



EFFECT OF COMMITMENT ON JOB SATISFACTION OF ACADEMIC STAFF
OF KADUNA STATE TERTIARY EDUCATION INSTITUTIONS

¹ Emmanuel Gwanyo Yusuf
(emmyujaro@gmail.com)
+2348061299927

¹ Talatu Markus
(markustalatu2@gmail.com)
+2348022375188

² Umar Salisu
(salumar2002@yahoo.com)
+2348065825865

³ Dickson Nandes Cinjel
(ncinjel@yahoo.com)
+2348065444172

¹ Kaduna State College of Education, Gidan Waya

² Ahmadu Bello University, Zaria

³ Federal University Wukari, Taraba State

Abstract

This study investigated the effect of organisational commitment dimensions on job satisfaction of academic staff of Kaduna State tertiary education institutions. Out of four hundred and six copies (406) of questionnaire administered, three hundred and forty eight (348) were analysed. The hypotheses were tested using Structural Equation Modeling (SEM), with results indicating that both affective commitment and normative commitment have significant effect on job satisfaction; but continuance commitment failed to have significant effect on job satisfaction of academic staff. The variance in job satisfaction was all accounted for by affective commitment, continuous commitment and normative commitment, with the effect size of affective commitment on job satisfaction more than continuance commitment and normative commitment. Finally, recommendations were made based on the findings of the study to channel efforts at improving academic staff commitment. Also, the study provided suggestion for future studies.

Keywords: Organisational commitment, affective commitment, continuance commitment, normative commitment, job satisfaction, and pay satisfaction

1. Introduction

The overall performance of tertiary institutions depends upon the academic staff and ultimately their level of job satisfaction. Thus, job satisfaction has been described as an important construct to study in the context of tertiary education institutions, because educational institutions need to attract, retain and maintain competent and satisfied academic staff (Khalid, Irshad & Mahmood, 2012; Osakwe, 2014; Amarasena, Ajward & Haque, 2015). Studies (like Singh & Loncar, 2010; Zaman, Mahmud & Jahan, 2014; Mehrad, Hamsan, Redzuan & Abdullah, 2015; A'yunnisa & Saptoto, 2015; Yousef, 2017) have described the pay facet of one's job as the main determinant of job satisfaction, because pay serves as the means to meet basic necessities of employees, which is crucial



for one's well-being and sufficient to influence one's behavior. Pay is defined as "the amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organisation or similar job (Khan, Khan, Nawaz & Khan, 2009)." Satisfaction with pay occurs when the income of employees enables them to have luxuries or at least cover normal expenses and when they perceive that their income is fair (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar & Parra, 2000).

According to Mawoli and Babandako (2011), Ameen, Olowoselu and Dauda (2017) and Beji (2018), pay is the most dissatisfied facet among academic staff in Nigeria, because the gap between the amount expected and the actual amount received is large; pay is not paid as and when due; and some State Governments are yet to consider the implementation of the Consolidated Polytechnics and Colleges of Education Academic Salary Structure [CONPCASS]. Despite all these irregularities, state owned tertiary education institutions do not often take into consideration the satisfaction of their employees (Azeez, Jayeoba & Adeoye, 2016). Thus, this kind of experience leads to job dissatisfaction, resulting into unfavourable outcomes such as high turnover, reduced teaching effectiveness, industrial actions (strikes), absence from work and diverted time and effort to obtaining other sources of income including corruption and secondary employment in other jobs. Also, staff may have deliberately reduced their performance or felt that less satisfied job justified poor performance. As a result, public service delivery has suffered significantly (Malik, Nawab, Naeem, & Danish, 2010; Osakwe, 2014). Fapohunda (n. d) concurs that about 80% of industrial actions by academic staff experienced in Nigeria are attributed to pay dissatisfaction. Umaru and Ombugus (2017) conclude that it is only when lecturers are meeting their basic needs in life such as food, clothing and healthcare by means of equitable pay in terms of its adequacy and regularity, they perform optimally in workplace. Therefore, this study conceptualises pay satisfaction as job satisfaction.

