

Professional Commitment of Teachers in Public Universities in Addis Ababa

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Abstract

Previous studies have confirmed that teachers' commitment is one of the vital elements determining the success of any educational system. However, there was a paucity of research that measured teachers' professional commitment using occupation-specific scale; and also linked it to demographic factors. The purpose of this study was to measure teachers' professional commitment using occupation-specific scale comprising five dimensions, namely commitment to students, to the profession, to society, to achieving excellence, and to basic human values. The study examined teachers' professional commitment in terms of their gender, teaching experience, and education level in public universities in Addis Ababa. To this end, 590 teachers were recruited from four universities through a proportionate random sampling technique. A standardized questionnaire with forty-five items was used for quantitative data collection. Both descriptive and inferential statistics were employed for data analysis. For descriptive analysis frequency, mean and standard deviations were employed while independent t-tests and ANOVA tests were employed for inferential statistics. The results indicated that the overall professional commitment level in four universities was found to be at a moderate level. The results further demonstrated that teachers' professional commitment was found to be significantly different among teachers in terms of gender, teaching experience, and education level. Based on the findings, it is recommended that to ensure a high level of teachers' professional commitment, public universities need to explore issues related to demographic factors; and improve work conditions to retain satisfied and committed teachers.

Keywords: Teacher, University, Commitment, Professional

1. Introduction

The quality of a nation depends on the quality of its citizens and the quality of its citizens depends on the quality of the education (Onyefulu et al., 2023; Saikia & Mazumdar, 2021). The quality of education depends to a great extent upon the quality of the teachers (Parvez & Shakir, 2013). Undoubtedly, teachers are the most important factors in determining the overall quality of education and are responsible for shaping the destiny of the country (Jan 2017). They play an important role in educating the future members of society through their work in universities

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(Razak et al., 2009). Teachers in institutions of higher education and technical training colleges play a critical part in advancing economic and technological development as well as sustaining the well-being of the societies they serve (Kumar & Giri, 2012).

Ganjali et al. (2020) in their study intimated that quality education cannot be achieved without the supreme efforts of dedicated and committed university teachers. Teacher commitment is one of the key elements in education and is arguably becoming an increasingly important factor (Sawhney & Landran, 2018). Consequently, the factors influencing the levels of commitment of the teachers in the universities and the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms, schools, institutions, and national systems of education.

Teachers' professional commitment problem continues to be a major challenge confronting higher education institutions in Ethiopia. This has also become a serious one at public universities in the country (Dachew et al., 2016; Demlie & Endris, 2021; Gessesse & Premanandam, 2023b). Various studies in Ethiopian public universities have discovered different factors as antecedent conditions predicting teachers' professional commitment. In this regard, low salary and the absence of a link between performance and reward (Gessesse & Premanandam, 2023a); inadequate salary, inadequate fringe benefits, and inadequate motivation and encouragement (Meaza & Abebe, 2020); pay and benefits, working environment (Kebede, 2022); organizational culture (Gebretsadik, 2022) attractive salary and other monetary incentives (Mohammed, 2020); work environment, management and leadership, and remuneration (Yimer et al., 2017); and quality of work-life (Abebe & Assemie, 2023) as major factors. Mainly institutional factors have posed adverse effects on teachers' professional commitment and education quality in Ethiopian public universities (Sewagegn, 2019).

On account of the above-mentioned factors, public universities in Ethiopia have been grappled with the problems of high turnover intentions of teachers and have been obliged to hold less motivated and committed teachers (Dachew et al., 2016; Demlie & Endris, 2021; Gessesse & Premanandam, 2023b). Tamrat and Teferra (2020) underscored that due to the prevalence of lack of teachers' professional commitment, education quality in Ethiopian higher education institutions has been characterized by being sub-standard and is unacceptably below the standard. As a result, many ill-equipped graduates emerge from time to time; and if these situations continue higher education institutions in Ethiopia will be adversely affected, unable to establish education quality and meet the dynamic demands of students and society at large (Sewagegn, 2019). This is more so in public universities in Addis Ababa.

