teachers' overall commitment, clearly showing that their responses are above the expected mean.

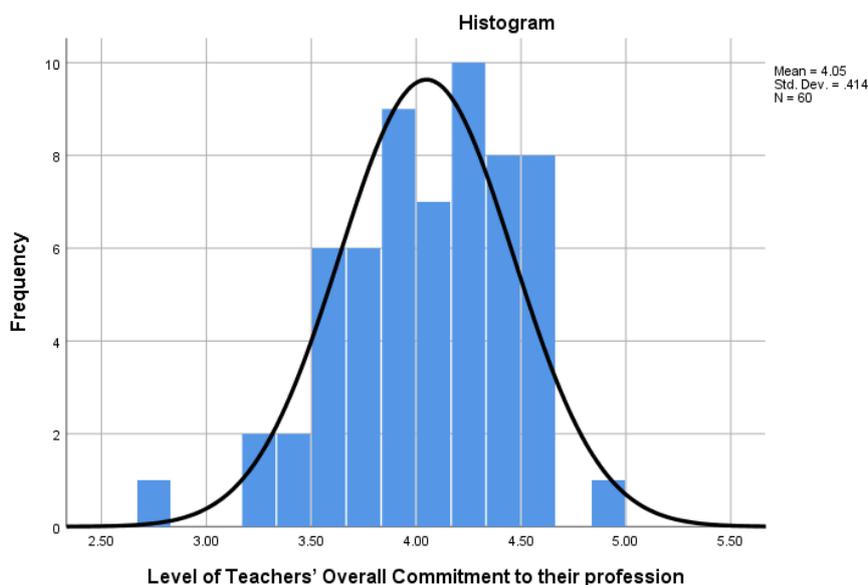


Figure 2. A Summary of teachers' level of overall professional commitment.

4. Summary, Conclusion, and Recommendation

4.1. Summary

The overall aim of this study is to evaluate teachers' job satisfaction and their professional commitment at Sekota College of Teacher Education. To achieve this, the study was guided by the following specific objectives:

- 1) To identify the current status of teachers' job satisfaction at Sekota College of Teachers' Education.
- 2) To identify the current status of teachers' professional commitment at Sekota College of Teachers' Education.

To accomplish the intended goals, information was gathered from both original (primary) and existing (secondary) sources. It was comprised of a questionnaire for teachers teaching at Sekota College of Teachers Education. The questionnaire administered for teachers comprises three parts: demographic characteristics of the respondents, The Teachers' Job Satisfaction Questionnaire (TJSQ) which is planned to measure teachers' job satisfaction in eight areas: (satisfaction related to the work itself, workload recognition, working environment, income-related factors (payment), level of sat-

isfaction with responsibility, promotion opportunities, teacher's relationship in college) and the third part of the questionnaire comprises questions related to professional commitment which assesses affective commitment (AC), continuation commitment (CC), and normative commitment (NC), three different aspects of commitment.

The data were gathered utilizing ODK Version 3.1 and subsequently exported to SPSS version 25.0 for statistical analysis. Prior to analysis, the data were examined for normal distribution and outliers. Participant characteristics were summarized using descriptive statistics. The analysis involved descriptive methods such as frequency distributions and cross-tabulations, and a one-sample t-test was employed to compare teachers' satisfaction levels in the specified areas against the expected mean. Based on the analysis and the study's research questions, the following summary has been developed.

4.1.1. Teachers' Overall Job Satisfaction

To check employee levels of satisfaction with their job, scholars suggested two approaches in the literature for estimating. The first method is referred to as the normative approach and it contrasts an individual's level of satisfaction with that of other people in the sample. The second strategy, known as the absolute strategy, allocates numbers at random

to represent satisfaction and discontent. We can infer that agreement with positively phrased items and disagreement with negatively phrased items indicate satisfaction, while disagreement with positively worded items and agreement with negatively worded items reflect dissatisfaction, considering that the job satisfaction survey employs a 5-point Likert scale. A mean score below three may occur because negatively worded items are reverse-coded, with scores below three suggesting mild dissatisfaction.

