

**DETERMINATION OF THE RELATIONSHIP BETWEEN JOB
SATISFACTION AND ORGANIZATIONAL COMMITMENT
AMONG ELECTRICAL/ELECTRONIC TEACHERS IN TECHNICAL
COLLEGES IN DELTA STATE**

BY

EMEKEME, OGHENEVWOGAGA BLESSING

**DELTA STATE UNIVERSITY,
ABRAKA.**

AUGUST, 2015.

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**DELTA STATE UNIVERSITY,
ABRAKA.**

AUGUST, 2015.

CERTIFICATION

This is to certify that this dissertation has been written in the
Department of Technical and Business Education, Delta State University,
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We, the undersigned certify that this dissertation was written by the candidate whose name appears therein. It is adequate in scope and content.

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DECLARATION

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DEDICATION

This work is dedicated to God Almighty, the maker of heaven and earth.

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ABSTRACT

The study was aimed at determining the relationship between job satisfaction and organizational commitment among Electrical/Electronic Teachers in Delta State. The study was guided by eight (8) null hypotheses. Hypotheses one to seven were tested using the simple regression analysis while hypothesis eight was tested using the multiple regression analysis. A job and organizational commitment questionnaire containing twenty eight (28) items were administered to a sample of randomly selected ninety five (95) electrical/electronic teachers in the six (6) technical colleges in Delta State. The findings of the analyses show that Electrical/Electronic Teachers Job Satisfaction significantly predicts their organizational commitment in the technical colleges in Delta State. Also, the result shows that electrical/electronic teachers' educational level does predict their organizational commitment in technical colleges in Delta State. Furthermore, the result reviewed that sex; location of college, age; appointment and teaching experience do not significantly predict electrical/electronic teachers' organizational commitment in technical colleges in Delta State. Lastly, the independent variables jointly contributed in predicting electrical/electronic teacher's organizational commitment in the technical colleges in Delta State. Based on the findings and conclusion reached in the study, the following recommendations are made: Electrical/Electronic Teachers should be given proper recognition by their employers and the society. The salaries of electrical/electronic teachers should be improved upon to enable them meet their basic needs. Similarly, more conscious efforts of both State and Federal Government, School Administrators and Proprietors to contribute immensely to the job satisfaction and commitment through provision of adequate facilities, conducive working environment and training opportunities, promotion prospects, security and safety needs. Lastly, electrical/electronic teachers should be encouraged to love a degree in technical education.

CHAPTER ONE

INTRODUCTION

Background to the Study

In recent years, there has been a proliferation in publications pertaining to job satisfaction and organisational commitment among various occupational groups. Evidence attesting to this is the vast array of literature available related to antecedents and consequences of both job satisfaction and organisational commitment (Aamodt, 2004; Bagraism, 2003; Buitendach and de Witte, 2005; Lok and Crawford, 2003).

Job satisfaction and organisational commitment have been found to be inversely related to such withdrawal behaviours as tardiness, absenteeism and turnover (Yousef, 2000). Moreover, they have also been linked to increased productivity and organisational effectiveness (Buitendach and de Witte, 2005). This is furthermore postulated to have an influence on whether employees will have a propensity to remain with the organisation and to perform at higher levels (Evans, 1998).

According to Osakwe (2003), teachers are important in the building of a nation. Teachers see to the development of the youths in its entire ramification; socially, morally, politically, and academically. Government

often expects effective teaching and learning in schools and these to a large extent depend on adequate preparation by teachers which in turn is a function of satisfaction derived from teaching and favourable attitude towards the profession. But these seem to be lacking in the teaching profession today. Hence, there have been complaints about the general decline in the standard of education which is seen as the result of absence of commitment and dedication to duty, general apathy towards teaching, indiscipline and poor conditions of service (Egbule, 2003).

Teachers' organisational commitment and general job satisfaction have been identified as important to understanding the work behaviour of employees in an organisation. Within the framework of the theory of job satisfaction and work adjustments, the ability of a specific job to fulfill an individual's vocational needs is a determinant of the individual's job satisfaction (Bishay, 1996). However, with the recent improvement in the salaries of workers generally and the entronement of democracy and freedom of speech in Nigeria, it appears that the situation is only beginning to improve.