Various previous studies in the education sector (Irina & Riasnugrahani, 2022; Kassaw & Golga, 2019; S. Suriani, S. Alam, 2017; Ugwu & Onyishi, 2018; Zhao et al., 2022) have been conducted based on the assumptions that teacher commitment was equivalent to organizational commitment (continuance, affective, and normative). However, considering teacher commitment only in terms of organizational commitment would be disregarding the unique features of teaching that demand the establishment of working relationships between students, parents, colleagues, and the community at large. In addition, the main thrusts of these dimensions are

focusing on individuals' emotional attachment to the organization and their readiness to remain in and continue with the organization. These concepts are generic and lack the focus to have profession-specific views. Thus, it is worthy to consider the multi-dimensional and occupation-specific perspectives of teacher commitment including commitment to students, commitment to society, commitment to the profession, commitment to achieve excellence, and commitment to human basic values (Jain & Kaur, 2021).

With this backdrop, the study sought to measure teachers' professional commitment in public universities in Addis Ababa; and determines the relationship between professional commitment and demographic variables such as gender, education level, and teaching experience. The purpose of this study is to enable the education sectors to understand the impact of teachers' professional commitments on the quality of education and design appropriate strategies to boost teachers' morals commitment and love for their professions so that teachers are willing to provide better quality education for their students and future generations. To realize the aim of this study, the following major research questions were posed. 1) What is the level of professional commitment of teachers in the public universities of Addis Ababa? And 2) Are there any significant relationships between teachers' professional commitment and teachers' gender, education level, and teaching experience among teachers in the universities under study settings?

2. Literature Review

The theoretical background of this study was based on Meyer and Allen's multidimensional model of commitment (1997). Based on this model, organizational commitment is a multidimensional construct comprising of three separate components: affective, continuance, and normative. Accordingly, they were conceptualized as emotive orientation, also known as affective commitment, cost-based orientation, also known as continuous commitment; and obligation (moral), also known as responsibility or normative commitment. A worker's continued employment with an organization is referred to as affective commitment because of their emotional ties to, identification with, and participation in the organization. A commitment to continue is based on the cost associated with leaving a certain organization. Normative commitment is the idea that employees have to keep working for their companies. Commitment has been conceived as a balance of power that guides manners by limiting freedom and forcing people to adhere to a course of action when confronted with contradicting rationales and demeanors.

To note, organizational commitment theory focuses on individuals' emotional attachment to the organization and their readiness to remain in and continue with the organization (Nitafan, 2020). In this model, teachers' professional commitment is reflected in two central dimensions: affective and normative. Affective professional commitment is driven by an emotional attachment to the profession and includes feelings of pride, dedication, and satisfaction. Normative professional commitment refers to the sense of obligation to remain in the profession due to all the efforts invested in the career development process (Sahrazad et al., 2022). The main thrusts of these dimensions are focusing on individuals' emotional attachment to the organization and their readiness to remain in and continue with the organization.

However, professional commitment is beyond a commitment to a particular organization and implies the individuals' perspective towards their profession and the motivation that they have to stay in their job with a willingness to strive and uphold the values and goals of the profession (Ahmed, 2019). Professional commitment, in the arena of education, is defined as the psychological link between an individual and her/his profession that is based on an affective reaction to that profession. It is a passion for the work involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values, and beliefs and takes responsibility for passing on a core set of skills, understandings, and values (Yu et al., 2021).

According to Maheshwari (2017), professional commitment refers to a mindset reflecting loyalty and willingness to give one's all to a particular person, principle, or action plan. Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Ganjali et al., 2020). Teachers' professional commitment refers to the measure of the strength of the employee's identification with the goals and values of their profession, having strong faith in it, and showing considerable effort to continue in the membership of the profession (Tindowen et al., 2020). Professional commitment is the spirit of a teacher with which he is bound to his profession characterized by consistency, professional loyalty, professional competencies, and conformity to professional standards and ethics (Jamwal, 2017). The professional commitment of teacher educators refers to dedication, promise, or pledge to behave and act according to certain established and well-accepted rules and norms, concerning mainly student-teachers, society, profession, quest to achieve excellence, and basic human values. Professionally s/he is supposed to have rapport with all concerned with the teaching profession, learners, and their parents. Hence s/he is expected to be committed to her/his profession, to learners, to society, and high human values.

