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This special edition of the Journal of Sociology and Education in Africa (JOSEA), Vol. 8, No. 1 contains some selected papers presented at the International Conference on Education for Sustainable Development (ICESD) organized by the Faculty of Education, University of Ibadan between May 18 and 22, 2009, to commemorate the 60th anniversary of the University of Ibadan, Nigerian Premier University. The conference brought together different scholars, researchers and stakeholders from local and international arena to find a balance between education and sustainable development. Sundry scholarly papers were presented in line with the theme of the conference "EDUCATION FOR SUSTAINABLE DEVELOPMENT; CHALLENGES AND THE WAY FORWARD". Thus, we are pleased to present to you, in this special edition, some articles that have been carefully selected in accordance to JOSEA editorial policy. The authors have specifically aligned their papers to meet the theme and the sub-themes of the conference. Some of these papers encourage people to understand the complexities of, and synergies between, the issues threatening economic sustainability and assess their own values and those of the society in which they live within the context of sustainability.

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Job Satisfaction and Job Commitment among Secondary School Teachers in Osun State, Nigeria

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Abstract

The paper investigated the correlation between variables of job satisfaction and the three types of job commitment among secondary school teachers. An ex post facto survey research design was adopted. A multi-stage sampling technique was used to select 540 secondary school teachers from the three political senatorial districts of Osun State. Job Descriptive Index Scale($r=.82$) and Organizational Commitment Scale($r=.79$) were used to collect responses from teachers. The data collected were analysed using Pearson's correlation coefficient and multiple regression analysis. Findings showed that job satisfaction correlated positively with affective, continuance and normative commitments. Pay, work itself, supervision and co-workers have significant positive relationships with job commitment while promotion has negative relationship with job commitment. It was recommended that supervisors in the teaching profession should pay attention to person-job material needs and aspiration of teachers to sustain their commitment. Government should provide beautiful architectural work environment to facilitate commitment.

Key words – Nigeria, Job satisfaction, Job commitment, Secondary Schools, Teachers

Introduction

The satisfaction a worker derives from job is believed to determine job mobility and commitment. Job satisfaction has been confirmed to be significantly related to organisational commitment (Freund, 2005). Unhappy workers are not committed to the organization, hence the frequency of their quitting such jobs. One who is satisfied with a job will be more committed to the organization than one who is dissatisfied (Anuja, Chudoha, George, Kacmar & McKnight, 2002).

Management (decision makers in the workplace), seeks to encourage employees to work and remain committed to such organization so as to achieve organizational goals and objectives (Floyd and Wooldrige, 1994). Therefore, organizational commitment refers to the relative strength of an individual's identification with, and involvement in an organization (Mowday, Porter & Steers, 1982). Workers found to be satisfied with their jobs are more likely to be highly committed to the organization and wish to remain at the job. Their commitment in return, calls for their taking pride in organizational membership, believe in the goals and values of the organization, and, therefore exhibit higher level of performance and productivity (Ronzonowski & Hulin, 1992; Steinhaus & Perry, 1996).

Job satisfaction is a sense of inner fulfillment and pride achieved when performing a particular job. Therefore, job satisfaction can result from the *interaction of employee's values and perception towards his job and environment*. Job satisfaction varies from one worker to another and time bound manager's personal characteristics and styles. Good management has the potential for creating high morale, high productivity, sense of purpose and meaning for the organization and its employees (Cranny, Smith & Stone, 1992).

Smith, Kendall & Hulin, (1969) proposed five variables of satisfaction at the workplace namely: pay, promotion, supervision, co-workers and work itself. These variables are synthesis of both intrinsic and extrinsic factors

and have been confirmed to motivate workers for job satisfaction (Frey and Stutzer, 2002). They confirm that the intrinsic factors include opportunity for personal control, utilization of one's skills, the variety of job tasks, supervision and opportunities for personal contacts, while extrinsic factors are pay, promotion and comfortable working condition (Nasuridin and Ramayah, 2003). Therefore, job satisfaction in this paper is considered to be a function of work-related rewards and work values.

The concept of organizational commitment has been viewed as attitudes and behaviour of workers to maintain membership of the organization (Mowday, Steers & Porter 1979; 1982). Becker (1992) stated that commitment can come in different forms – it can be to career or unions (Fullagar & Barling, 1989), and professions (Morrow & Writh, 1989).

Of late, a multi-dimensional construct that involves three dimensions: affective, continuance and normative has been introduced into organizational commitment (Meyer & Allen, 1991). Affective commitment refers to the employee's emotional attachment to the organization. It is commitment reflecting allegiance based on liking the organization. Continuance commitment refers to the extent to which the employee perceives that leaving the organization will be costly. Employees with strong continuance commitment remain because they have to do so. It reflects allegiance because it is unlikely the person could get a better job elsewhere. Normative commitment refers to the employee's feeling of obligation to the organization and the belief that staying is the right thing to do. It reflects allegiance to the organisation out of a sense of loyalty (Meyer & Allen, 1991; Muchinsky, 2003).