Nevertheless, the need for marked improvements in the motivational level, job satisfaction and productivity within the Nigerian schools system appears as great as the spate of strike actions by workers is yet to abate. The

realization of the objectives of technical and vocational education programme depends largely on the level of job satisfaction and organisational commitment derived from the work by technical and vocational education teachers. Researchers, however, reveal wide-ranging differences in what contributes to job satisfaction and group differences according to demographic factors (Shan, 1998).

Evans (1998) mentioned that factors such as teachers' low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession. Therefore this study will find out if there is any relationship between job satisfaction and organisational commitment and also the researcher sought to determine the relationship between the biographical characteristics, job satisfaction and organisational commitment among technical education teachers in technical colleges of Delta State.

Statement of the Problem

Technical colleges today are facing challenges and opportunities due to constantly changing world of business. The changes in the business world include technological advances and changing economic trends in the global market which have challenge technical colleges to redefine their strategies. None of the field is left untouched by these changes. So, technical colleges

aspire to have employees who are committed towards the fulfillment of the college goals. The educational organizations such as technical college also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment.

The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. One of the worrisome problem facing electrical/electronic teachers today seems to be lack of job satisfaction and organizational commitment. It is widely assumed that a worker that is well motivated and satisfied with his or her job is likely to be committed to his or her duties very efficiently.

The level of media attention that focussed on education in Nigeria as a result of poor school results and the inferior quality of education in general raises concern regarding the commitment of teachers towards their job. Osakwe (2003) asserted that “if teachers’ performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers’ sense of professionalism and decreases their job dissatisfaction”. Until and unless a teacher derives satisfaction he cannot initiate desirable outcomes to cater for the needs of the society as well as to

live up to the expectations of the school. Based on the problem therefore the researcher would want to find out, if there any relationship between job satisfaction and organizational commitment among technical college teachers' in Delta state?

Research Questions

The following research questions guided this study:

1. Does job satisfaction predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
2. Does sex predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
3. Does location of college predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
4. Does age predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
5. Does status predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
6. Does teaching experience predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?

7. Does educational level predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?
8. Do job satisfaction, sex, location, age, status, teaching experience and educational level predicts electrical/electronic teachers' organisational commitment in the technical colleges in Delta state?

Research Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. Electrical/electronic teachers' job satisfaction does not significantly predict their organisational commitment in the technical colleges in Delta state.
2. Electrical/electronic teachers' sex does not significantly predict their organisational commitment in the technical colleges in Delta state.
3. Location of college does not significantly predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state.
4. Electrical/electronic teachers' ages do not significantly predict their organisational commitment in the technical colleges in Delta state.

5. Electrical/electronic teachers' status does not significantly predict their organisational commitment in the technical college in Delta state.
6. Teaching experience does not significantly predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state.
7. Electrical/electronic teachers' educational level does not significantly predict their organisational commitment in the technical colleges in Delta state.
8. Job satisfaction, sex, location, age, status, teaching experience and educational level do not significantly predict electrical/electronic teachers' organisational commitment in the technical colleges in Delta state.

Purpose of the Study

The main thrust of the study is to determine the relationship between job satisfaction and organisational commitment among electrical/electronic teachers in the technical colleges in Delta State. Specifically, the study is meant to:

- Determine the relationship between sex and organizational commitment among electrical/electronic teachers in the technical colleges in Delta State.

- Establish the relationship between location and organisational commitment among electrical/electronic teachers in the technical colleges in Delta State.
- Also, determine the relationship between age and organisational commitment among electrical/electronic teachers in the technical colleges of Delta State.
- Determine the relationship between status and organisational commitment among electrical/electronic teachers in the technical colleges in Delta State.
- Establish the relationship between teaching experience and organisational commitment among electrical/electronic teachers in the technical colleges in Delta State.
- Determine the relationship between electrical/electronic teachers' educational level and organisational commitment in the technical colleges in Delta State.
- Lastly, establish the relationship between independent variables (job satisfaction, sex, location, age, status, teaching experience and educational level) and organisational commitment among electrical/electronic teachers in the technical colleges in Delta State.

Significance of the Study

The significance of this study is that it would be of great assistance to Electrical/Electronic Teachers, Educational Administrators and College Board authorities and the State and Federal government. For the electrical/electronic teachers in technical college, it would reveal the various determinants of electrical/electronic teachers' job satisfaction that will lead to commitment.

The study's results will enable educational administrators and College Board authorities to provide relevant education, training and coaching necessary to increase electrical/electronic teachers' skills and productivity. Also, to give opportunities to electrical/electronic teachers' to use their skills, abilities and creativeness in the technical college.