Over the years, those who employed the three-dimensional approach found that it is generic and lacked the focus to have a profession-specific view. Those who employed the professional commitment approach found that it is more effective than the conventional way of using the three dimensions of organizational commitment in the study of teachers' professional commitment. In effect, plenty of research has already been conducted on teacher commitment but there is inconsistency in determining its dimensions, and most of the previous studies consider teacher commitment merely in terms of organizational commitment. However, the unique features and complexities of several working relationships that are integral to the act of teaching necessitates considering a multidimensional construct of teacher commitment which may have different forms namely: commitment to the students, to society, to profession, to basic values and to achieve excellence.

As such, the current study adopted the teachers' professional commitment scale developed by Kaur et al. (2011) and further validated by Ganjali et al. (2019) which is distinct and occupation-specific. It has five dimensions including commitment to the students, commitment to the

society, commitment to the profession, commitment to achieve excellence, and commitment to basic human values (Kaur et al., 2011). To elaborate on each dimension:- commitment to the student:- It includes love for the learners, concern for their overall development, friendship, always being ready to help the learners, enthusiasm; commitment to the society:- It includes social awareness and concern about the influence of the teacher's work on the welfare of the social democratic values of the nation; commitment to the profession:- It shows the teacher's dedication towards the teaching profession and professional ethics; commitment to achieve excellence:-It includes the efforts and action to achieve the highest level of excellence in performing all roles and responsibilities in the classroom, in school and outside school academically; and commitment to basic human values:- It indicates that teachers should have basic human values like intellectual honesty, objectivity, empathy, loyalty, kindness; and always behave generously and impartially.

Literature related to organizational commitment shows several variables that determine organizational commitment. Some of these are; gender, education level, and teaching experience, used as demographic variables. In the same way, if employees are well satisfied demographically and develop a high degree of job satisfaction with their jobs then they will be more likely to be committed to the organization than in case of those, who are not satisfied with their jobs due to the same factors (Akintayo, 2010; Akinyooye & Osainika, 2022; Mammadzada, n.d.; Rabindarang et al., 2014; Waribo et al., 2019).

Various studies confirmed the effects of demographic factors in different settings differently (Ali, 2020; ALI, 2020; Bashir, 2020; Choong et al., 2012; Fatimah et al., 2022; Gill & Kaur, 2017; Hassan et al., 2018; Izzati et al., 2022; B. K. Jain et al., 2020; Maitama et al., 2019; Nifadkar, 2014; Pan, 2016; Profile, 2022; Shah, 2020). Regarding gender and teachers' professional commitment, Pan (2016) found that the teachers' professional commitment differs significantly about gender. In support of this result, Ali (2020) asserted that female teacher commitments are better than male teachers. On the other hand, the findings of (Gill & Kaur, 2017; Izzati et al., 2022; Profile, 2022) asserted that teachers' professional commitment did not differ significantly about gender. Likewise, Choong et al. (2012) confirmed that teachers' educator professional commitment was not significant concerning gender and their qualification. While some researchers identified a significant difference between females and males, others expounded the insignificant differences. An alternative viewpoint could be that the diversified background of the study population, study settings, and study methods might have influenced these varied results. Further research should focus on conducting studies of professional commitment with a large and more diverse sample to gain a deep understanding of the underlying factors contributing to the contrasting results.

Concerning with teaching experience and professional commitment, Hassan et al. (2018) proved that organizational commitment significantly differs due to the seniority of lecturers. The study further noted that the organizational commitment of lecturers who had more than 20 years of seniority is higher than that of lecturers who had five years or less. Fatimah et al. (2022) added that the length of service significantly affects the commitment of university teachers. These

results are also partially supported by the findings of Jain et al. (2020), who claim that teacher's service year influences their affective and continuance commitment but not the normative commitment.

Regarding teachers' education level, Bashir (2020) confirmed that teacher's education level significantly affects the commitment of university teachers. Maitama et al. (2019) established a significant negative relationship between education level and organizational commitment. This implies that as the level of teacher's education increases, their professional commitment decreases. On the contrary, Nifadkar (2014) proved that there was a significant negative relationship between education and organizational commitment. This is to mean that a teacher who is highly educated is less likely to be committed to his organization and verse versa. The possible explanation could be that teachers who are highly educated may not find it difficult to secure another teaching job at other institutions. As a result, they are less likely to be committed to their organization because they don't have any barriers when leaving the organization. On the contrary, Shah (2020) confirmed that there was no correlation between academic and professional qualifications and teachers' organizational commitment.