- 1) Of all the factors that were picked, the mean score for work itself ($M=2.9843$ and $SD=.94470$) were higher than the expected mean. It suggests that even though their work was not up to par, teachers were generally unhappy with the nature of what they were doing. This, having negative feelings about the work itself, should not be disregarded because it has a substantial impact on total job satisfaction and determines what they do next. In agreement with this, [19] claimed that an employee's degree of job satisfaction is significantly influenced by the type of work they undertake.
- 2) The overall mean scores of teachers in the college about workload were found to be ($M=2.5679$, $SD=0.73499$). this is lower than the expected mean. This dissatisfaction may result in weak performance of teachers in the achievement of teachers in the attainment of desired goals of the college. Teachers have different duties in the college including teaching, preparing lesson plans, participating in community service projects, and conducting research. These obligations of teachers may not only add to their workload but also have a detrimental impact on their level of job satisfaction [20]. Workload according to Herzberg's hygiene or maintenance factors, either facilitates or impedes job satisfaction. From this, it is possible to conclude the dissatisfaction of teachers with the workload in the college impedes the teachers' active involvement in the college.
- 3) The most valuable resources in educational institutions are the students and the teachers. Administrators at colleges must respect, appreciate, and value teachers. Teachers are more likely to feel competent, capable, and valued when administrators take these needs into account and provide for them. Thus, it can be concluded that teachers' disappointment and subsequent loss of job satisfaction are caused by students, parents, colleagues, college administrators, and significant others' lack of respect and appreciation for them. Regarding, the mean score is 2.2926, with a standard deviation of 0.83749. This demonstrates that college teachers in the study area are not well recognized. This, lack of recognition may play a significant role in teachers' activity in the implementation of instructional objectives of the college.
- 4) The overall average score for teachers is 2.2367, accompanied by a standard deviation of 0.78675. This indicates that the quality of the working environment and the necessary equipment for performing their roles were

insufficient. The facilities and operational procedures in the study area fell short of the standards expected by the teachers. The working environment encompasses the college building's infrastructure, classrooms, furniture, and other interior elements, along with access to computers, telephones, fax machines, the internet, and other communication resources. Greater access to facilities like computers and teaching aids, as well as clean and well-maintained offices, tends to enhance job satisfaction. However, at Sekota College of Teachers Education, where the research was conducted, teachers express dissatisfaction regarding the availability of equipment and facilities, which could negatively impact the college's success.

- 5) Payment (Salary) will be regarded as an external component that influences job satisfaction. Compensation hikes will greatly increase teachers' job satisfaction. An increase in teachers' ratings of job satisfaction and plans to continue teaching corresponds to an increase in their satisfaction with their remuneration. Employees who choose a job because of a good salary were more likely to be satisfied with their jobs, among other reasons. The Expectancy theory, which holds that people feel unhappy when their perceived efforts are not met, was used to explain the negative consequences on their job satisfaction. Regarding the salary, the mean score ($M=2.119$) with ($SD=0.7024$) regarding the teachers' satisfaction with their pay is significantly different (lower than) from the hypothesized mean, which may have a direct impact on the overall satisfaction of the teachers. This, dissatisfaction in the job may result in low performance of teachers in their daily roles.
- 6) The ability of the teacher to handle all of the activities given in the college as well as additional ones is referred to as responsibility. Teachers who have the opportunity to handle real-world challenges, have their bosses' support and actively participate in the teaching and learning process may have higher work satisfaction, motivation, and effective decision-making [21]. The reality being this, teachers were asked and the result was a mean score of 2.6767, with a standard deviation of 0.97570, indicating that survey respondents felt relatively poorly about their abilities to carry out their obligations, as their satisfaction is found to be low which in turn affects the teachers' willingness to perform the tasks effectively.
- 7) A promotion, based on the Expectancy Theory, serves as a concrete recognition of an employee's commitment and achievements. Educators advance to higher positions due to their increased efforts, which are rewarded with higher salaries and recognition. This leads to improvements in salary, prestige, and acknowledgment. The research explored various aspects of teachers' work that influence their feelings of satisfaction or dissatisfaction. Elements such as the workplace environment, relationships with colleagues, and job-related factors

were examined. The overall average score representing teachers' job satisfaction was evaluated, yielding a mean score that was lower than expected ($M=2.3733$) with ($SD=.80124$). This dissatisfaction concerning promotional opportunities adversely affects teachers' engagement in their daily tasks.

- 8) According to [22] interpersonal ties between teachers within the college community influence both job satisfaction and the likelihood that teachers will continue in the workplace and the profession. As a result, the respondents' responses to their level of satisfaction were poor. The instructors' level of satisfaction with their relationship was low ($M=2.9198$) with a standard deviation of ($SD=.97588$). This indicates that there were poor working connections between personnel and management in the study region. When students are dissatisfied with their occupations and contacts with management organizations, they suffer just as much as teachers do. The management systems may help instructors feel less pressured, increasing their job satisfaction.
- 9) It can be observed from the analysis that the mean score for overall job satisfaction of teachers in Sekota College of Teachers Education ($M=2.5205$) with a ($SD=.67025$) is just below the boundary ($M=3$), which indicates that the teachers are not satisfied with their job in the college under study. This average score is so low that it cannot be inferred that college instructors are unhappy with their work (the nature of the job). These numbers of unsatisfactory reports could be some of the factors that affect the college not to achieve its organizational objectives.
- 10) Teachers in SCTE generally had very low job satisfaction, which raised concerns about their performance. The college's main goal is to prepare instructors with the abilities and qualities required to benefit society. Teacher educators who are happy in their jobs play a critical part in achieving the predetermined aim. But on the contrary, teachers who are not satisfied can hurt desired goals of the college. According to various research, workers who are happy in their jobs are more likely to produce higher-quality work. If so, it's important to understand that instructors' negative attitudes toward their work can hinder their effectiveness. As a result, attaining the desired level of college trainees may be unattainable.