The outcome of the study will enable State and Federal government to invest in technical college by providing tools and equipment for electrical/electronic teachers'. Give the teachers the very best tools to deliver the very best performance to the college, students and society. Generally the study would serve as a good research material for researchers in the area of job satisfaction and organizational commitment in the technical college.

Scope and Delimitation of the Study

The study focused on job satisfaction and organisational commitment among electrical/electronic teachers in technical colleges. It covers all the electrical/electronic teachers in the six (6) technical college of Delta State. This research was delimited to the response of electrical/electronic teachers in the technical colleges. The viewpoint of Principals, Students, and other teachers was not included in the study.

Limitation of the Study

The limitation of the study includes the relatively small sample size and unmatched gender ratio. Lastly, since the design for the study was a survey, the researcher does not have the ability to manipulate the independent variables. The researcher relied on the responses of the respondents to the instrument, irrespective of whether they are objective or not. Biases from responses act as a source of shortcoming surrounding the measurement.

Definition of Operational Terms

- 1. Job Satisfaction:** Technical college teachers' perception and evaluation of their job, which in turn influences their needs, values and expectations.
- 2. Organisational Commitment:** The degree to which technical college teachers identify with the college goals and values and be willing to contribute to the wellbeing of the college.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to this study. The review was organized under the following sub-headings:

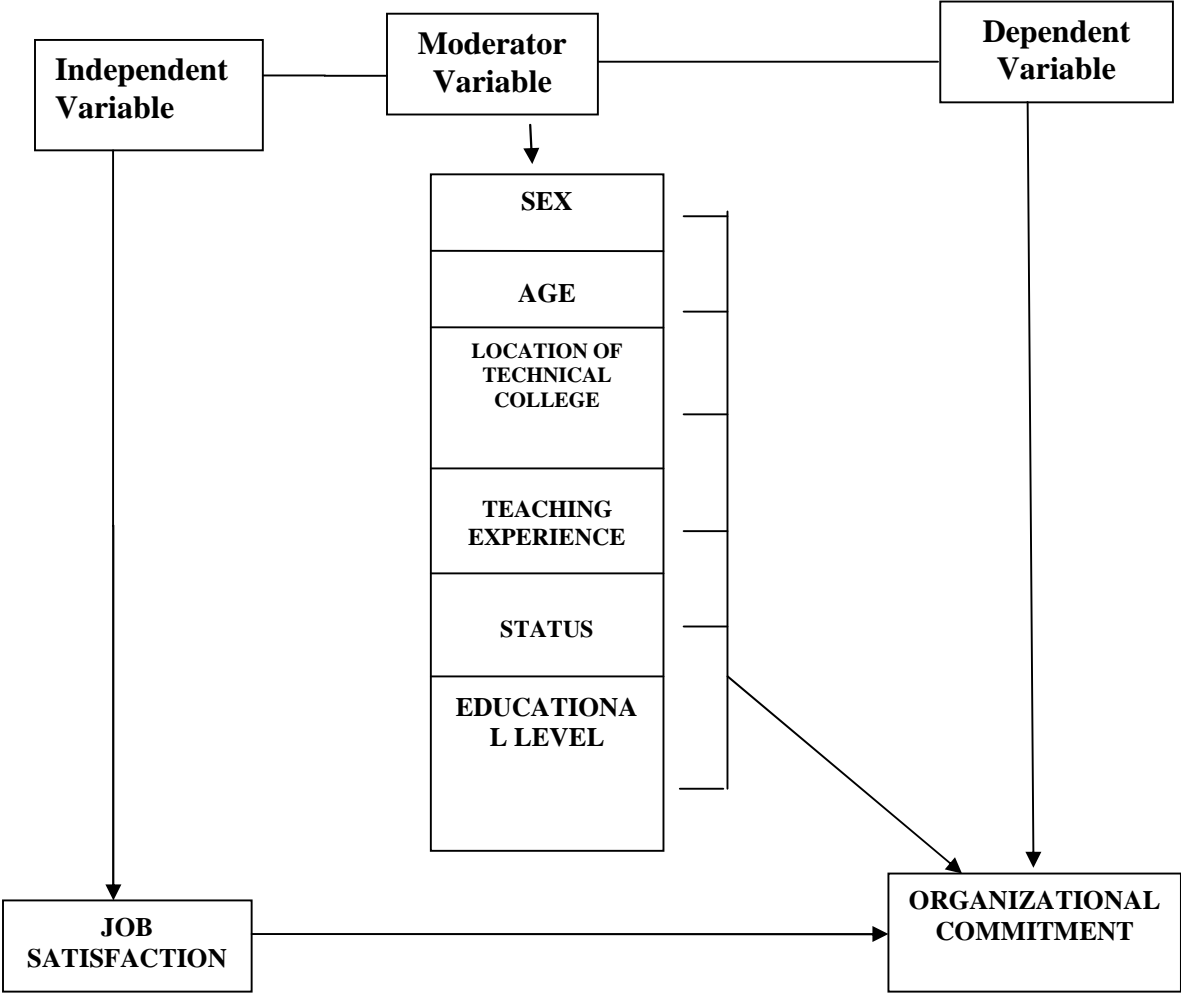
- Conceptual Framework
- Concepts and Theory of Job Satisfaction
- Dimensions of Job Satisfaction
- Personal Determinants of Job Satisfaction
- Organisational Commitment
- Type of Employee Commitment
- Organisational Commitment in Teaching
- Personal Determinant of Organisational Commitment
- Appraisal of Review of Related Literature