The study results of different studies confirmed that demographic factors significantly influence university teachers' professional commitment. As a result, educational systems are under pressure to continuously enhance their knowledge of teachers and their professional lives as well as their pleasure, self-worth, motivation, and rewards for keeping dedicated and committed instructors on staff (Abdullah & Ramay, 2012; Sajjad & Abbasi, 2014). The studies suggested that universities can enhance teachers' professional commitment by implementing strategies like providing adequate and equitable compensation, fostering a safe and healthy work environment, offering chances for the development of human competency, fostering a balance between employees' work and home environments, promoting independence and self-control, providing access to a variety of skill sets, and providing information about future planning and implementation of activities for staff.

3. Research Methods

3.1. Research Design

This study used a descriptive design. Descriptive design, as Mugenda and Mugenda (2003) indicated, is useful to describe what exists within a situation such as current practices and situations of different aspects of the variables under study settings. It is also considered an efficient approach for collecting data regarding the characteristics of a population sample, current practices, conditions, or needs. Accordingly, teachers' perceptions of the levels of their professional commitments were analyzed against demographic factors such as sex, education level, marital status, and teaching experiences.

3.2. Study Population and Sampling Techniques

The population in this study comprises teachers who were working at Addis Ababa University (2,450), Addis Ababa Science and Technology University (500), Ethiopian Civil Service

University (400), and Kotebe Metropolitan University (600). The total population was equal to 3950. A multi-stage sampling technique was employed in this study. In the first stage, four public universities were selected purposively. Second, to ensure an acceptable standard, the sample size was determined using item response theory (1:10), as recommended by Bentler and Chou (1987, as cited in Gollagari et al., 2021).

The study units were teachers recruited from four public universities in Addis Ababa. Accordingly, 590 teachers from four public universities namely, Addis Ababa University, Addis Ababa Science and Technology University, Ethiopian Civil Service University, and Kotebe Metropolitan University were recruited using proportionate random sampling techniques.

Table 3.1 Target Population and Sample Size

S/N	University	Total Population	Proportionate Sampling Method	Sample size
1	Addis Ababa University	2450	$2450 \times 590 / 3950$	365
2	Ethiopian Civil Service University	400	$400 \times 590 / 3950$	60
3	Kotebe Metropolitan university	600	$600 \times 590 / 3950$	90
4	Addis Ababa Science and Technology University	500	$500 \times 590 / 3950$	75
		3950		590

Source: University Website, 2023

3.3. Measures

The survey instrument used for this study was adopted from previously published and validated scales. Teachers' professional commitment questionnaire (TPCQ):- A forty-five-item scale developed by Kaur et al. (2011) and validated by Ganjali et al. (2019) was used in this study. It has five dimensions: commitment to students, commitment to society, commitment to the profession, commitment to achieving excellence, and commitment to basic human values. Each dimension has nine Likert items scale. The respondents rated their agreement on a scale ranging from strongly disagree (1) to strongly agree (5). Through the validation process, fifteen items with factor loadings below 0.70 were removed from the scale, and the scale ended up with 30 items. A composite variable (TPC) was generated by calculating the mean from 30 Likert items. As recommended by Averin et al. (2017) and Norman (2010), the researcher treated the composite variable as an interval scale. The reliability result for the combined scale was 0.737.

3.4. Data Collection Procedure

The researcher used standard questionnaires as a data collection instrument. The primary data collection process using questionnaires was administered to the participants through personal contacts. Before distributing the questionnaire, permission was sought from voluntary respondents to participate, and was assured of anonymity and confidentiality of their responses. After two weeks of submission, completed survey questionnaires were collected via

personal visits. The response rate was 100% and 590 questionnaires were returned and deemed appropriate for data analysis.

3.5. Data Analysis

The study used SPSS V.23 as a tool for both descriptive and inferential statistical analyses. Before quantitative analysis, the data were classified and tabulated to enter into SPSS software. Preliminary analyses were done to confirm the normality of the data; and the reliability of the instrument. In this regard, the data were confirmed to be normal as the result of the Kolmogorov-Smirnov (K-S) test. In addition, the instrument reliability was confirmed by the overall Cronbach's alpha coefficient greater than 7. For descriptive univariate analysis using mean value computed from the 5-point Likert scale, the study followed the ranges of mean values recommended by Harada et al. (2015) as indicated in Table 3.2.

