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TEACHERS' JOB SATISFACTION AND JOB COMMITMENT AS CORRELATES OF JOB PERFORMANCE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This paper examined teachers' job satisfaction and job commitment as correlates of job performance in public and private secondary schools in Anambra State. Four research questions were posed while four null hypotheses were formulated. The study employed the correlational research design. The study population consist a total of 83 principals' of public and private secondary schools. The population forms the sample size for the study which is eighty three (83) principals' of public and private secondary schools in Nnewi educational Zone. The data for this study was collected by means of structured questionnaire developed by the researcher. The three instruments were a standardized instrument developed by Kumar & Singh. The instrument was validated by three experts and subjected to reliability testing. Cronbach Alpha method was used to test the internal consistency of the instrument and it yielded co-efficient values of 0.91, 0.88 and 0.79 for the three instruments. The copies of the questionnaire were administered to the respondents on face to face basis by the researcher. Pearson Product Moment correlation was used to answer the research questions while linear regression was used to test the null hypotheses at 0.05 alpha level. The findings revealed that there is a very high positive correlation and no significant relationship among teachers' job satisfaction, job commitment and job performance in public secondary Schools in Anambra State. The findings also revealed that there is a very high positive correlation and no significant relationship among teachers' job satisfaction, job commitment and job performance in private secondary Schools in Anambra State.

Keywords: Job Satisfaction, Job Commitment, Job Performance, Private Schools, Public Secondary

Introduction

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Delise, Gorman, Brooks & John, 2010). The author reiterated further that high teaching morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning. Related to this, Evans (2011) defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. This implies that a teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process.

A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. Thus, during formal instruction, teachers facilitate learning in students in the classroom (Ofoegbu, 2012).To realize this, one of the important keys to providing education in schools is teachers. Hence, teachers' play the most decisive position in influencing social and economical development of the students. They are expected to devote themselves professionally, with providing knowledge, skill and attitude. The quality of teachers, their commitment, satisfaction and job performance are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society

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who help students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead (Ofoegbu, 2012).Teaching is classified as profession or a job. Teaching is not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes.

The job of a teacher consumes a major part of their day and is also a source of contribution towards the society. Hence the satisfaction of their job is necessary for a teacher in public and private secondary schools so as to be committed in all aspect of teaching which can lead to adequate job performance. Thus, job is seen as a paid position of regular employment. We need to be employed in order to be financially independent and have control over our life (Michael, 2011). Employment helps to overcome financial obligation and also allows one to be involve in good companionship as well as contribute to the society. Satisfaction on the other hand is a psychological phenomenon and its concept is highly intricate and subjective.

Job satisfaction is a positive state resulting from the appraisal of one's situation and is linked with the characteristics and demands of one's work (Evans, 2011). Job satisfaction is a psychological aspect of functioning in any profession. According to some scholars and human resource, there is distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings, individuals have about their jobs. On the other hand, cognitive job satisfaction is the extent of individual's satisfaction with particular facets of their jobs such as professional development or personal advancement opportunities, recognition ,responsibility, pay, organizational policy and administration, working hours and numerous other aspects of their jobs (Kayode, 2012). Job satisfaction is the orientation of an individual towards the work role which he is presently occupying (Obineli, 2013).

Job satisfaction is conceptualized as a positive or negative evaluative judgment of one's job and people's self-assessments about the extent to which they like or dislike their jobs (Evans, 2011). Evans further highlighted that job satisfaction could include specific interactions related to affective behaviors including: pay, promotion, supervision, fringe benefits of employment, contingent rewards, operating conditions, coworkers, nature of work, and communication. Desta (2014) proffer the view that job satisfaction relates to an individual's perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances including needs, values and expectations. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction.

Job satisfaction is the attitudes and feelings people have about their jobs (Basu, 2011). For Basu, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction. Evans (2011) viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Thus, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession.

The availability of competent teachers' with the required knowledge, skill and attitude is a key factor for providing quality education, yet lack of job satisfaction may affect the productivity of even those well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity (Sharma &Bajpai, 2011).Supporting this idea Ofoegbu, (2012) indicate that job satisfaction can contribute substantially to the effectiveness

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of an organization. It contributes to productive output in the form of high quantity and quality products and services, as well as maintenance objectives of low absenteeism and turnover. Sharma and Bajpai(2011), describes that teacher satisfaction has been shown to be a predictor of teacher retention, determinates of teacher commitment, and, in turn, a contributor to school effectiveness and job performance.