Conceptual Framework

The study of behaviour within organizational setting has highlighted critical variables that are supportive or detrimental to the performance of workforce. This notion holds true while focusing on quality of human resources that is a major factor which contribute significantly to the organizational success (Pohlman& Gardiner, 2000). Organizational

commitment and job satisfaction are widely studied in management literatures (Bodla & Danish, 2009; Bodla&Naeem, 2008; Allen & Meyer, 1997) which are the precursors of employee’s performance. As shown in figure 1 below, the conceptualisation of the model of this study is based on the equation of Stimulus Organism Response propounded by the behavioural theorists.

Fig 1: Conceptual Model of the Study



S.....O.....R

Key:

S= Stimulus – Independent Variable: job satisfaction

O= Organism – Moderator Variable: sex, age, location, teaching experience, status and educational level.

R=Response – Dependent Variable: organisational commitment.

This investigation is hinged on the behavioural theory (Hull, 1952).

The behavioural theory stipulates that behaviour is learned as a result of exposure to stimulus and the individual's reaction to the situation would lead to response. On the basis of the behavioural theory, this study would find solution to the problem of electrical/electronic teachers' organisational commitment by investigating the impact of job satisfaction (independent variable) as a stimulus (S) on electrical/electronic teachers' organisational commitment (dependent variable) which is the response (R). Secondly, the impact of moderator variables of sex, age, location, status, teaching experience and educational level as organism (O) in the relationship between job satisfaction and organisational commitment among electrical/electronic teachers' in Delta state.

Theories of Job Satisfaction and Organisational Commitment

The following theories were reviewed to guide the study on the relationship between job satisfaction and organisational commitment:

Abraham Maslow's Hierarchy of Need Theory

Abraham Maslow's (1940) need-based theory is the most widely recognized theory of motivation and job satisfaction, and perhaps the most

referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions. The security needs include the need for safety, fair treatment, protection against threats, job security. Affiliation needs include the needs of being loved, accepted, part of a group etc. Whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. This according to Ololube (2005) is the pinnacle of one's calling.

According to Maslow, once a need is satisfied it is no longer a need, it ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy. However, in spite of Maslow's effort and insights into the theory of motivation, replicate studies failed to offer strong support of the need-based theories. Also studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo, 2003; Lawler, 1973), although many continue to find the hierarchy model very attractive.

In supporting Maslow's higher order needs, Ndu and Ohikhenan (1983) in Digbori identified the following needs as affecting the job satisfaction of principals and teachers in Imo State in their order of importance; adequate pay, advancement, appreciation for work done, personal comfort, security, leadership, achievement, personal growth, responsibility, affection, prestige, respect, affiliation, power and authority.

According to Digbori (2000) in his study on the "relationship between socio psychological factors and job satisfaction-dissatisfaction among secondary school principals in Delta State observed that salary, promotion, recognition, achievement, the work itself, responsibilities, personal growth and working conditions predicted significantly principals job satisfaction. However opportunities for personal growth are the most highly correlated variable with job satisfaction, while the work itself is the least correlated variable with job satisfaction among principals. He also identified that salary, promotion, responsibilities, personal growth and working condition predicted significantly principal's job dissatisfaction. Working condition is the most highly correlated variable with job dissatisfaction while achievement is the least correlated with job dissatisfaction among principals.