Table 3.2 Decision Rule for Univariate Analysis

Items	Low Level	Moderate Level	High Level
Mean value	$1 < X_i \leq 2.5$	$2.5 < X_i \leq 3.5$	$3.5 < X_i \leq 5.0$
Percentage	$20\% \leq X_i \leq 50\%$	$50\% < X_i \leq 70\%$	$70\% < X_i \leq 100\%$

Source (Harada et al., 2015)

3.5.1. Test for Normality and Reliability

To establish normality, the study used the Kolmogorov-Smirnov (K-S) test for the constructs of teachers' professional commitment (TPC). The K-S test assumes that the data is normal, and the Sig. value of the test result should be greater the 0.05. The Sig. value of the K-S test result for TPC was 0.084. This indicates that the distribution of the data is normal in the sense that it was skewed to neither the left nor to the right and there were no such extreme outliers from both the right and left-hand side. This implies that most of the observations were around the mean value. Hence, it was symmetrical and fit to be analyzed statistically.

Table 3.3 Normality and Reliability Test Results

Construct	K-S Test			Cronbach's α
	statistic	df	Sig.	
TPC	0.036	590	0.084	0.737

Source: SPSS output, 2023

3.5.2. Respondents Profile

Sample descriptions are according to sex, education level, and marital status. Out of 590 respondents, 72.9% were male and 27.1% were female. From the findings, it is apparent that the study seems male-dominant. However, it can be said that the opinion of both sexes is gathered. Regarding education, 16.27% had a PhD level education, 81.01% had a Master level education and 2.73% had a BA/BSC level of education. This implies that they are highly educated. Concerning teaching experience, 18% had teaching experience of less than 5 years, 27.6% had teaching experience of 5 to 10 years, and 54.4% had teaching experience of above 10 years. This

indicates that the respondents have adequate experience to get reliable responses. Concerning marital status, 83.0% were married while 17.0% were single. This shows respondents from different marital statuses have been included in the study.

4. Results and Discussions

4.1. Results

4.1.1. Descriptive of Professional Commitment Level

Table 4.1 indicates the professional commitment level. As indicated in the table, of the entire respondents 10.5% rated a low level of professional commitment 86.3% rated a moderate level of professional commitment; and the remaining 3.2% rated a high level of professional commitment. In other words, 96.8% rated as either moderate or below moderate level of professional commitment with a mean value of 2.89 and a standard deviation of 0.351.

Table 4.1 Frequencies of Overall Professional Commitment

Overall Professional Commitment	Counts	% of Total	Cumulative %
Low	62	10.5 %	10.5 %
Moderate	509	86.3 %	96.8 %
High	19	3.2 %	100.0 %
	Mean	Median	SD
Overall Professional Commitment	2.89	2.89	0.351

Source: SPSS output, 2023

4.1.2. Descriptive of Professional Commitment Dimensions

Table 4.5 shows the mean and percentage values of each dimension. Among five dimensions of teachers' professional commitment, the average response value of commitment to society dimension was rated as (Mean=3.04; STD=0.643) followed by the dimension commitment to achieving excellence (Mean=2.97; STD=0.473) then commitment to human basic values (Mean=2.89; STD=0.731); then the dimension commitment to the profession was rated as fourth with (Mean=2.84; STD=0.638); and the commitment to students dimension was rated as the last (Mean=2.82; STD=0.432).

Table 4.5 Descriptive of Professional Commitment Dimensions

Dimensions	95% Confidence Interval
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	Mean	Lower	Upper	Median	SD	Percentage above Mean value
Commitment to Students	2.82	2.79	2.86	2.89	0.432	55.6
Commitment to the Profession	2.84	2.79	2.89	2.89	0.638	50.3
Commitment to Achieving Excellence	2.97	2.93	3.01	3.00	0.472	37.0
Commitment to Society	3.04	2.99	3.09	3.00	0.643	46.6
Commitment to Human Basic Values	2.89	2.83	2.95	2.78	0.731	44.0
Overall Professional Commitment	2.89	1.85	3.78	2.89	0.351	50

Note. The CI of the mean assumes sample means follow a t-distribution with N - 1 degrees of freedom

Source: Jamovi 2.3, 2023

4.1.3. Comparing Teachers' Professional Commitment in terms of Gender

Table 4.6 indicates the average professional commitment of male and female teachers. It further shows the mean value of each dimension in comparison between the two sexes. Three dimensions were significantly different in their average values. All dimensions demonstrated the larger mean values for male respondents than female respondents.

