



Job satisfaction as predictors of work commitment of business subject in some selected secondary schools in Bauchi state, North-Eastern, Nigeria

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Abstract

The study examined job satisfaction as a predictor of work commitment of business subject teachers in secondary school in Bauchi state. The study is guided by three objectives, research questions and hypotheses. The study adopted a survey research design to examine the variables under investigation. Structured questionnaires were administered to 366 randomly selected business subject teachers in Bauchi state. Data collected were analyzed using multiple regressions. The findings of the study revealed that promotional opportunity, working environment, and management style have significant and positive influence on work commitment of business subject teachers. Therefore, the concerns shown by education stakeholders in Bauchi state regarding the work commitment of business subject teachers that consequently affects the teacher qualities and school effectiveness can be addressed by creating the enabling environments to enable the business subject teachers play their role efficiently and effectively. This will also improve school effectiveness. The study recommended that, the business subject teachers should be give all promotional opportunities provided with a conducive working environment by Bauchi state ministry of education to enable them play their roles as teachers efficiently and effectively. In addition, secondary school principals in Bauchi state should adopt and use appropriate management style among business subject teachers to enable them feel commitment towards their teaching job.

Keywords: Job satisfaction, work commitment, business subject teachers, secondary school

Introduction

Job satisfaction describes the feelings, attitudes or preference of individuals regarding work. Job satisfaction has been defined as how content an individual is with his or her job (Armstrong, 2006) ^[9]. It can be said that the happier the person is in the work setting, the more satisfied he/she will be with the job. Testa (2010) ^[43] defined job satisfaction as an overall feeling about one's career or in terms of specific facets of the job or career, and it can be related to specific outcomes such as productivity and job performance. Job satisfaction is achieved when the employees are satisfied with certain factors related to their job such as the style of management, the work culture and the teamwork empowerment (OgunleyeOdebiyi&Olaoye, 2013) ^[36]. Job satisfaction has been an important topic over the years (Testa, 2010) ^[43]. It is believed that job satisfaction could contribute to job performance as well as work commitment. Hence, an employee who is satisfied with his job can perform his duties well and be committed to his job, and subsequently to his organization. Thus, it is of utmost importance for employers to know the factors that can affect their employees' job satisfaction level since it can affect the performance of the organization as well.

Due to importance of job satisfaction, many research have been done pertaining to it in various professions such as library, construction and education (Smith Kendall, & Hulin 2017) ^[41]. Education is an important aspect in everyone's life (Muchinsky, 2006) ^[34]. The author further stated that, it is undeniable that education contributes toward ensuring development in a country. Hence, the education system should be strategically planned in order to produce the best results for all concerned. The main players in the education field are the educators, who generally termed as teachers; they shoulder heavy responsibilities in educating the students (Muchinsky, 2006) ^[34]. Hence teachers are central

element in education system and the overall performance of schools depends upon their teachers and ultimately their level of commitment (Mathieu & Hamel, 2009) ^[32]. Similarly, Lieberman (2011) maintained that, the teachers are pivot of all school activities and success of the educational system depends upon them being the major players. The progress of a nation is a reflection of the quality of its people modeled by teachers for being the source of inspiration and guidance in their academic life (Smith, Kendall, Hulin, 2017) ^[41]. This can be fully realized when the teachers feel commitment to the school, to the students and towards the teaching profession (Smith *et al*, 2017) ^[41].

Promotional Opportunity

In relation to opportunities for upgrading, Akanbi and Itiola (2013) proposed that person needs for progress, accountability, appealing and challenging work, safety, vacation and currency are all connected to salary system preference. Individuals high in the first three desires, referred to as "motivator" desires, were establish to favor a pay for performance system more than individuals low in these needs (Ajay and Ramjee, 2013). Fair upgrading policies and practice provide chances for personal development, more tasks and increased social condition. When a person get fair upgrading which is usually his true evaluation, he gets a type of acknowledgment and hence job satisfaction. It amplifies worker perception to the excellence of their job and improves both their job satisfaction and organizational commitment (Armstrong, 2006) ^[9]. The workers who value opportunity for evolution display a high degree of job participation in the wishes of solicit such compensation. Naturally, if workers do not perceive development chances materialized, this outcome will be lost. Even though condemn for various causes, the

hierarchical and insular kind of country civil service systems do give for transparent and expected inner progress (Brayfield & Crockett, 2015).