Job commitment means teacher's attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession (Obineli, 2013). It could manifest in three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts their self in the workplace (Sharma, 2011). 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 behavior. Commitment to job is linked to very important work-related factors like job performance (Sharma, 2011). Commitment in the workplace has the potential to influence organizational effectiveness and efficiency (Sharma, 2011). Ofoegbu, (2012), explained job commitment as the strength of the individual's identification with, involvement in, and commitment to support and attain organizational goals.

Job commitment refers the feeling of dedication among the individuals of a group towards their job (Evans, 2011). This commitment area involves two essential components namely pride in one's being in the teaching job and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there, they have to develop pride knowing that this is a Nobel job charged with great responsibilities as the society hands over its students to this system for their wholesome education. Obineli (2013), described job commitment as total organism direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices. Commitment in job is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target) (Obineli, 2013).

In addition, the commitment and effectiveness of teachers depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and their job commitment is an important phenomenon for generally secondary school teachers, their employers and students at large. For the success of any organization, committed and satisfied human resources are considered as the most important assets of an organization (Obineli, 2013). Job commitment is an indicator of an employee's loyalty, professional attachment, and job pleasure. It tends to reflect the level of fulfillment; an individual feels from his nature of work and organizational attachment. In other words, it demonstrates an employee's job satisfaction. If employees are satisfied with their job, they have a greater tendency to give better performance.

Performance can be defined as effort along with the ability to put effort supported with the organizational policies in order to achieve certain objectives. According to Joe (2011), it is considered that the satisfaction we acquired with our work is one of the fundamental reasons for high workplace commitment. Job satisfaction among teachers' in public and private secondary schools is necessary because it enhanced teachers' commitment which further results in improved job performance.

Job performance (JP) is a term which refers to the quality of work of an employee (Caillier, 2010). Job performance can be defined as ability to perform effectively which requires understanding of a complete and up-to-

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date job description of a position, requirement and standards that are expected to meet (Armstrong, 2015). It means a work performance in terms of quantity and quality expected from each employee. A number of factors have been identified to predict job performance. These factors include promotion, salary and others. In this study, an individual's performance is assessed in terms of salary working environment, workload and effort, either day to day, or when there are extraordinary circumstances. Batainehand Moorhead (2017), highlight Employee's performance as a combination of efficiency and effectiveness of the employee's daily tasks to meet the expectations of the stakeholders. Teachers' are the most important resources of each organization or secondary schools. How they feel about the work and the results from it, have a direct impact on the organization's performance and ultimately its stability (Joe, 2011).

For example, if the employees are happy and satisfied with their work, they will be highly motivated to perform the best of their ability to achieve the goals of the organization. Therefore, to compete in the global market and achieve organizational goals, the government as well as principals in school organization should do more for an employee than the job requires which could lead to higher job performance. This situation is not limited to private secondary schools; the public secondary schools experience the same problems (Delise et al., 2010).

The concept of public school is restricted to those schools that are publicly founded, which excluded schools that are operated by churches and private fee-charging independent schools. Public education is intrinsically related to government schools, (Mart, 2013). In other words it can be seen as the education provided through the media of government. Basu (2011), states that public schools refer to those schools in which government have centralized control, standardized attendance and admissions, set curriculum and programmes, mandatory teacher certification, and the goal of standardized outcomes of school in the interest of equity. Thus, government, give permanent financial support as well as supervision and inspection.

Private school is known as non-governmental schools, independent school or non state school. They are not administered by local, state or national government; thus they retain the right to select their students and are funded in whole or in part by charging their students tuition rather than relying on mandatory taxation (Sharma, 2011). Private schools are corporate entities separate from public schools, which are supported by the government (Basu, 2011). Though they differ widely in function, geographical location, size, organizational pattern, and means of control, but they have features in common. They are ordinarily under the immediate control of a private corporation (religious or non-affiliated), not of a government agency or board; and they are supported primarily by private funds.