Table 4.6 T-test results of Male and Female Respondents

Dimensions	Independent Samples T-Test					
	Sex	Mean	Statistic	df	p	Mean difference
Commitment to Students	Male	2.93	10.51	588	< .001	0.3862
	Female	2.54				
Commitment to the Profession	Male	2.89	2.85	588	0.005	0.1673
	Female	2.72				
Commitment to Achieving Excellence	Male	2.98	1.07	588	0.284	0.0469
	Female	2.94				
Commitment to Society	Male	3.14	6.41	588	< .001	0.3691
	Female	2.77				
Commitment to Human Basic Values	Male	2.92	1.51	588	0.131	0.1025
	Female	2.82				

Note. $H_a \mu_{\text{Male}} \neq \mu_{\text{Female}}$; Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Source: Jamovi 2.3, 2023

4.1.4. Teachers' professional Commitment against their Teaching Experiences

Table 4.7 shows the ANOVA results of commitment dimensions and teaching experiences. In line with this, the result of the overall commitment level of teachers was not significantly different among the three levels of teaching experience, namely low, medium, and high. Dimensions such as commitment to students ($p < 0.001$), commitment to society ($p < 0.001$),

commitment to human basic values ($p < 0.001$), and commitment to the profession ($p < 0.05$) were found to be significantly different among the three groups. However, the commitment to achieving excellence dimension was not significant.

Table 4.7 One-Way ANOVA (Welch's)

Dimensions	Experiences	Mean	F	df1	df2	p
Commitment to Students	Low (<5 years)	2.79	9.295	2	301	< .001
	Medium (5-10 years)	2.94				
	High (Above 10 years)	2.78				
Commitment to the Profession	Low (<5 years)	2.69	4.406	2	258	0.013
	Medium (5-10 years)	2.87				
	High (Above 10 years)	2.89				
Commitment to Achieving Excellence	Low (<5 years)	2.97	1.548	2	295	0.214
	Medium (5-10 years)	3.03				
	High (Above 10 years)	2.95				
Commitment to Society	Low (<5 years)	2.96	7.755	2	279	< .001
	Medium (5-10 years)	2.91				
	High (Above 10 years)	3.13				
Commitment to Human Basic Values	Low (<5 years)	3.15	11.25	2	265	< .001
	Medium (5-10 years)	2.73				
	High (Above 10 years)	2.86				
Overall Professional Commitment	Low (<5 years)	2.95	7.689	2	279	0.002
	Medium (5-10 years)	2.87				
	High (Above 10 years)	2.75				

Source: Jamovi 2.3, 2023

4.1.5. Teachers' Professional Commitment against Education Level

Table 4.8 shows the ANOVA test results of teachers' professional commitment and their education level. The results of three dimensions, namely commitment to achieving excellence, commitment to the profession, and commitment to human basic values were significantly different among education levels. On the other hand, two dimensions such as commitment to students and society, and the overall professional commitment were found to be insignificantly different among the three groups.

Table 4.8 Results of One-Way ANOVA Test

Dimensions	Education Level			One-way ANOVA (Fisher's)			
	BA/BSc (Mean)	MA/MSc (Mean)	PhD (Mean)	F	df1	df2	p
Commitment to Students	2.94	2.83	2.76	1.65	2	587	0.192

Commitment to the Profession	2.76	2.89	2.64	6.22	2	587	0.002
Commitment to Achieving Excellence	3.36	2.99	2.81	11.84	2	587	<.001
Commitment to Society	2.78	3.04	3.09	1.53	2	587	0.217
Commitment to Human Basic Values	3.40	2.88	2.86	3.98	2	587	0.019
Professional Commitment	2.99	2.91	2.82	3.47	2	587	0.050

Source: Jamovi 2.3, 2023

4.2.Discussions

This study examined teachers' professional commitment (TPC) in public universities in Addis Ababa. The study further analyzed the level of TPC in terms of teachers' gender, teaching experience, and education level. The study confirmed that TPC manifested in terms of commitment to students, the profession, and society, achieving excellence, and basic human values were found to be at a moderate level. When coming to the dimensions of commitment, teachers in the study area hold a comparable outlook toward the two dimensions, namely commitment to achieving excellence, society, and human basic values while commitment to students and the profession dimensions have a bit lower mean values.

