

## Responding to Teachers' Commitment through Job Satisfaction in Secondary Schools

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**Abstract:** *This study investigated the relationship between teachers' job satisfaction and commitment in Ekiti State secondary schools. The study further examined the relationship between some teachers' job satisfaction variables (salary, recognition, promotion, professional development and job security) and teachers' job commitment in the secondary schools. Descriptive research design of the survey type was adopted for the study. The population of this study comprised of all the 7573 teachers and 179 principals in 179 public secondary schools and in Ekiti State. The sample for this study was 396 respondents, comprising 360 teachers and 36 secondary school principals using Multistage sampling procedure which include simple random, stratified random techniques. Two set of instruments tagged "Teachers' Job Satisfaction Questionnaire (TJSQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" were used. The experts determined the appropriateness of the instruments and ensure that the instrument contained the appropriate items that could elicit the intended responses on job satisfaction and job commitment in order to meet the face and content validity. To ensure the reliability of the instrument, the test-retest method was adopted and instruments yielded a reliability coefficient with 0.62 and 0.75 for TJSQ and TJCQ respectively. The instruments were adjudged to be reliable for the study. All the hypotheses formulated were tested at 0.05 level of significance. The findings from the study showed that there was a significant relationship between job satisfaction and commitment among secondary school teachers ( $r=0.531$ ) at  $p<0.05$ . The study concluded that job satisfaction variables had significant impact on teachers' job commitment. It was therefore recommended that government and management of secondary schools should improve on the existing satisfaction factors such as salary, promotion opportunity, teachers' recognition, professional development and job security in order to enhance higher level of job commitment.*

**Key Words:** *job satisfaction, job commitment, salary, recognition, promotion.*

### 1. INTRODUCTION:

A satisfied work force cannot be undermined in the educational sector. Teachers who have high level of job satisfaction tend to commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Teacher is the central element in educational system holding various important responsibilities. The overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. Understanding teachers' behaviours and attitudes in organizations therefore, needs more attention (Tsui and Cheng, 1999). The perceived problems of lateness, absenteeism, and principal-teacher conflicts, lack of good communication therefore pose a question whether the teachers are not satisfied. All seem not to be well with teachers' job commitment in Ekiti state. Thus the poor commitment shown of teachers in the areas of instructional delivery could be attributed to lack of satisfaction. There appears that teacher lack of recognition on the job, delay in promotion and advancement of the teachers may lead to poor job commitment.

Satisfaction is the degree to which employees have positive orientation towards employment in the organization. Dissatisfied teacher will of course have negative orientation towards the educational organization. Salary, promotion opportunity, recognition, achievement and job opportunity are major dimensions of job satisfaction in an educational organization.

Job satisfaction is the attitudes and feelings people have about their jobs. Armstrong (2006), is of the view that positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work to indicate job dissatisfaction. Therefore, teachers' job satisfaction such as salary, recognition, promotion, achievement and job security could be used to ensure effective teachers' job satisfaction and boost the morale of teachers.

Salary can be described as the money that an employee receives from doing his job. Money is believed to have great tendency of bringing out a higher performance in employee when he is adequately paid and thereby enables them to be more committed to their work. It is believed that man is an economic being, whose attitude to work can only be influenced by money (Akinwumi, 2000).

The researcher is of the opinion that salaries do not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Monetary and other kinds of equitable incentives encourage teachers' job satisfaction. Accordingly, offering employees' fair and reasonable compensation, that commensurate to the input that the employee offers to the organization, should be the main objective of any compensation system.

Recognition is a process of giving an employee a certain status within an organization. Recognition describes how the work of an employee is evaluated and how much the appreciation he receives in return from the organization. It also specifies the way an organization gives its employee the reward and status for his work and activities. Good work done by an employee should always be acknowledged (Macharia, 2002). It has been observed that when this is well catered for, it will enable the teachers to be more committed to do their work effectively.