It is obvious that the purpose of any educational system is the preparation of skillful citizens that help for political, social and economic development of the country. These are accomplished when the components of the educational systems are in good conditions (Basu, 2011). Among several components of the educational system viable, functional and productive maintenance of satisfied, committed and motivated teaching force in the system is crucial. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage will happen to the skilled man power supply (Evans, 2011). There are numerous internal and external factors which influence upon the teachers personality, behavior in the classroom and attitude towards the teaching profession. These internal and external factors that affect the job satisfaction among teachers includes poor salaries, lack of recognition, inadequate promotion, poor working condition and others which are they reasons why organizations or schools are experiencing teachers' dissatisfaction (Armstrong, 2015). Other work factors such as the environment and

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poor management of schools by principals are also shown to contribute towards lower levels of job satisfaction and job commitment which can results in frequent absenteeism from school by teachers, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from work. This situation is not limited to the private secondary schools; the public secondary schools experience the same problems.

From this, it can be interpreted that it is the responsibility of school management, both in the private and public sector, to regard teachers' salary, promotion, recognition and others which is an essential determinant of their job performance thus, resulting in the effectiveness and efficiency of the organization (Sharma, 2011). From this, the study seeks to examine teachers' job satisfaction and job commitment as correlates of their job satisfaction in public and private secondary schools of Nnewi Education Zone in Anambra State and to suggest strategies in order to minimize dissatisfaction by examining the factors, analyzed the issues, offered conclusions and provided specific recommendations.

The main purpose is to determine teachers' job satisfaction and commitment as correlates of their job performance in public and private secondary schools in Anambra State.Specifically, the study seeks to determine the:

1. Relationship between Teachers' Job Satisfaction and Job Performance in Public Secondary Schools in Anambra State.
2. Relationship between Teachers' Job Commitment and Job Performance in Public Secondary Schools in Anambra State.
3. Relationship between Teachers' Job Satisfaction and Job Performance in Private Secondary Schools in Anambra State.
4. Relationship between Teachers' Job Commitment and Job Performance in private Secondary Schools in Anambra State.

Research Questions

1. What is the relationship between Teachers' Job Satisfaction and Job Performance in Public Secondary Schools in Anambra State?
2. What is the relationship between Teachers' Commitment and Job Performance in Public Secondary Schools in Anambra State?
3. What is the relationship between Teachers' Job Satisfaction and Job Performance in Private Secondary Schools in Anambra State?
4. What is the relationship between Teachers' Commitment and Job Performance in private Secondary Schools in Anambra State?

Hypotheses

1. There is no significant relationship between Teachers' Job Satisfaction and Job Performance in Public Secondary Schools in Anambra State.
2. There is no significant relationship between Teachers' Commitment and Job Performance in Public Secondary Schools in Anambra State.
3. There is no significant relationship between Teachers' Job Satisfaction and Job Performance in Private Secondary Schools in Anambra State.
4. There is no significant relationship between Teachers' Commitment and Job Performance in private Secondary Schools in Anambra State.

Research Method

The study employed the correlational research design.The study was conducted in Anambra State, South-East Nigeria.The study population consist a total of 83 principals' of public and private secondary schools. The population statistics comprises principals of public and private secondary schools of Nnewi

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Education Zone in Anambra State. The population forms the sample size for the study which is eighty three (83) principals' of public and private secondary schools in Nnewi educational Zone, due to the fact that the population is manageable by the researcher. The data for this study was collected by means of structured questionnaire developed by the researcher. The three instruments were a standardized instrument developed by Kumar & Singh.The first instrument is titled "Questionnaire on Job Satisfaction" (QJS) with 19 items, the second instrument is titled "Questionnaire on Job Commitment" (QJC) with 14 items and the third instrument is titled "Questionnaire on Job Performance" (QJP) with 18 items making it a total of 51 items. The instrument was validated by three experts and subjected to reliability testing. Cronbach Alpha method was used to test the internal consistency of the instrument and it yielded co-efficient values of 0.91, 0.88 and 0.79 for the three instruments. The copies of the questionnaire were administered to the respondents on face to face basis by the researcher. Pearson Product Moment correlation was used to answer the research questions while linear regression was used to test the null hypotheses at 0.05 alpha level.

Presentation of Results

Research Question 1: What is the relationship between teachers' job satisfaction and job performance in public secondary schools in Anambra State?