Regarding the proportion of respondents above the mean value, 55.6% rated for commitment to students; 50.3% rated for commitment to the profession; 46.6% rated for commitment to society; 44.0% rated for commitment to human basic values; and 37.0% rated for commitment to achieving excellence. This indicates that above 50% rated better for two dimensions in a 5-point Likert scale. The results further indicated that the majority of teachers have an average commitment to their students and the profession. In other words, the results showed that teachers' attachment to their students' academic achievements and their bond to the teaching profession is moderate. On the contrary, the results indicated that still there are a significant amount of teachers whose commitment falls below average level. This might hurt teachers to fully discharge their responsibilities. In effect, when teachers demonstrate more commitment to their students, the impact will be greater on their students' knowledge creation and acquisition. Above all, the results confirmed that TPC in the study areas is not up to the expected level almost in all dimensions.

The results of this study are in agreement with various previous studies that confirmed low teachers' professional commitment in public universities (Gessesse & Premanandam, 2023a; Meaza & Abebe, 2020; Kebede & Fikire, 2022); Gebretsadik, 2022; Mohammed, 2020; Sena, 2020; Yimer et al., 2017; Abebe & Assemie, 2023). On top of that, these studies identified various factors affecting teachers' commitment. In this regard, low salary, and the absence of a link between performance and reward (Gessesse & Premanandam, 2023a); inadequate salary, inadequate fringe benefits, and inadequate motivation and encouragement (Meaza & Abebe, 2020); pay and benefits, working environment (Kebede, 2022); organizational culture (Gebretsadik, 2022) attractive salary and other monetary incentives (Mohammed, 2020);

organizational culture (Sena, 2020); work environment, management, and leadership and remuneration (Yimer et al., 2017); and quality of work-life (Abebe & Assemie, 2023) as major factors.

However, it needs further investigation to gain a deep understanding of the underlying major factors influencing teachers' professional commitment in terms of the five dimensions such as commitment to the students, commitment to society, commitment to the profession, commitment to achieve excellence, and commitment to basic human values in the current study area.

In this study, a comparison between the average commitment levels of female and male teachers was conducted. The independent t-test results confirmed notable differences between the average response of female and male teachers. Male respondents showed greater average commitment levels, implying that males are more inclined to rate the variable of interest on a moderate scale than females. In this regard, the observed mean variation was considered statistically significant when the p-value was less than 0.05. This finding implies that the professional commitment of teachers in the study area varies between males and females. This might be due to females' homemade activities that share the efforts to fully exert teaching and learning activities. This is because when female employees struggle to balance their work and family lives, their families and work will be negatively affected. They will be unable to attend to far-reaching family issues, lateness and absenteeism at work will set in, and they will lose concentration at work.

In this regard, the observed mean variation is statistically significant and this result is in line with the results of Pan (2016) who found that the teachers' professional commitment differs significantly about gender. Contrary to this result, ALI (2020) asserted that female teacher commitments are better than those of male teachers. On the other hand, these result challenges the findings of (Gill & Kaur, 2017; Izzati et al., 2022; Profile, 2022) who asserted that teachers' professional commitment did not differ significantly about gender. Likewise, Choong et al. (2012) confirmed that teachers' educator professional commitment was not significant concerning gender and their qualification.

While some researchers identified a significant difference between females and males, others expounded the insignificant differences. An alternative viewpoint could be that the diversified background of the study population, study settings, and study methods might have influenced these varied results. Further research should focus on conducting studies of professional commitment with a large and more diverse sample to gain a deep understanding of the underlying factors contributing to the contrasting results.