4.1.2. Teachers' Overall Professional Commitment

The professional commitment of teachers in the study area was assessed. In the process of assessing the professional commitment of teachers professional commitment scale (PCS) developed by Meyer & Allen, (1997) was operationalized. The scale is used to assess affective commitment (AC), continuation commitment (CC), and normative commitment (NC), three different aspects of commitment. From the assessments made the following results were found to be the score of the professional commitment of teachers in Sekota College of Teachers Education.

- 1) The average score for teachers' affective commitment ($M=4.1767$) alongside a ($SD=.63576$). The calculated mean and standard deviation suggest that the affective commitment of teachers at Sekota College of Teacher Education was significantly higher than the expected mean (which was 3); this suggests that educators feel devoted to their profession within the college, reflecting a positive commitment to their work. Teachers who exhibit a high level of affective commitment choose to remain in their positions because they genuinely want to. Individuals committed on an emotional level continue their association with the organization because they perceive their personal job relationship as aligned with the organization's goals and values.
- 2) Affective professional commitment in education refers to teachers' emotional connection to identification and participation in the teaching profession. Its objectives regarding the 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 sacrifices do further than regular potential and to tolerate challenging situations ([23, 24]). This was approved from the result of the teachers' questionnaire that teachers in the college have positive attitudes towards their profession.
- 3) Regarding the continuance commitment, the overall mean score ($M=4.0944$) with a standard deviation (SD) of (0.77104) was used to test the relevance of instructors' continuance commitment. The responses from the teachers are significantly higher than the hypothesized mean. The higher mean and standard deviation imply that the teachers in the sampled college were statistically committed to continuing their profession.
- 4) Continuance commitment in education pertains to commitment that is founded on the advantages and disadvantages associated with remaining in the profession [25]. It reflects the degree to which individuals feel compelled to stay in the teaching profession due to a shortage of alternatives or potential challenges arising from departing their [24]. It encompasses the economic pressures that compel professionals to stay committed to the profession and its principles [26]. Educators with continuance professional commitment choose to remain in the teaching field because the repercussions of leaving are significantly costly for them. The result gained from the questionnaire contradicts the result of the affective commitment where teacher's score in the continuance teachers score is lower than the expected mean which indicates teachers have negative don't have continuance commitment in the college.
- 5) As far as normative commitment is concerned, the mean score is an overall mean score ($M=3.8767$) with a ($SD=.65052$), which is the same as the continuance commitment. Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high

degree or level of satisfaction feel that they ought to remain committed to the organization. The score of teachers' questionnaires proved that teachers in Sekota College of Teachers Education are willing to remain in the institution.

- 6) A. Cohen described normative commitment as an individual's attitude, encompassing emotion, belief, and intention of behavior regarding their work [27]. Various factors can influence the extent of satisfaction related to teachers' commitment to the institution. For instance, the interactions among teachers, the rapport between teachers and students, the quality of the work performed by teachers, and the working conditions may lead to insufficient normative commitment among teachers.
- 7) Concerning the overall commitment of teachers to their profession is concerned, the overall mean score ($M=4.0493$) with a standard deviation (SD) of (.41408) was found to be the overall score of teacher's professional commitment which indicates the level of teachers' professional commitment in the college is higher than the mid score (undecided) which is 3. The higher mean and standard deviation indicated that the teachers in the sampled college were statistically committed professionally. The administration of the college and stakeholders need to do a lot to make teachers more committed to their profession.

4.2. Conclusion

This study looked at the job satisfaction of teachers in eight areas (satisfaction related to the work itself, workload recognition, working environment, income-related factors (payment), level of satisfaction with responsibility, promotion opportunities, and teacher's relationship in college), as well as their professional commitments in three areas (affective commitment, continuation commitment, and normative commitment). The findings described above lead to the following conclusions.