Promotion is a Shifting of employee for a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion. Promotions create the opportunity for personal growth, increased levels of responsibility and an increase in social standing (Robbins and Judge, 2008). Promotion can be seen as a feedback that the workers have performed well which could enhance and boost their morale thereby make them more committed to do their work. Limited or lack of opportunities of teachers for promotion affects educational outputs negatively. The researcher is of the opinion that lack of promotion opportunities for the teachers often leads to lack of teachers' job commitment.

Professional development may be viewed through achievement, recognition, promotion and advancement. Herzberg (1959) stated that individuals at all levels of organization need to be recognized for their achievements on the job. It has been observed that lack of achievement on the part of the teachers can lead to lack of teachers' commitment towards their job.

Job security is referred to as the assurance in an employee's job continuity due to general economic conditions of the country (James, 2012). It is concerned with the possibility or probability of an individual keeping his/her job (Adebayo and Lucky, 2012). Job security is an employee's assurance and makes a teacher more committed which will make them keep their current job for a longer period as they so wish.

Commitment is referred to as an individual attraction and attachment to the work and the organization. It can also be denoted as a socio-psychological bond between an individual and organization's goals and values. Therefore fostering commitment among teachers is important because, teachers who are highly committed stay longer, perform better, actively involved in the work and engage in organizational citizenship behaviour. Organizational commitment is regarded as an important feature of educational institutions (Brown and Sargeant, 2007).

The researcher is of the opinion that if education is a priority for national development, then maintaining the quality of the education must be the priority of government; and attempts to improve quality of education will never succeed if teachers' job satisfaction and commitment is ignored. Schools will not be operating smoothly and cannot achieve their objectives and goals if the teachers are not satisfied on their jobs.

Teachers' job satisfaction can contribute to commitment of teachers if attention is given to regular payment of teacher's salary, recognition, professional development job security and teachers promotion which could also enhance effective teachers' job commitment.

## **2. PURPOSE OF THE STUDY:**

The purpose of the study was to examine the relationship between each of the variables of teachers' job satisfaction and teachers' job commitment. The variables include salary, recognition, promotion, professional development and job security. The study found out that the extent by which the variables have been affecting teacher's job commitment.

## **3. RESEARCH QUESTIONS:**

- Is there any relationship between salary and teachers' job commitment?
- Is there any relationship between recognition and teachers' job commitment?
- Is there any relationship between promotion and teachers' job commitment?
- Is there any relationship between professional development and teachers' job commitment?
- Is there any relationship between job security and teachers' job commitment?

## **4. RESEARCH HYPOTHESES:**

- There is no significant relationship between salary and teachers' job commitment.
- There is no significant relationship between recognition and teachers' job commitment.
- There is no significant relationship between promotion and teachers' job commitment.
- There is no significant relationship between professional development and teachers' job commitment.
- There is no significant relationship between job security and teachers' job commitment.

**5. METHODOLOGY:**

The study adopted a descriptive research design of the survey type. The population for this study consisted of all the public secondary school teachers in Ekiti State. As at the time of this study (2015/2016) academic session, there were 7573 teachers’ in 179 public secondary schools and 179 principals in Ekiti State. The sample for the study comprised 360 teachers of public secondary schools in Ekiti State. The teachers were selected using multistage sampling procedure. The first stage is the selection of three Local Government Areas from each of the three existing senatorial district using stratified random sampling techniques by balloting, thereby making it a total number of nine local governments.

The second stage involves the selection of four schools from each of the three Local Government Area selected which will add up to a number of the 36 schools from the Local Government Areas. The last stage is the selection of 10 teachers from each of the 36 schools per senatorial district using simple random sampling techniques. Two research instruments were used for data collection. They are Teachers’ Job Satisfaction Questionnaire (TJSQ) and on Teachers’ Job Commitment Questionnaire (TJCQ). The experts determined the appropriateness of the instruments in measuring what it was supposed to measure and ensured that the instrument contained the appropriate items that could elicit the intended responses on the motivation items. Test-retest method of reliability was adopted in the study.