Also, Peretomode (1991) is of the opinion that money and other incentives have proved to be successful motivators of human efforts. Teachers

in technical colleges are not left out. It then follows that prompt payment of teachers' salaries and allowances as at when due could lead to high job satisfaction. Fafunwa (1979) is also of the opinion that in a capitalist society like Nigeria where money means almost everything and extended family system is an aspect of the people's culture, good pay (salary) and job security should be provided to workers including teachers.

Herzberg Two Factor Theory

Herzberg, Mausner and Synderman (1959) two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied or dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent.

They referred to those environmental factors that cause workers to be dissatisfied as hygiene factors. The presence of these factors according to Herzberg does not cause satisfaction and consequently failed to increase performances of workers in white collar jobs. The hygiene factors are company policy and administration, technical supervision, salary,

interpersonal relationship with supervisors and work conditions that are associated with job content.

Herzberg *et al* (1959) indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job content or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. Both hygiene factors and motivators are important but in different ways (Naylor, 1999).

Applying these concepts to education for example, if school improvement depends fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Nonetheless, commitment to teaching and workplace have been found to be enhanced by psychic rewards

(acknowledgement of teachers competence), meaningful and varied work, task autonomy and participatory decision making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, learning opportunities, providing challenges and accomplishment (Firestone and Pennel, 1993; Johnson, 1990).

In contrast, extrinsic incentives such as merit pay or effective teaching rewards have not been found to predict teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers of intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunities, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje, Okorie & Nwagbara (1992) are of the opinion that however highly motivated to perform a teacher may be, the teacher need to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

Equity Theory of Job Satisfaction

The equity theory was formed by Adams (1963). The equity theory matches the notion of a “fair day’s work for a fair day’s pay”. It really focuses on perception of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al* (Naylor, 1991). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Levi, 1998). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort.

This social comparison process is driven by our concern for fairness and equity. Researches by McKenna (2000) and Sweeny (1990) confirm equity theories as one of the most useful frameworks for understanding and has a role to play in the study of work motivation and satisfaction.

Concepts of Job Satisfaction

The concept of job satisfaction is an important one for study because every individual has a variety of needs and values and much of a person’s activity in a workplace is directed towards the acquisition of means and ways to fulfill these needs and values. Although, there has been multiplicity of studies in the area of job satisfaction starting with the pioneering work by

Egbule (2003), there is yet to emerge a universally acceptable definition of job satisfaction (Ejiogu, 1980). This is because job satisfaction is often defined as a single concept but treated in research as a complex set of variables.

According to Peretomode (2005), job satisfaction can be considered as global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. Buitendach and de Witte (2005) proffer the view that job satisfaction relate to an individual's perception and evaluation of a job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factor which they regard as being important to them (Sempane, Rieger and Roodt, 2002). Ejiogu (1992) defined job satisfaction as the feeling of effective response of a worker about his job. Therefore, they said that job satisfaction means a favourable attitude towards one's job.

Job satisfaction among teachers can be expressed as their willingly and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Wisniewski and Gargiolu, (1997) demonstrated that teachers' job satisfaction in Poland was associated with freedom to do what they wanted, encouragement received from those in

authority, participation in decision and policy making, adequate supply of teaching and learning resources, good salary, cooperation from pupils, parents and teachers and participation in school management.

Westhuizen and Smith (2001), report that there is a tendency worldwide towards job dissatisfaction in education. Their research indicates that educators display dissatisfaction with the introduction of a new education policy, new post structures and unfair appointment. However, other research (Miller, 2000 and Van Wyk, 2000) indicates that as an occupational group, teachers report relatively high levels of satisfaction. Van Wyk (2000), research indicates that both male and female educators, school principals, black and white experience greater job satisfaction than was previously believed.

In order to understand job satisfaction, it is important to understand what motivates people at work. The various theoretical orientations to job satisfaction have been classified into content and process approaches by Campbell, Converse and Rodger (1976). The content approach emphasizes the specification of the substantive identity of the variables that influence behaviour rather than the process. In other words, the content theories ask such questions as: what are the basic need that have to be satisfied, what incentives are the most powerful: in this regard, the Herzberg, Munsner and

Snyderman (1959) two factor theory, Maslow's (1940) needs hierarchy and the need gratification theory (Wolf, 1970) have dominated the contemporary scene.