Working Environment

Working environment is an influential determinant of both output and worker contentment. Its affect is so powerful that it can prevail over the influence of the characteristic of frontline leadership (Bright, 2008). Scholars establish that job satisfaction of civic workers depends more on environmental factors rather than own characteristic thereby demanding a better worker atmosphere fit (Alemayehu, & Batisa, 2020) ^[6]. Research shows that poor work situations effect job satisfaction negatively (Ahmed, Ashraf & Mangi, 2019) ^[4]. Exactly, job satisfaction is frequently determined by how well result meet or exceed expectations (Bernstein & Nash, 2008) ^[10]. Such as, the policies and practices of an institution persuade motivation and satisfaction indirectly. If health and safety programs are strictly imposed, they can give workers and supervisors a great sense of protection from accidents and industrial health risks (Alarcon & Lyons, 2011) ^[5]. Therefore, work environment is measured as one of the most significant job satisfaction factors. It is also broader in its sense and an implication as it is made of both visible and invisible (psychological) variables (Ahmed *et al.* 2019 ^[4]; Alemayehu, & Batisa, 2020) ^[6].

Work environments have many properties that may affect both physical and psychological well-being of workers (Bright, 2008). How well they engage with their working environment influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job (Cable, 2015), 2011) which is a function of their commitment towards work. Cable (2015) identified twelve factors in workplace environment which either lead to engagement or disengagement of workers. These factors include: goal setting, performance feedback, role congruity, defined processes, workplace incentives, supervisor support, mentoring/coaching, opportunity to apply new skills, job aids, environmental factors, and physical factors.

fellow workers were more likely to suffer from job dissatisfaction. Another survey found that positive relationship with fellow workers enhances job satisfaction (Ahmad & Ahmad, 2010) ^[3]. In addition, coworkers are more strongly related to job satisfaction than managerial support (Abdullah & Ramay, 2012) ^[2].

Workplace must be in normal condition allowing employee to do their job properly. In work places where there is not sufficient conditions, employee motivation level decreases and such a situation affects job satisfaction negatively (Ahmed *et al.* 2019) ^[4] According to Akanbi and Itiola 's study (2013), if working conditions are not conducive, hardworking employees who can find job elsewhere leave, while mediocre employees would stay and comprise success.

Management Style

According to Ang, Bartram, McNeil, Leggat, and Stanton (2013) ^[7] a management style is the method of leadership used by a manager. At the root of management styles are two distinct approaches: autocratic and permissive. An autocratic management style is one in which the leader

makes decisions unilaterally without including employees in decision-making. A permissive management style, on the other hand, is one in which the manager allows employees to participate in decision-making. Permissive managers generally allow a considerable degree of autonomy to employees completing day-to-day work tasks. These two contrasting management styles serve as the foundation for how all other management styles are approached.

Recently, the permissive management style has won-out. In fact, according to a report from Wharton School of Business (2016), the digital age has made the permissive approach more alluring to managers because employees are more apt to want to feel a part of the decision making process and will return that feeling with engagement and creativity. But depending on scenario, some managers find the autocratic management style more effective. The management style you take may depend on the specific situation, type of work you are managing or personality of your employees.

Work Commitment

Work commitment or Commitment to work is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the organization he/she is associated with (Ann, Bartela, Richard, Freeman, Casey, Morris & Kleiner, 2011) ^[8]. The level of organizational commitment of employees has long been considered a fundamental element to achieve better performance in private entities and greater efficiency and effectiveness in providing services to society in public organizations. That is, the more this link is in line with the organization's objective, the higher the possibility of success (Gomes & Okazaki, 2015).