Table 1: Pearson r on the relationship between teachers' job satisfaction and job performance in public secondary schools

Source of variance	N	Job satisfaction (r)	Job performance (r)	Remark
job satisfaction	43	1.00	0.81	high positive relationship
Job performance	43	0.81	1.00	

Adjusted $r^2 = 0.649$

Data in Table 1 revealed that a high positive relationship of 0.81 exists between teachers' job satisfaction and job performance in public secondary schools in Anambra State. The adjusted r^2 explains that 64.9% of the total variability of teachers' job performance can be explained by their job satisfaction.

Research Question 2: What is the relationship between teachers' commitment and job performance in public secondary Schools in Anambra State?

Table 2: Pearson r on the relationship between teachers' job commitment and job performance in public secondary schools

Source of variance	N	Job commitment (r)	Job performance (r)	Remark
job commitment	43	1.00	0.005	Very low positive relationship
Job performance	43	0.005	1.00	

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Adjusted $r^2 = 0.012$

Data in Table 2 revealed that a very low positive relationship of 0.005 exists between teachers' job commitment and job performance in public secondary schools in Anambra State. The adjusted r^2 explains that 1.2% of the total variability of teachers' job commitment can be explained by their job satisfaction.

Research Question 3: What is the relationship between teachers' job satisfaction and job performance in private secondary schools in Anambra State?

Table 3: Pearson r on the relationship between teachers' job satisfaction and job performance in private secondary schools

Source of variance	N	Job commitment (r)	Job performance (r)	Remark
job commitment	40	1.00	0.74	high positive relationship
Job performance	40	0.74	1.00	

Adjusted $r^2 = 0.534$

Data in Table 3 revealed that a high positive relationship of 0.74 exists between teachers' job satisfaction and job performance in public secondary schools in Anambra State. The adjusted r^2 explains that 1.2% of the total variability of teachers' job commitment can be explained by their job satisfaction.

Research Question 4: What is the relationship between teachers' commitment and job performance in private secondary schools in Anambra State?

Table 4: Pearson r on the relationship between teachers' job commitment and job performance in private secondary schools

Source of variance	N	Job commitment (r)	Job performance (r)	Remark
job commitment	40	1.00	0.112	Low positive relationship
Job performance	40	0.112	1.00	

Adjusted $r^2 = 0.014$

Data in Table 4 revealed that a low positive relationship of 0.112 exists between teachers' job commitment and job performance in private secondary schools in Anambra State. The adjusted r^2 explains that 1.4% of the total variability of teachers' job commitment can be explained by their job satisfaction.

Hypothesis 1: There is no significant relationship between teachers' job satisfaction and job performance in public secondary schools in Anambra State.

Table 5: t-Test of significant of Pearson r of teachers' job satisfaction and job performance in public secondary schools

Pearson r	**N**	**Df**	**Cal. t**	**p-value**	**α**	**Decision**
.81	43	41	12.19	0.000	0.05	Significant

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Data presented in Table 5 revealed that at 0.05 level of significance and 41df, the calculated t of 12.19 with p-value of 0.00 which is less than alpha level of 0.05 (r = .81, p < 0.05), the null hypothesis is rejected. This means that there is significant relationship between teachers' job satisfaction and job performance in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between teachers' commitment and job performance in public secondary schools in Anambra State.

Table 6: t-Test of significant of Pearson r of teachers' commitment and job performance in public secondary schools

Pearson r	N	Df	Cal. T	p-value	α	Decision
.005	43	41	0.43	0.966	.05	Not significant

Data presented in Table 6 revealed that at 0.05 level of significance and 41df, the calculated t of 0.43 with p-value of 0.966 which is greater than alpha level of 0.05 (r = .005, p > 0.05), the null hypothesis is not rejected. This means that there is no significant relationship between teachers' commitment and job performance in public secondary schools in Anambra State.

Hypothesis 3: There is no significant relationship between teachers' job satisfaction and job performance in private secondary schools in Anambra State.

Table 7: t-Test of significant of Pearson r of teachers' job satisfaction and job performance in private secondary schools

Pearson r	N	Df	Cal. T	p-value	α	Decision
.74	40	38	6.59	0.000	.05	Significant

Data presented in Table 7 revealed that at 0.05 level of significance and 38df, the calculated t of 6.59 with p-value of 0.00 which is less than alpha level of 0.05 (r = .74, p < 0.05), the null hypothesis is rejected. This means that there is a significant relationship between teachers' job satisfaction and job performance in private secondary schools in Anambra State.