On the other hand, the process theories are concerned with providing a generalized explanation of the processes involved which lead to choices among alternative course of action. They ask such questions as why an individual engages in a particular activity at a specific point in time out of a wide variety of activities of which he is capable. The drive theory (Atkinson, 1983) and the equity theory (Adams, 1963) are examples of process theories.

Dimension of Job Satisfaction

Job satisfaction is a multivariable concept. There are numbers of factors that influence job satisfaction of teachers. These factors according to Jyoti (2009) can be classified into two categories, they are: organizational and personal variables. The organizational determinants of job satisfaction play a very important role. The employees spend major part of their time in organization, so there are number of organizational factors that determine job satisfaction of the employees. The job satisfaction in the organization can be increased by organizing and managing these organizational factors. The organizational determinants of job satisfaction are as follows:

Pay

Pay can be described as the amount of reward that a worker expects from the job. Pay is an instrument of fulfilling the needs as every worker expects to get an appropriate reward. The pay is supposed to be fair, reasonable and equitable rewards. Remuneration and earnings are cognitive complex and multidimensional factors in job satisfaction. According to Luthans (1998), salaries not only assist people to attend to basic needs but are also instrumental in satisfying the higher level needs of people.

Arubayi (1981) pointed out the importance of monetary reward to the Nigerian worker since the society is principally materialistic and capitalistic in nature. Arubayi (1981) viewed economic rewards as a means of inducing job satisfaction among the Nigerian worker. To further support this fact Mirza (1996) stated that increase in income corresponded with increase in job satisfaction.

Digbori (2000), reporting Ozumba in the study on the perception of teachers concerning the relative importance of different aspects of teachers job satisfaction, utilized graduate teachers from various states in Nigeria. The above study found that the different aspects of teachers' job satisfaction ranked in the order of importance were salary, opportunity for advancement, security, interest, adequate teaching facilities, appreciation, type – nature of schools, school management, and location of school and hours of work. Low salary structure was seen as a cause of lack of job satisfaction.

Imonikebe (1999) in the study, “measures for promoting job satisfaction among secondary school Home economics teacher in Oyo State” lamented over the poor status and salaries of teachers leading to low morale of teachers. Among another problem is the delay in payment of salaries despite the fact that salaries are very low. It was also identified that the improvement of salary structure and prompt payment can motivate teachers and brings about job satisfaction. Okorodudu (2000) argued that although teaching is not a money making venture in Nigeria, it should be borne in mind that teachers cannot carry out their normal duties without the wherewithal of life. As a result, an improvement on the salaries of secondary school teachers will highly lead to subsequent positive change of attitude towards teaching job by the teachers.

Opportunities for Promotion

One of the ways of making the workers satisfied with their job is by ensuring regular promotion and enriching the work itself, promotion can be reciprocated as a significant achievement in their life. It promises and delivers more pay, responsibilities, authority, independence and status. So the opportunities for promotion determine the degree of satisfaction to the employees.

Studies have been carried out to examine the relationship between promotion and job satisfaction. According to Okorodudu (2000), promotion has a high motivating effect since it activates an individual’s knowledge and skills. In fact Ubeku (1975) and Fasanmi (1992) in Okoroduduequally stressed that promotion encourages effective job satisfaction through positive reinforcement of staff.

Ozigi (1991) also stressed the importance of staff promotion which is also a determinant factor either positively or negatively affecting job satisfaction of teachers. The writer pointed out that promotion helps to boost staff morale and motivates them to work harder, thereby increasing productivity and efficiency. Lack of promotion however can lead to lower staff morale resulting in frustration, resignation and premature retirement and this affects general efficiency and productivity.

Interpersonal Relation

Wood (1996) saw human relation as a factor for job satisfaction. Accordingly, teachers need a bond of unity with the principal, supervisors and students. Enaohwo and Eferekeya (1989) contributing in the place of administrative relationship to satisfaction noted that educational administrators should not allow their subordinates as individual who needs constant direction and control. They also believed that given the right conditions, teachers, supervisors and others will perform to achieve both individual and organizational goals.