**6. RESULTS:**

**Hypothesis 1:** There is no significant relationship between salary and teachers’ job commitment among secondary school teachers.

In order to test the hypothesis, scores relating to salary and teachers’ job commitment were computed using Items in Section B of “Teachers’ Job Satisfaction Questionnaire (TJSQ)” and Items in Section B of “Teachers’ Job Commitment Questionnaire (TJCQ)” respectively. These scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 1.

1. **Table 1:** Salary and teachers’ job commitment among secondary school teachers

Variables	N	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
Salary	360	11.57	2.340	0.629*	0.088
Job commitment	360	53.22	7.130		

\*p<0.05

The above table shows that r<sub>cal</sub> (0.6299) is greater than r<sub>tab</sub> (0.088) at 0.05 level of significance. The hypothesis is rejected. This implies that there is significant relationship between salary and job commitment among secondary school teachers.

**Hypothesis 2:** There is no significant relationship between recognition and teachers’ job commitment among secondary school teachers.

In testing the hypothesis, scores relating to recognition and teachers’ job commitment were computed using Items in Section B of “Teachers’ Job Satisfaction Questionnaire (TJSQ)” and Items in Section B of “Teachers’ Job Commitment Questionnaire (TJCQ)” respectively. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 2.

2. **Table 2:** Recognition and teachers’ job commitment among secondary school teachers

Variables	N	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
Job Commitment	360	53.22	7.130	0.481*	0.088
Recognition	360	10.61	2.048		

\*p<0.05

The result in Table 2 reveals that there is significant relationship between recognition and teachers’ job commitment among secondary school teachers at 0.05 level (r= 0.481; p<0.05). The hypothesis is rejected.

**Hypothesis 3:** There is no significant relationship between promotion and teachers’ job commitment among secondary school teachers.

In order to test the hypothesis, scores on promotion and teachers’ job commitment were computed using Items in Section B of “Teachers’ Job Satisfaction Questionnaire (TJSQ)” and Items in Section B of “Teachers’ Job Commitment Questionnaire (TJCQ)” respectively. These set of scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

3. **Table 3:** Promotion opportunity and teachers’ job commitment among secondary school teachers

Variables	N	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
Job Commitment	360	53.22	7.130	0.574*	0.088
Promotion Opportunity	360	10.70	2.041		

\*P<0.05

Table 3 above shows that  $r_{cal}$  (0.574) is greater than  $r_{table}$  (0.195) at 0.05 level of significance. This implies that there is a significant relationship between promotion opportunity and teachers’ job commitment among secondary school teachers. The hypothesis is rejected.

**Hypothesis 4:** There is no significant relationship between Professional development and teachers’ job commitment among secondary school teachers.

Scores relating to professional development and teachers’ job commitment were computed using Items in Section B of “Teachers’ Job Satisfaction Questionnaire (TJSQ)” and Items in Section B of “Teachers’ Job Commitment Questionnaire (TJCQ)” respectively. These scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4.

4. **Table 4:** Professional development and teachers’ job commitment among secondary school teachers

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Job Commitment	360	53.22	7.130	0.406*	0.088
Professional Development	360	14.23	2.228		

\* $p < 0.05$

Table 4 shows that there is a significant relationship between promotion opportunity and teachers’ job commitment among secondary school teachers at 0.05 level of significance ( $r = 0.406$ ;  $p < 0.05$ ). The hypothesis is rejected.

**Hypothesis 5:** There is no significant relationship between job security and teachers’ job commitment among secondary school teachers.

In order to test the hypothesis, scores relating to job security and teachers’ job commitment were computed using Items in Section B of “Teachers’ Job Satisfaction Questionnaire (TJSQ)” and Items in Section B of “Teachers’ Job Commitment Questionnaire (TJCQ)” respectively. These scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 5.