A new dimension to commitment is the term "professional commitment". This is commitment to one's profession and has not been studied as extensively as organizational commitment. However, it has been found to be an important component of different types of work-related commitment (Cohen, 1998). This paper tried to integrate the three dimensional construct of commitment (affective, continuance and normative) into the

professional commitment of teachers. A person who is affectively committed may keep up with the development in the occupation or join and participate in relevant association, while individuals who have a strong continuance commitment may be less inclined to involve themselves in occupational activities beside those required to continue membership.

The causal relationship between organizational commitment and job satisfaction, be it in the service, manufacturing or distributive industries, has been a subject of research. While some researchers viewed job satisfaction as an antecedent to organizational commitment (Lincoln & Kalleberg, 1990; Mowday, Porter & Steers, 1982; Mueller, Boyer, Price, & Iverson, 1994; William & Hazer, 1986), others say that organizational commitment is the antecedent to job satisfaction (Vandenberg & Lance, 1992). However, both are intertwined.

At the Association of Nigerian Conference of Principals of Secondary Schools (ANCOPSS) meeting of 18th November, 2008 in Osun State, it was stated that most teachers have developed poor attitude to work due to the feelings and expression that they are not satisfied with their job. This is evident by lateness to lessons, high rate of absenteeism, poor efficiency, non commitment and poor results of students from external examinations like WAEC and NECO. It is against this background that this paper looked at the predictive values of the satisfaction variables on the commitment levels of teachers in Osun State.

Objective of the study

The purpose of the study is to determine the relationship between the five variables of job satisfaction and the three levels of commitment. The paper looked at the predictive values of the satisfaction variables on the commitment levels of teachers in Osun State.

Hypotheses

A research question was answered and three hypotheses were tested.

Research Question: What is the predictive effect of variables of job satisfaction on level of commitment of secondary school teachers in Osun State?

- H₁:** There is no significant relationship between variables of job satisfaction and level of affective commitment of secondary school teachers in Osun State.
- H₂:** There is no significant relationship between variables of job satisfaction and level of continuance commitment of secondary school teachers in Osun State.
- H₃:** There is no significant relationship between variables of job satisfaction and level of normative commitment of secondary school teachers in Osun State.

Methodology

Design:

The ex-post-facto design, correlational type was used to carry out the research.

Population and Sampling technique

The population for the research is made up of all teachers in the service of Osun State Post Primary Schools Board. A multistage sampling technique was used for respondents selection in this research. The state was clustered into the three political senatorial districts of Osun State (Osun Central, Osun West and Ife/Ijesa District). From each senatorial district, a random sampling technique was used to select five secondary schools and from each school selected, two Vice-principals, four Heads of Departments and thirty classroom teachers were randomly selected which gives a sample total of 540.

Research Instruments

The Job Descriptive Index Scale of Nasurdin & Ramayah (2003) was adapted for this study using the four point-rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly disagreed (SD) with scores ranging 4,3,2, and 1 respectively. with 0.82 cronbach alpha coefficient. Some of the items on the scale are: Indicate your feelings on "supervision you receive at work", "hard working of other co-teachers", "sense of accomplishment with work itself". Organizational Commitment Scale of Meyer, Allen & Smith, (1993) was adopted to measure organisational commitment. The reliability coefficient for OCS for this study using the four-point rating scale of SA = 4; A = 3; D = 2; SD = 1, gave 0.79 cronbach alpha coefficient. Examples of items on the scale are: "I feel emotionally attached to this profession", "It would be hard for me to leave this profession", "This job deserves my loyalty".

Data Analysis

The Pearson's product moment correlation coefficient was used to determine the relationship between each of the variables of job satisfaction and the three facets of organizational commitment, while multiple regression analysis was used to determine the relative contributions of the variables of job satisfaction on job commitment.

Findings

Table 1(a): Multiple Regression Analysis of Job Satisfaction on Job Commitment

Multiple R = .372 R square = .139 Adjusted R square = .131 Std. Error of the Estimate = 6.6701

Source of Variation	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Regression	3824.990	5	764.998	17.195	.000
Residual	23757.610	534	44.490		
Total	27582.600	539			

1(b): Predictive Effect of Pay, Co-workers, Work itself, Supervision, Promotion on Job Commitment

Predictive	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	33.065	3.278		10.086	.000
Supervision	.521	.167	.153	3.122	.002
Co-workers	.364	.168	.095	2.172	.030
Work itself	.552	.150	.173	3.683	.000
Promotion	-.706	.133	-.265	-5.309	.000
Pay	.567	.106	.253	5.377	.000