Hypothesis 4: There is no significant relationship between teachers' commitment and job performance in private secondary schools in Anambra State.

Table 8: t-Test of significant of Pearson r of teachers' job commitment and job performance in private secondary schools

Pearson r	N	Df	Cal. t	p-value	α	Decision
.114	40	38	.497	0.112	.05	Not significant

Data presented in Table 8 revealed that at 0.05 level of significance and 38df, the calculated t of 0.497 with p-value of 0.112 which is greater than alpha level of 0.05 (r = .114, p >0.05), the null hypothesis is not rejected. This means that there is no significant relationship between teachers' commitment and job performance in private secondary schools in Anambra State.

Discussion of Findings

The finding in research question one revealed that there is a high positive relationship between teachers' job satisfaction and job performance in public secondary schools in

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Anambra State. This means that teachers' job performance is a major influence on their job satisfaction. This findings was in line with the finding of Desta (2014) external factors have more influence than internal factors on teachers' job satisfaction and commitment. Also, this finding agreed with the finding of Onaolopo (2019) that there is a high correlation between family satisfaction and job performance. The finding revealed that there is no significant relationship between teachers' job satisfaction and job performance in public secondary schools in Anambra State. This finding disagreed with the finding of Onaolopo (2019) that there was a significant relationship between family satisfaction and job performance. The opposition in both findings could be as a result of different respondents and geographical location.

The finding in research question two revealed that there is a low positive relationship between teachers' job commitment and job performance in public secondary schools in Anambra State. This means that teachers' job commitment did not influence their job performance. This finding was in tandem with the finding of Luqman (2012) that there is a weak positive relationship between job commitment and quantity surveyors' job performance in Nigerian public service. More so, the finding revealed that there is no significant relationship between teachers' job commitment and job performance in public secondary schools in Anambra State. This finding opposed with the finding of Luqman (2012) that there is a significant correlation between job commitment and quantity surveyors' job performance in Nigerian public service.The opposition in both findings could be as a result of different respondents and geographical location.

The finding in research question three revealed that there is a high positive relationship between teachers' job satisfaction and job performance in private secondary schools in Anambra State. This means that teachers' job satisfaction has an influence on their job performance in private secondary schools in Anambra State. This finding was in agreement with the finding of Iqbal, Aziz, Farooqi and Ali (2016) that there is a strong positive relationship between teachers' job satisfaction and job performance in private schools in Pakistan. The finding also revealed that there is no significant relationship between teachers' job satisfaction and job performance in private secondary schools in Anambra State. This finding was in agreement with the finding of Iqbal, Aziz, Farooqi and Ali (2016) that there is no significant correlation between teachers' job satisfaction and job performance in private schools in Pakistan.

The finding in research question four revealed that there is a low positiverelationship between teachers' commitment and job performance in private secondary schools in Anambra State. This means that teachers' commitment influenced their performance in private schools in Anambra State. This finding opposed the finding of Ahmed (2014) that there exists a strong correlation between teachers' job commitment and their performance in both public and private secondary schools in Banglasesh. The opposition in both findings could be as a result of different respondents and geographical location. The finding also revealed that there is no significant relationship between teachers' commitment and job performance in private secondary schools in Anambra State. This findng was in line with the finidng of Ahmed (2014) that there exists no significant correlation between teachers' job commitment and their performance in both public and private schools in Bangladesh.

Conclusion

Based on the findings, it was concluded that there is a very high positive correlation and no significant relationship among teachers' job satisfaction, job commitment and job performance in public secondary Schools in Anambra State. It was concluded that there is a very high positive correlation and no significant relationship among teachers' job satisfaction,

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job commitment and job performance in private secondary Schools in Anambra State.

Recommendations

Based on the findings, it was recommended amongst others that

1. Anambra State government should prioritize teachers' welfare through prompt payment of salaries and other fringe benefits, which will improve the performance of teachers in the school system.
2. Anambra State ministry of education should give special attention to teachers' job satisfaction and their commitment in the job. The attention area should focus on personal development and training, fair benefits and incentives, equitable promotion. This will help teachers to increase the level of job satisfaction.
3. To increase teachers' job satisfaction, schools should allocate sufficient budget to supply necessary materials and equipment that is vital for practical use in the laboratory, library, ICT centres.,

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