5. **Table 5:** Job security and teachers’ job commitment among secondary school teachers

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Job Commitment	360	53.22	7.130	0.315*	0.088
Job Security	360	13.71	2.283		

\* $p < 0.05$

The result in Table 5 above confirms that  $r_{cal}$  (0.315) is greater than  $r_{table}$  (0.195) at 0.05 level of significance. This implies that there is significant relationship between job security and teachers’ job commitment among secondary school teachers. The hypothesis is rejected.

The study of the findings revealed that there is a significant relationship between salary and teachers’ job commitment. This by implication means that payment of teachers’ salary is given a needful attention. What can be responsible for this finding may be the fact that the secondary school management has realized that teachers will perform their duties effectively and efficiently if well remunerated. The finding is in agreement with the views of Ahuja and Shukla (2007) that incentive triggers a particular course of action in terms of energy expended and effort expended into the job. Also supporting was the assertion of Lumley, Coetzee et al (2011) that pay satisfaction is significantly and positively related to affective and normative commitment.

The findings also revealed that there was significant relationship between recognition and teachers’ job commitment. It implies that teachers’ contribution towards school goals attainment is appreciated. When due respect are accorded the teachers, commitment to their job will be enhanced. The finding is consistent with the assertion of Agba (2010), Murage (2003) and Nzube (1999) that employees’ recognition contributes to a state of meaningful job and a major determinant of job satisfaction among workers.

**7. DISCUSSION OF THE FINDINGS:**

The study revealed that there was significant relationship between promotion and teachers’ job commitment. It implies that promotion influence the job commitment of teachers. It equally means that for any better of teachers to their jobs be enhanced teachers promotion is of great importance. This finding resulted from the fact that the government and school principal has realized that if teachers are promoted as and when due it will enhance the commitment of teachers. The finding supports the research works of Eze (2008), Kosteas (2011) that staff promotion boost the morale of teachers and increases their productivity, efficiency and enhance job satisfaction. Also supporting the finding was the view of Chughtai and Zafar (2006) who found that promotion opportunities is positively related to employees commitment.

The results also affirmed that there is a significant relationship between professional development and teachers' job commitment. It implies that professional development has great influence on teachers' job commitment. To this end it is certain that if teachers are given prompt and timely professional development, it will enhance improved their job commitment and productivity. The finding supports the research work of Herzberg (1959) that lack of achievement on the part of the teachers can lead to lack of teachers' commitment towards their job. It is also in line with the study of Saeed and Asghar (2012) that training is an organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill, improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

The study showed that there was significant relationship between job security and teachers' job commitment. It implies that job security influence the commitment of teachers. This may be due to the fact that government and school principal realized that teachers will be more committed to their jobs if there is job security. The finding is in consonance with submission of Guest (2004) who discovered that low job security and working conditions had adverse effect on employee commitment and job satisfaction. Also in line with the finding of Abdullah and Ramay (2012) who found a significant positive relationship between job security and organizational commitment of employees.

## 8. CONCLUSION AND RECOMMENDATIONS:

The study concluded that salary, recognition, promotion, professional development and job security determine teachers' job performance in public secondary school. In view of the findings of the study, it was recommended that the Teachers should be offered fair and reasonable compensation, that commensurate to their inputs to the organization, for higher level of teachers' commitment and productivity.

Government and school administrators should accord timely recognition of teachers' contributions to the attainment of school goals through praise, token rewards (such as self-respect, responsibility and sense of accomplishment), full participation in decision making among others. These will enhance positive feelings, build confidence in their ability, reduce attrition in the teaching profession; increase their commitment and loyalty to the job.

Government should ensure better conditions of service for teachers through job security in order to boost their morale and subsequently enhance their loyalty. Government should embark on regular promotion of staff based on clear performance standard so as to increase teachers' productivity and commitment to work.

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