Table 1(a) showed that a combination of the five facets of satisfaction correlated with job commitment ($F_{5,534} = 17.195$; $P < 0.05$) and accounted for 13.1% of the variations in job commitment. From 1(b), promotion was found to have a significant negative relationship with job commitment ($\beta = -0.265$, $P < 0.05$). Meanwhile, other facets of job satisfaction (pay, work itself, supervision and co-workers) had a significant positive relationships with job commitment in descending order ($\beta = 0.253$; $\beta = 0.173$; $\beta = 0.153$; $\beta = 0.095$; $P < 0.05$). This implies that supervision, co-workers, work itself and pay predict the impact on job satisfaction whereas promotional aspect does not promote job satisfaction. This is a confirmation of the findings reported and discussed in table 2(b).

Table 2(a): Correlation between Job satisfaction and Affective, Continuance and Normative Commitment (n = 540)

Variables	Mean	Std. Dev.	r
Job satisfaction	78.4668	8.1921	
Affective commitment	19.1426	2.8291	.192**
Continuance commitment	15.6333	2.8465	.208**
Normative commitment	18.4574	3.1215	.178**

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

Table 2(b): Inter-Correlation Coefficient for the Main Variables

	Variable	1	2	3	4	5	6	7	8
1.	Affective Commitment Scale	1.00							
2.	Continuance Commitment Scale	.395**	1.00						
3.	Normative Commitment Scale	.645**	.425**	1.00					
4.	Satisfaction with supervision	.142**	.223**	.141**	1.00				
5.	Satisfaction with co-workers	.236**	-.029	.162**	.373**	1.00			
6.	Satisfaction with work itself	.183**	.178**	.188**	.428**	.095**	1.00		
7.	Satisfaction with promotion	.023	.081	-.047	.375**	.186**	.383**	1.00	
8.	Satisfaction with pay	.143**	.215**	.164**	.169**	.131**	.313**	.498**	1.00

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

Table 2(a) above showed that job satisfaction correlated positively with affective commitment ($r = .192$; $P < 0.01$), continuance commitment ($r = 0.208$, $P < 0.01$) and normative commitment ($r = 0.178$; $P < 0.01$). This implies that there is positive correlation between job satisfaction and the three components of job commitment.

Table 2(b) showed that the following facets of job satisfaction (supervision, co-workers, work itself and pay) correlated with affective commitment ($p < 0.01$) while promotion did not. With continuance commitment, satisfaction with supervision, work itself and pay correlated significantly at $P < 0.01$. All the facets of job satisfaction except satisfaction with promotion correlated significantly ($P < 0.01$) with normative commitment. In brief, satisfactions with supervision, work itself and pay significantly correlated with all facet of commitment i.e. affective,

continuance and normative commitment. Satisfaction with promotion does not in any way correlate with affective, continuance and normative commitment, while satisfaction with co-workers significantly correlated with affective and normative commitment.

The implication of this finding is that teachers are satisfied with supervision at work, work itself, co-workers and the payment given to them; however they are not satisfied with promotional aspect of their work.

Discussion of findings

Affective commitment correlated significantly with four facets of satisfaction with the exception of promotion (Table 2b). This is in line with the finding of Mathieu & Hamel (1989) who stated that job satisfaction influences affective commitment. Also, Eby, Freeman, Rush and Lance (1999) found that job satisfaction affected affective organizational commitment in the presence of intrinsic motivation. This answers hypothesis one that there is significant correlation between job satisfaction and four facets of affective commitment namely supervision, co-workers, work itself and pay. However, job satisfaction correlated positively with the combined facet of affective commitment ($r = .192$; $P < 0.01$) (see table 2a). This implies that teachers are emotionally attached to their job.

As regards continuance commitment and job satisfaction, Table 2b showed that there is correlation between continuance commitment and satisfaction with supervision, work itself and pay. There is no correlation between continuance commitment and satisfaction with co-workers and promotion. However, the combined effect of all facets of satisfaction correlated positively with continuance commitment ($r = .208$; $P < 0.01$) (Table 2a). This is understandable because continuance commitment deals with employee perception that leaving the organization will be costly. For instance, teachers do not usually find alternative appointments in Osun State if they leave the teaching service because of the absence of

alternative opportunities therein (Osun State is a civil service state, it is not industrialized).

Since normative commitment is an obligation and belief of staying in job, then, teachers in Osun State can be good to have positive relation to normative commitment via satisfaction with supervision, co-workers, work itself and pay. There is no correlation between normative commitment and satisfaction with promotion among secondary school teachers in Osun State (Table 2b), but the combined facet of satisfaction correlated positively with normative commitment ($r = .178$; $P < 0.05$) (see table 2a).