Though, pay cannot be improved by individual institutions even if it appears to be the most dissatisfied facet since it involves government policy (Unutmaz, 2014), but understanding the antecedents of pay satisfaction is a way of influencing academic staff's level of job satisfaction (Williams, McDaniel & Nguyen, 2006). Khan, Nawaz and Khan (2013) posit that the organisational commitment of academicians is critical with the globalisation of education. Since organisational commitment has become one of the most popular subjects of management studies in the last decade, therefore remains a principal factor influencing the growth and survival of any organisation. Inanc and Ozdilek (2015) concur that in order to boost the satisfaction of the academic staff, tertiary education institutions should try to increase the organisational commitment level of academicians. Organisational commitment is viewed as the connection an employee has with his organisation, to the extent that he/she works, and can identify with the values of the organisation (Ball & Cohen, 1996).

Meyer and Allen (1991) reveal three dimensions of commitment namely affective commitment, continuance commitment and normative commitment. Affective commitment



referred to the desire-based dimension because employees want to stay or feel is the right thing to do, which originates from employees' emotional attachment to their organisation, and might turn down offers even if they seem more attractive financially based on emotional attachment (Dikko, Mutalib & Ghazali, 2017). Continuance commitment is the cost-based dimension which stems from financial concerns of employees, because of fear of losing the benefits employee is acquiring from the job (Tekin, Kayacan & Bektaş, 2014). Normative commitment referred to obligation-based dimension because employees feel they ought to (Meyer & Allen, 2004), especially where organisation may have invested resources in training an employee who then feels an obligation to put more efforts on the job and stay with the organisation to repay the debt.

Empirical evidence has shown that organisational commitment and job satisfaction are more imperative to study in tertiary institution (Malik et al., 2010; Amarasena et al., 2015), because it shows that teachers who are committed to the organisation are likely to be eager to contribute to the organisation's goals and are more likely than others to extend their efforts beyond their required task performance to further the effectiveness of the organisation, even if they do not expect to be directly rewarded for this behavior (Kehoe & Wright, 2013). Both organisational commitment and job satisfaction level of workers are essential factors related with the overall success of the organisations. Though, various studies were conducted on organisational commitment and job satisfaction, yet very few studies have been conducted regarding the relationships between organisational commitment dimensions and job satisfaction of academic staff in developing countries (Inanc & Ozdelik, 2015; Mabasa, Mabasa & Netshidzivhani, 2016); also relevant literature reviewed shows that public sector employees' commitment and job satisfaction is under-researched area particularly the state owned tertiary education institutions in Nigeria (Saliu, Gbadeyan, & Olujide, 2015), yet no study of this nature has been conducted among academic staff of Kaduna State tertiary education institutions. In view of this backdrop, thus, the present study investigated the effect of organisational commitment dimensions on job (pay) satisfaction of academic staff of Kaduna State tertiary education institutions. After the introduction, this study is organised into review of related literature, methodology, results, discussions, and conclusion and recommendations.

2. Literature Review

Affective Commitment and Job Satisfaction

Studies (Adekola, 2012; Inanc & Ozdilek, 2015) have reported that higher level of commitment among employees will definitely generate higher level of job satisfaction among employees. With this, there exist a significant positive linear relationship between job satisfaction and organisational commitment. The existing relationship between the two variables was as a result of the presence of affective commitment scores in total organisational commitment. In other words, the more an employee feels emotional attached to his organisation, the more he will be satisfied with his job. The relationship between the



two variables is not significant when the contribution of affective commitment was taken out. Saliu et al. (2015) supported that a positive relationship exists between organisational commitment and job satisfaction but affective commitment has little or no significant relationship with job satisfaction. Similarly, Braje and Samardija (n. d) did not confirm the relationship between pay satisfaction and affective commitment. However, Omoankhanlen, Oloda and Ajienka (2014) and Malik and Narang (2015) revealed a significant positive relationship between pay satisfaction and affective commitment.