There is empirical evidence that co-worker relations are an antecedent of job satisfaction (Morris, 2004), isolated workers dislike their jobs. The work group makes use of a remarkable influence on the satisfaction of employees. Luthans (1998) postulated that work groups characterized by co-operation and understanding among their members tend to influence the level of job satisfaction. When cohesion is evidence within a work group, it usually leads to effectiveness

within the group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction. It is important therefore for the administrators to appeal to the psychological aspects of employees so that cooperation can be maximized to achieve meaningful results.

Supervision

The issues of determining the relationship between supervision at work and workers satisfaction is yet another controversial area. Studies have been carried out to determine the interpersonal relationship between workers and their supervisors and this has shown to be vital to the level of satisfaction of workers. Researchers like Retting (2001) have written extensively about the importance of supervision in schools. Their research indicates that supervisory activities foster motivation, inspiration and trust and thus help to improve teachers' performance.

Ogunsaji (1985) enumerates the qualities of a good supervision, which include among others, firmness, sincerity, approachability, readiness to help people solve their problem and maintenance of relaxing atmosphere. These, will go a long way to stimulate people and make them work in harmony. Ogunsaji (1985) pointed out the importance of human behaviour in an organization by observing that a supervisor who does not care for the welfare of the staff is bound to lower their morale. Supervisors should be sensitive to the human factor and learn to motivate teachers and others involved in the system.

According to Fagbamiye (1987) cited in Osakwe viewing the satisfaction derived from the supervisory approach of principals, pointed out that supervision should emphasize assistance rather than criticism and that the supervisory role does not in any way detract from professional dignity of teachers. Arubayi (1981) research into the satisfaction and dissatisfaction of headmasters in the defunct Bendel State touched on the principle of fairness in any good administrative relationship. Accordingly, there are several variables which can lead to job satisfaction or dissatisfaction. Literature has made us to understand that organizations with the following characteristics tend to have high job satisfaction:

1. Where there is a good atmosphere of frequent interactions among the people of the organization.
2. Where there is an understanding influence between senior and junior staff members in the process of making decision in which subordinates feel they should be part.
3. Where persons have reasonable free will and high job independence in the performance of responsibilities and functions of the job.

Working Condition

Working conditions is another factor that has a moderate impact of the employee's job satisfaction. Employees are highly motivated with good working conditions as they provide a feeling of safety, comfort and motivation (Jyoti, 2009). On the contrary poor working conditions bring out a fear of bad health in employees. According to Luthans (1998), if people work in a clean, friendly

environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. The working conditions are only likely to have a significant impact on job satisfaction when for example; the working conditions are extremely poor. Moreover, teachers' complaints regarding working conditions are frequently related to manifestation of underlying problems (Ngidi and Sibaya, 2002).

Personal Determinant of Job Satisfaction

The personal determinants also help a lot in maintaining the motivation and personal factors of the employees to work effectively and efficiently. Job satisfaction can be related to psychological factors and so a number of personal factors determine the job satisfaction of the employees. They are as follows:

Job Satisfaction and Age

Age can be described as a noteworthy determinant of job satisfaction. It is because younger age employees possessing higher energy levels are likely to be having more job satisfaction. In the older age, the aspiration levels in employees increase. They feel completely dissatisfied in a state where they are unable to find their aspiration fulfilled (Jyoti, 2009).

Research appears to be equivocal and has consistently found age to exert an influence on job satisfaction (Chambers, 1999; Robbin, 2001; Tolbert & Moen, 1998). Research suggests that older employees tend to experience higher level of job satisfaction (Jones Johnson & Johnson, 2000). This difference may be attributed

to better adjustment at work, better conditions and greater rewards at work. Blood, Ridenour, Qualls, Thomas & Hammer (2002) espoused the view that older respondents were more likely to report higher levels of job satisfaction than younger respondents.

These results are consistent with the numerous studies with related school personnel, health care and business workers, which indicates that older workers are more satisfied than younger workers with their jobs (Begley & Czajika, 1993 and Blood *et al*, 2002). Similarly, Spector, Cooper and Donald (2001) also found that age was positively related to job satisfaction and mental well-being in a sample of managers. Blood *et al* (2002) argued that job satisfaction increases with age and work experience. Older workers are more comfortable and tolerant of authority and may learn to lower expectation for their job. They also postulated that older workers may have jobs that use their skill better, work under better conditions, benefits from advancements and promotions and appreciate the fringe benefits more than younger, less experienced workers.

Job Satisfaction and Gender

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find out that men are more satisfied, yet other studies find no significant difference between the genders. Souza-Poza (2003)

found that women's satisfaction has declined substantially in the past decade, whereas men's job satisfaction has remained fairly constant.