The majority of teacher educators were dissatisfied with their jobs overall. Teachers in college, in particular, were dissatisfied with the work itself, workload recognition, working environment, income-related factors (payment), level of satisfaction with responsibility, promotion opportunities, and teacher's relationship in college. As far as the order of satisfaction of teachers towards the job is concerned, job satisfaction on work itself comes first with a mean score of 2.9843 which is closer to the expected mean, teachers' job satisfaction on teachers' relationship in college comes second with the mean score of 2.9198 which is also somehow closer to the mid score (3), the third is job satisfaction on responsibility with a mean score of 2.6767, job satisfaction on workload comes forth with the mid score of 2.5619, teachers' job satisfaction promotion opportunities are found to be fifth a mean score of 2.3733, the sixth scores is job satisfaction on recognition with a mean score of 2.2926, teachers' job satisfaction on working environment and facilities is the seventh with a

mean score of 2.2367, the list score is from teachers' job satisfaction on Income related condition (Payment) 2.1190. from this, it is possible to conclude that income-related conditions (payment), working environment and facilities, and job satisfaction on recognition are the factors that are highly affecting teachers' job satisfaction in the study area.

As far as teachers' professional commitment is concerned, teachers teaching at Sekota College of Teachers Education have shown professional commitment. An overall mean score of 4.0493 showed how committed teachers are. With a sense of belonging, and care about the fate of the college, the majority of teacher educators in the college feel a duty to stay and underestimate the consequences of quitting the institution at any moment. They have relatively higher continuance and normative commitments. Concerning the score of affective commitment comes first with a mean score of 4.1767, teachers' continuance commitment comes second with a score of 4.0944, and normative commitment is third with a mean score of 3.8767.

4.3. Recommendation

According to the results of the study, the following are the potential areas of intervention proposed as recommendations that could increase the existing low-level teachers' job satisfaction and strengthen the professional commitment they possess.

- 1) One could argue that initiatives should be implemented to enhance the overall job satisfaction of teachers. Those involved should engage in intentional measures to boost teachers' satisfaction with these job dimensions, allowing them to continue working and investing their efforts in the teaching and learning process for the benefit of students. Consequently, college administrators, the Regional Education Bureau, and other relevant parties need to be vigilant in frequently evaluating job satisfaction levels and the professional dedication required to respond accordingly.
- 2) Inadequate salary hurts the status, efficacy, and morale of teachers, as well as the quality of the educational system and the nation's overall growth. As a result, it is critical to ensure that teacher salaries are linked to inflation and living costs. Given the instructors' great dissatisfaction with their salary, the government of FDRE, the Amhara National Regional Education Bureau, educational authorities, and other stakeholders should be aware of the importance of implementing suitable compensation and benefits for teachers. This will ultimately improve the overall quality of the educational system as well as the instructors' satisfaction, motivation, and effectiveness.
- 3) The result of this study should serve as a warning to the management of Sekota College Teachers Education and other similar educational institutions, reminding them that they must make teacher educators extremely satis-

fied with their work to prevent the formation of less satisfied teacher educators or to retain their job satisfaction.

- 4) College administrators are supposed to provide a satisfying work environment and facilities for the staff members of the college. Since senior staff employees who stayed at the college longer had somewhat higher expectations of recognition, development, and financial advantages, understanding their demands may lead to improved attitudes. The administration of the college should therefore establish suitable working conditions and facilities and prepare the appropriate instructional materials.
- 5) Educational authorities should create systems for incentives to teachers (non-salary incentives), which might include transport benefits, health insurance, interest-free loans (low-interest loans) for home purchases and construction, as well as other forms of teacher housing. Different projects can be designed to create income that might be distributed to the teachers.
- 6) Educational authorities should properly recognize teachers. The stakeholders should also be tasked with educating the general public on the importance of the teaching profession to society. The importance of expressing teachers' love and gratitude for the work they do cannot be overstated. This will be required to elevate teachers' professional standing, and it will also have a big positive impact on how well educational systems are managed.
- 7) Positive worker relationships in the educational environment should be practiced by the college administration since they favorably promote teacher support, emotional health, and job satisfaction. Therefore, the college administration should foster a work environment that fosters positive interpersonal interactions. Positive relationships with the deans, students, and stakeholders must be cultivated and strengthened.

Abbreviations

AC	Affective Commitment
AJSQ	Academic Job Satisfaction Questionnaire
CC	Continues Commitment
NC	Normative Commitment
PC	Professional Commitment
PCS	Professional Commitment Scale
SCTE	Sekota College of Teachers Education
SPSS	Statistical Package for Social Scientists

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Author Contributions

All authors participated in the analysis of data, composing, and editing the document.

Consent for Publication

Not applicable.

Availability of Data and Materials

The raw data used and analyzed during the current study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare no conflicts of interest.

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