Continuance Commitment and Job Satisfaction

Gangai and Agrawal (2015) observed a significant correlation between continuance commitment and job satisfaction with $r = - 0.291$, even though it shows a negative correlation. Similarly, Inanc and Ozdilek (2015) discovered that continuance commitment has a negative impact on job satisfaction. Meaning, the more an academician feels continuance commitment to the organisation, the less satisfied he/she will be towards the job. This was linked to lack of alternatives, especially where cost of leaving the current organisation (forfeiting nontransferable investments) is high (Khan, Naseem & Masood, 2016; Yousef, 2017). The nontransferable investments include pay and benefits, and were found to be positively and significantly correlated with continuance commitment (Braje & Samardija, n. d; Omoankhanlen et al., 2014; Saliu et al., 2015; Mabasa et al., 2016). In other words, employee satisfaction with pay is likely to affect employees' desire to remain with the organisation due to costs that the employee associates with leaving the organisation. Conversely, Malik and Singh (2016) and Khan et al. (2016) reported a no significant relationship between continuance commitment and job satisfaction.

Normative Commitment and Job Satisfaction

Vandenbergh and Tremblay (2008) discovered in their studies that employees' sense of indebtedness and appreciation lead to job satisfaction because employees feel they have received a fair amount of resources from the organisation. According to Braje and Samardija (n. d) and Omoankhanlen et al. (2014) a significant positive relationship exists between pay satisfaction and normative commitment of employee while Gangai and Agrawal (2015) reported a significant negative correlation between normative commitment and job satisfaction. However, Inanc and Ozdilek (2015) and Mabasa et al. (2016) reveal that normative commitment correlates with job satisfaction in a positive way, although not statistically significant.

Theoretical Framework

The study adopted the tenet of social exchange theory by Blau (1964), after establishing possible relationships between affective commitment, continuance commitment and normative commitment as the independent variables and job (pay) satisfaction as the dependent variable. The theory states that as one party receives something of value from another, the receiving party feels obligated to return something of value in exchange; if an individual wants to continue receiving benefits, that person must give something of value in return. Therefore, the framework below was employed to guide the study

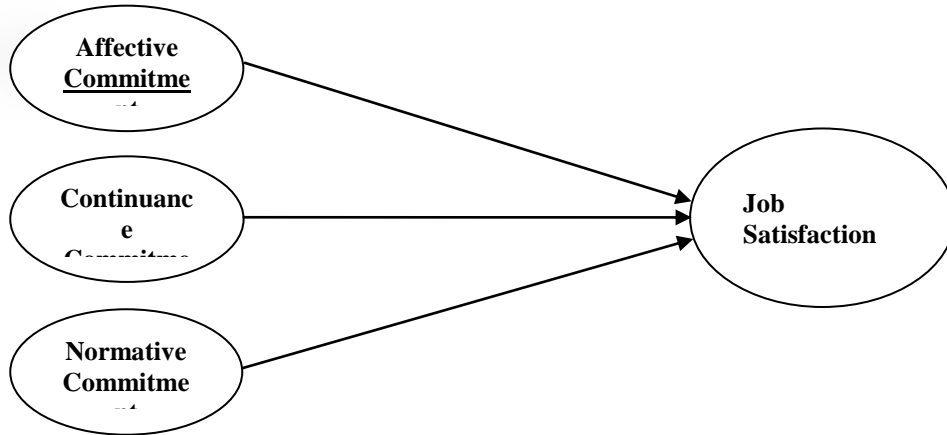


Figure1: Study Framework

3. Methodology

This study employed survey research design and the population was academic staff in the four (4) tertiary education institutions other than university owned by Kaduna State Government, being the centre of learning and the only state where its academic staff are still enjoying 80% of the old Consolidated Tertiary Institutions Salary Scale (CONTISS). Given a total population of 1,414 academic staff in Kaduna State owned tertiary education institutions notably Kaduna State College of Education, Gidan Waya (KSCOE); Nuhu Bamalli Polytechnic, Zaria (NBP); Shehu Idris College of Health Sciences and Technology, Makarfi (COHST); and Kaduna State College of Nursing and Midwifery, Kaduna (KSCONM); 312 formed the sample size using Yaro-Yamen's formula with 5% level of significance.

Thereafter, the sample size was increased by 30% [$312 + (312 * 0.30) = 406$] to be sure that proportional selection of elements was large enough to account for the total size of elements in each stratum as recommended by Israel (1992), Bartlett, Kotrlík and Higgins (2001) and Salkind (2012). Only 359 questionnaires were finally analysed after data screening. The questionnaire consisted of five sections, with section consisting demographic information. Section two, three and four were based on the revised version of the organisational commitment questionnaire by Meyer, Allen and Smith (1993) as described in Meyer and Allen (2004). Finally, section five consists of pay satisfaction by Balzer et al. (2000). Section two to five were measured on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. For this study, the Structural Equation Modeling (SEM) was employed for descriptive statistics and hypotheses testing.