Igbaria and Greenhaus (1992) found that job satisfaction was much more predictive of organizational commitment. The predictive effect of satisfaction with supervision ($\beta = .153$, $P < 0.05$) (Table 1b) is due to the fact that supervisor is often the most salient person and is likely a representative of the organisation's culture that exert direct influence upon subordinates behaviours. The finding from oral interview confirm that teachers are committed because they participate more in decision making and because their supervisors operate a two-way communication process that generate conducive climate among them. This reduces interpersonal conflict, non-cooperative relationship and hostility between supervisors and supervisees.

Furthermore, proper job designation, assigning tasks and clarification of expectations between supervisee and supervisor reduced role ambiguity and increase job satisfaction among teachers. This is confirmed by Table 2b where all facets of commitment correlated significantly with satisfaction with supervision (.142; .223 and .141). Also, the judgment of teachers on supervisors create positive feeling hence the reciprocal sense of obligation to the job and a belief that staying and doing the right thing in the classroom is the 'right thing' to do.

The predictive contribution of satisfaction with pay being highly significant ($\beta = .253$; $P < 0.05$) (table 1a) is due to the fact that teachers in Osun

State are paid as at when due and further more, they could rise to the highest level in the civil service scale table even, if not given a duty post, that is, as classroom teachers, they could get to the top of the salary structure in their profession. This is possible because when employees judge the organization to be fair in paying salaries which are competitive and motivate them, they have positive feelings of well-being hence, satisfaction and commitment (Yew, 2007).

The non-positive significant correlation of satisfaction with promotion and all facets of commitment (affective, $r = .023$, continuance, $r = 0.081$, normative, $r = -0.047$) (see table 2a) and ($\beta = -0.265$, $P < 0.05$) (table 1b) by teachers of secondary schools in Osun State is due to the following reasons. First, teachers see their promotion as a routine exercise which do not motivate. The promotion exercise is due automatically every three-three years, hence challenges are not attached to promotion. Secondly, only few post of principals exist in Osun State and not all those promoted can get to the post before retirement. Thirdly, those who even enjoyed promotion to principals and vice-principals are disenchanted because of absence of perquisite of office like their counterparts in the core civil service of Osun State.

On the whole, this finding showed that there is a positive correlation between job satisfaction and commitment to teaching profession. This is in line with the finding of Vandenberg & Lance (1992); Nasurdin & Ramayah (2003) that there is positive impact of job satisfaction on employees' commitment to the organization.

Implications of findings for Industrial Social Workers

The present study contributes to the existing literature on job satisfaction and job commitment especially, among secondary school teachers.

Findings from the study have many useful implications for the social workers working in the service industry like schools. For instance, the

industrial social workers in schools should play the advocacy role with Administrators to provide beautiful architectural buildings in public secondary schools, well furnished offices and classrooms for both teachers and students so as to boost their ego and arouse their interest at work and sustain their normative, affective and continuance commitments. This intervention strategy will be positively rewarding through the attainment of good examination results, by both the teachers and students, and a good return for the high investment on education by the Government.

Social workers should foster the more positive social interactions (adequate social support) among co-workers in order to promote job satisfaction, job commitment and conducive work environment among teachers and students.

Furthermore, social workers' intervention through counseling and career orientation for teachers about career path and career specifications should be intensified. Teachers should be sensitized towards becoming contented and satisfied with their promotional issues without recourse to comparison with perquisites due to administrative officers which are not concomitant with the teaching profession.

Social workers should work with administrators/employers to obtain psycho-social, physical and mental well-being of teachers which will further enthusiasm and happiness in workers with a resultant effect on their job performance. This will also reduce loss of man-hour through absenteeism, achievement of goals and loyalty to the profession.

Limitations, suggestion for further studies and conclusion

Some limitations of this study are worth mentioning. First, the study is correlational and as such it cannot assume any causal relationship between job satisfaction and job commitment. Secondly, the sample consist of teachers in selected government secondary schools in Osun

State, this does not make the findings generalisable to all the states of the federation in Nigeria. Thirdly, primary school teachers were not included in the sample used for the study.

Future researchers can look into these limitations and work for the improvement of the generality of the result. In conclusion, despite these limitations, this study has contributed to knowledge on the relationship between job satisfaction and job commitment among teachers.

Furthermore, since leadership, supervision, has positive correlation to job satisfaction and productivity, it is recommended that supervisors and social workers in the teaching profession should pay more attention to individual differences of their staff in order to increase the person-job match. Since affective commitment develop in one's career, it is important to pay attention to the work-related abilities, need, aspirations of teachers in different school and work environment so as to sustain their satisfaction and commitment to the profession. Satisfaction with work itself is essential to commitment, teachers should be allowed the meaningfulness of their job and opportunities available to them so that they will pursue personal growth and development within the job.

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