Although commitment has been the link between the employee and the organization that has been studied the most (Haider & Raiz, 2010) ^[26], as reinforced in the work of Gopalan, Mohanty, and Das (2016) ^[25], the articles which bring research findings on these relations refer mainly to the private sector. Thus, this work seeks to alleviate the scarcity of studies on organizational commitment in the public sector, using more advanced statistical models, a need highlighted by Fritzsche, and Parrish (2013) ^[23].

Research Objectives

The main purpose of the study is to investigate the job satisfaction as a determinant of work commitment of business subject teachers in secondary school in Bauchi state. Specifically, the study intends to;

- 1 Determine the influence of promotional opportunity on work commitment of business subject teachers.
- 2 Examine the influence of working environment on work commitment of business subject teachers.
- 3 Examine the influence of management style on work commitment of business subject teachers.

Research Questions

The following research question were formulated to guide the study.

1. What is the influence of promotional opportunity on work commitment of business subject teachers?
2. What is the influence of working environment on work commitment of business subject teachers?
3. What is the influence of management style on work commitment of business subject teachers?

Null Hypothesis

The following null hypotheses were formulated to guide the study:

H0₁: Promotional opportunity has no significant influence on work commitment of business subject teachers.

H0₂: Working environment has no significant influence on work commitment of business subject teachers.

H0₃: Management style has no significant influence on work commitment of business subject teachers.

Methodology

1. Design of the Study

A survey research design was used in this study to examine job satisfaction as a determinant of work commitment of business subject teachers in secondary school in Bauchi state. Survey research design is a procedure in quantitative research in which researcher administer a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell 2012) ^[15]. This design enables the researchers to collect and analyze quantitative data as well as suggesting the reasons for the relationship between the variables under investigation (Saunders, Lewis, & Thornbill 2009). The present study is interested in studying the opinions of business subject teachers regarding their job satisfaction and work commitment. Hence, a survey design was appropriate for achieving the objectives of this study.

2. Population and Sampling Technique

The population of the study comprised 1,463 business subject teachers in Bauchi state. The business subject teachers was considered in this study due the fact that, the work commitment of business subject teachers of secondary schools in Bauchi state is far impressive. So, business subject teachers are the main focus of this study and provided information for achieving the objective of this study. The sample size for this study consisted of 306 business subject teachers. This was obtained from GPower which is statistical software for power analysis and sample size calculation. However, the present study increased the sample size to 366 respondents in order to have equal number of respondents from each educational zone of Bauchi state and to avoid non-response problem and sample size error as suggested by Salkind in 1997 ^[37], that is, 122 business subject teachers were drawn from each of the three educational zone of Bauchi state to form the sample size.

The study adapted measurements base on the previous studies (See, for example, James, James, & Ashe, 2010 ^[28]; Judge, & Kammeyer, 2012 ^[29]; Khan, Razi, Ali, & Asghar, 2011 ^[30]; Kodikal). This was done because Churchill (1979) recommended that a researcher can adopt or adapt measurement from the prior studies relevant to the current research. The research model consists of four constructs: work commitment (7 items), promotional opportunity (7 items), working environment (7 items), and management style (7 items). In this study, the likert scale was adopted for all the items of the four variables. This is because five scale

is likely to produce better results than scale with no midpoint (Sorrel, 2010). Hence, the respondents were asked to indicate their responses to each question on a five-point likert scale that is, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree. In addition, the reliabilities of the instruments were assessed and established by testing the internal consistency of the measurement items. This was done using Cronbach alpha and the reliability coefficients of the four constructs are; work commitment (0.79), promotional opportunity (0.78), working environment (0.84), and management style (0.77). The results suggested that the instrument is reliable based on the recommendation given by Hair, Black, Babin, and Anderson (2013) ^[27]. According to them reliability coefficient of at least 0.70 is considered satisfactory and acceptable.