A one-way ANOVA results indicated that four dimensions of teachers' professional commitment demonstrate significant differences in the average values among three groups of teaching experiences such as low teaching experience (≤ 5 years), medium teaching experience ($5 < X < 10$ years), and high teaching experience (≥ 10 years experience). This shows that teachers' professional commitment differs from teaching experience. This implies that the teacher's qualifications will affect the teacher's professional commitment. In line with these results, Hassan et al. (2018) proved that organizational commitment significantly differs due to the

seniority of lecturers. The study further noted that the organizational commitment of lecturers who had more than 20 years of seniority is higher than that of lecturers who had five years or less. Fatimah et al. (2022) added that the length of service significantly affects the commitment of university teachers. These results are also partially supported by the findings of Jain et al. (2020), who claim that teacher's service year influences their affective and continuance commitment but not the normative commitment.

Education-wise analysis of professional commitment showed that there is a significant difference in the perception of the teachers as determined by one-way ANOVA ($F = 3.475$, $p = 0.050$). As the ANOVA test results revealed, commitment to achieving excellence ($F=11.8$, $p<0.001$), commitment to the profession ($F=6.22$, $p<0.05$), and commitment to human basic values ($F=3.98$, $p<0.05$) are found to be significantly different among education levels. These results are in line with Bashir (2020), who confirmed that a teacher's education level significantly affects the commitment of university teachers. Maitama et al. (2019) established a significant negative relationship between education and organizational commitment.

The comparison of means of overall professional commitment of teachers revealed that mean scores among the teachers with BA/BSc have ($M=2.99$, $S.D=0.47$), teachers with MA/MSc have ($M=2.91$, $S.D=0.433$), and teachers with PhD have ($M=2.82$, $S.D=0.476$). This indicates that teachers with BA/BSc have the highest mean score. This implies that as the level of teacher's education increases, their professional commitment decreases. In line with these results, Nifadkar (2014) proved that there was a significant negative relationship between education and organizational commitment. This is to mean that a teacher who is highly educated is less likely to be committed to his organization and vice versa. The possible explanation could be that teachers who are highly educated may not find it difficult to secure another teaching job at other institutions. As a result, they are less likely to be committed to their organization because they don't have any barriers when leaving the organization. On the contrary, Shah (2020) confirmed that there was no correlation between academic and professional qualifications and teachers' organizational commitment.

5. Conclusions and Recommendations

The rationale for the current study was explained in light of the challenges faced by teachers in universities. The results of this study provide several insights into the level of professional commitment of university teachers and investigate the various factors influencing it. The components of teachers' professional commitment were identified as a commitment to students, to the profession, to society, to achieving excellence, and to basic human values. The respondents were moderately committed to their institutions. The main reason for commitment among the teachers was attributable to commitment to students, the profession, and society. To elaborate on each dimension: - commitment to the student: - It includes love for the learners, concern for their overall development, friendship, always being ready to help the learners, enthusiasm; commitment to the society:- It includes social awareness and concern about the influence of the teacher's work on the welfare of the social democratic values of the nation; commitment to the profession:- It shows the teacher's dedication towards the teaching profession

and professional ethics. Further, teachers felt less committed to achieving excellence and human basic values.

Thus, the results of this study supported the notion that demographic factors significantly influence university teachers' professional commitment. As a result, educational systems are under pressure to continuously enhance their knowledge of teachers and their professional lives as well as their pleasure, self-worth, motivation, and rewards for keeping dedicated instructors on staff. The study suggests that universities can enhance teachers' professional commitment by implementing tactics like providing teachers with a safe and healthy work environment, opportunities for human competency development, and a balance between their home and work environments.

6. Future Directions

While this study provides valuable insights into the effects of demographic factors on teachers' professional commitment, several unanswered questions and avenues for future research merit attention. First, the respondents were recruited from public universities representing in Addis Ababa and not all private universities were included. Thus, the city-wide context was not represented by this study. Therefore, it is valuable to evaluate the robustness and generalizability of the construct across all public and private universities in Addis Ababa.

Second, this study employed a cross-sectional survey research design and utilized a structured questionnaire for data collection. This did not allow for causal inferences from the study variables. Therefore, this study suggests a longitudinal research design to further explore the relationship between demographic variables and teachers' professional commitment, and to draw causal inferences.

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