4. Results

Descriptive Statistics

The study recorded high level of affective commitment (M=3.76, SD= 0.58), high level of continuance commitment (M=3.54, SD= 0.63), high level of normative commitment (M=3.65, SD= 0.60), and fairly satisfied with pay (M=3.03, SD= 0.82), because it recorded the lowest mean. This implies that academic staff of Kaduna State tertiary education institutions are committed in their various institutions, even though they are fairly satisfied with pay.

Test of Hypotheses

Table 1 below, presented the results of the path coefficient for direct effect.

Table 1: Path Coefficient for Direct Effect

Hypotheses	Relationship	Beta Value	Std error	T Stat	p-value	Decision
H ₁	ACOM => JSAT	0.374	0.116	3.105	0.029**	Rejected
H ₂	CCOM => JSAT	0.189	0.124	1.465	0.122	Accepted
H ₃	NCOM => JSAT	0.273	0.112	2.437	0.036**	Rejected
R ²		0.317				

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

From table 1, it can be seen that affective commitment has a significant positive relationship with job satisfaction. Going by the reviewed literature, the study provides empirical evidence that affective commitment has significant relationship with job satisfaction (Adekola, 2012; Inanc & Ozdilek, 2015; Omoankhanlen et al., 2014; Malik & Narang, 2015); and thus the findings of the present study supported the existence of significant effect of affective commitment on job satisfaction. Therefore, the first hypothesis (H₁) that states that affective commitment has no significant effect on job satisfaction of academic staff of Kaduna State tertiary education institutions is rejected.

The findings revealed that, there is no any direct effect of continuance commitment on job satisfaction, even though the relationship was positive, it was found not to be significant. Thus, this contradicted earlier findings (e.g., Braje & Samardija, n. d; Omoankhanlen et al., 2014; Saliu et al., 2015; Mabasa et al., 2016) that employees are continually committed by associating their payment and benefits with the work they have done. This indicates that most academic staff are not only on the job due to high costs of leaving their institutions but other factors, hence the reason for no significant relationship between continuance commitment and job satisfaction. Therefore, hypothesis two (H₂) that states continuance commitment has no significant effect on job satisfaction of academic staff of Kaduna State tertiary education institutions is supported.

The result also showed that normative commitment has a significant positive relationship with job satisfaction and this implies that a unit change in normative commitment level will lead to change in job satisfaction. Thus, consistent with general expectations, the findings also supported previous empirical results that normative commitment significantly relates



with job satisfaction (Vandenberghe & Tremblay, 2008; Braje & Samardija, n. d.; Omoankhanlen et al., 2014). This implies that an increase in normative commitment facilitates job satisfaction of academic staff. Thus, the third hypothesis which states that normative commitment has no significant effect on job satisfaction of academic staff of Kaduna State tertiary education institutions is rejected.

Finally, table 1 reported the R square value at 0.317 which means that 31.7% variance in job satisfaction is accounted for by affective commitment, continuous commitment and normative commitment. Hence, the result indicates the existence of relationship between the independent variables and the dependent variable. With this, the study validates the submission of previous research that organisational commitment is one of the antecedents of job satisfaction.

5. Conclusion and Recommendation

In conclusion, as tertiary education institutions give more preference to human oriented objectives like capacity development, the more academics feel compelled for affective and normative reasons to remain in their organisation. As a result, most academics become satisfied with their job. This explained the positive relationships found between affective commitment and job satisfaction, and normative commitment and job satisfaction in this study. Lastly, in order to maintain competent and satisfied academic staff, it is recommended that Kaduna State Government and management of the tertiary education institutions should channel efforts at improving organisational objectives and programmes to be more of people-oriented, thereby inducing affective and normative commitment and reducing job dissatisfaction of academic staff. Furthermore, future studies should introduce human resource management practices (HRMPs) as moderator on the relationship between organisational commitment dimensions and job satisfaction for further theoretical contributions.

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