Finally, for cleaning of data and analysis, SPSS 23 was used throughout the process. The predictive power of promotional opportunity, working environment, and management style (i.e., independent variables) on work commitment of business subject teachers (i.e., dependent variable) was determined using multiple regression. A multiple regression is a statistical technique for testing the influence of a number of independent variables on one continuous dependent variable (Creswell, 2012) ^[15].

Results

In this study, the necessary assumptions of multiple regression were properly assessed and fairly complied. Hair *et al.* (2013) ^[27] recommended that when interpreting the result of multiple regression analysis, a researcher should first consider the F value, then the R-square value or adjusted R square, and follow by the individual contribution. Following their recommendation, in this study, the statistical evidence in table 1 has proved that the model was statistically significant based on the F ratio 53.602, $p = 0.000$. The result also revealed the R² value of 0.42, indicating that the model fit is large (Murphy, Myers & Wolach, 2014) ^[35].

Regarding the individual contribution of independent variables, the variable promotional opportunity has a standardised coefficients beta value of 0.818, $p = 0.000$. This indicates a significant contribution of the variable in the model, that is, promotional opportunity has a significant positive influence on work commitment of business subject teachers. This result does not support the prediction of hypothesis 1 Promotional opportunity has no significant influence on work commitment of business subject teachers. The relationship between working environment and on work commitment of business subject teachers has a standardised coefficients beta value of 0.159, $p = 0.005$. This indicates that working environment has a significant contribution in the model. Hypothesis 2 is, therefore, not supported. Similarly, the relationship between management style and work commitment of business subject teachers has a standardised coefficients beta value of 0.127, $p = 0.027$. This indicates a significant contribution of the variable in the model, that is, management style has a significant positive influence on work commitment of business subject teachers.

Table 1: Regression Analysis on the Influence of Promotional Opportunity, Working Environment, and Management Style on Work Commitment of Business Subject Teachers.

Variable	Standardized Coefficients Beta	T Value	P Value	Decision	
Promotional opportunity.	.818	24.669	.000	Rejected	
Working environment.	.159	2.803	.005	Rejected	
Management style.	.127	2.228	.027	Rejected	
R. square					.42
F-Value					53.602
P-Value					.000

Discussion

The findings of this study suggested that promotional opportunity, working environment and management style are significant predictors of work commitment of business subject teachers. This implies that promotional opportunity, working environment and management style significantly influence of work commitment of business subject teachers. The findings are consistent with the studies Abraham (2020) who found statistically that there is a positive significant relationship between job promotion and workers commitment in public hospitals in Rivers State study. Similarly finding was reported in the study of Ogunleye *et al.* (2014) that a significant relationship existed between employees' promotion and organizational commitment. Similar finding was also reported in the study of Mohammad (2015) [33]. Similarly, the findings were also supported by the finding of the study of Ahmed *et al.* (2019) [4]. The study revealed the existence of a positive relationship between working environment and employee performance. Similar findings was reported by Oludeyi (2015) in Ogun state, Nigeria that working environment has significantly correlated with work commitment among staff in tertiary institution. In addition, the finding also agreed with the study of Abasilim *et al.* (2019) [1] that there is a significant positive relationship between leadership styles and employees commitment. Alemayehu, and Batisa, (2020) [6] reported a similar finding in the context of Ethiopia that leadership styles has the strongest impact on employee's organizational commitment.

Conclusion

The present study provided empirical evidence on job satisfaction as a determinant of work commitment of business subject teachers in secondary school in Bauchi state. The study proves that promotional opportunity, working environment, and management style have significant and positive influence on work commitment of business subject teachers. Therefore, the concerns shown by education stakeholders in Bauchi state regarding the work commitment of business subject teachers that consequently affects the teacher qualities and school effectiveness can be addressed by creating the enabling environments to enable the business subject teachers play their role efficiently and effectively. This will also improve school effectiveness. However, this study focused only business subject teachers. The teachers of othersubjects were not considered in this study. Therefore, the findings of this study might not be generalized to teachers of othersubjects. But similar studies should be conducted to focus on teachers of othersubjects to enable the full generalization of the study findings.

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