According to Coward, Hogan, Duncan, Home, Hiker & Felsen (1995) cited in Jinnett and Alexander, female employees demonstrate higher level of job satisfaction than their male counterparts across most working settings. A number of studies involving several different populations support this argument (Lambert, Hogan, Barton & Lubbock, 2001; Ma and Macmillan, 1999).

However, research (Al-Mashaan, 2003) indicated that male employees in comparison to female employees report higher level of job satisfaction. This is attributed to the better chances for employment. Men are argued to have an opportunity to advance in their jobs at a more rapid pace than female. Numerous studies across a variety of occupational setting have however; found no significant gender differences in job satisfaction, despite the fact that women on average have inferior jobs in terms of pay, status, level of authority and opportunities for promotion (Hull, 1999; Jones Johnson & Johnson, 2000; Rout, 2000).

Various theories have emerged to account for what has often been referred to as the paradox of the contented working women (Tolbert and Moen, 1998).one of the most popular explanations is that men and women attach value to different aspects of the job. In addition to placing greater emphasis on co-worker relations, women are also more inclined to assign priority to work that provides them with a sense of accomplishment (Tolbert & Moen, 1998). Furthermore, women may

compare themselves only with other women or with women who stay at home rather than with all other employees.

Job Satisfaction and Occupational level

In a study conducted by Butler and Ehrlich (1991) cited in Luthans, examined the proposition that the organizational position held by a job incumbent influences the attitudes, job satisfaction and performance level of employees. They found that position largely determines the job demands and characteristics of the work environment experienced by workers.

Gazioglu and Tanel (2002) found that managers, professionals and clerical employees were more satisfied with the influence of their job, although this was less apparent in clerical grade staff, with the sense of achievement and the respect they got from their supervisor as compared to sales employees. However, they were less satisfied with the amount of their pay as compared to the sales employees.

Jyoti (2009) found that men and women at more senior levels in an organization report higher levels of job satisfaction in relation to administrative, clerical and secretarial staff. Several other researchers have also found support for a positive association between job level and satisfaction. Results from a study by Robie, Ryan, Schimieder, Parra and Smith (1998) revealed that a consistent and significant positive relationship between rank and job satisfaction maybe attributed to the fact that higher level jobs tend to be more complex and have improved

working conditions, pay, promotion prospect, supervision, autonomy and responsibility.

Job Satisfaction and Tenure

Tenure refers to the length of time for which the individual has worked for the organization (Lim *et al*, 1998). Research (Jinnett& Alexander, 1999; Jones Johnson & Johnson, 2000) indicated that employees with longer tenure have a greater propensity to be satisfied with their jobs than employees with shorter tenure. Moreover, a study by Chambers (1999) established that employees with longer tenure were more satisfied with their work itself as well as their level of pay. From this, it might be concluded that satisfaction increases with time and that those benefits that increases in times, such as security and experience, are likely to have an important influence on employees' satisfaction.

On the other hand, Lambert *et al* (2001) argue that an inverse relationship exist between tenure and job satisfaction. The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how tenure is viewed. In some organizations, senior employees are highly respected, while longer tenure is viewed as a liability in other organization (Lambert *et al*, 2001)

Job Satisfaction and Educational Level

Education plays a significant determinant of job satisfaction as it provides an opportunity of developing one's personality. Education develops and improves

individual wisdom and evaluation process. The highly educated employees can understand the situation and assess it positively as they possess persistence, rationality and thinking power (Jyoti, 2009). Gazioglu and Tansel (2002) observed that those who hold degrees and postgraduate degree holders had lower levels of job satisfaction compared to individuals with lower level of education. Lambert et al (2001) found education to have no significant effect on job satisfaction.

Studies suggest that educational level is positively related to job satisfaction, subject to a successful match being made between the individual's work and qualification (Battu, Belfield & Sloane, 1999). This implies therefore that better educated employees are only likely to experience higher levels of job satisfaction when the duties performed by them are in line with their level of education.

Organizational Commitment

Organizational commitment has become one of the most fashionable variables studied in the last three or four decades. Like every other psychological construct it is quite hard to have a universally accepted definition. However, it has been defined and measured in several different fashions. The various definitions and measures have the common point that organizational commitment is considered to be a bond or a linkage of the individual to the organization (Mathieu & Zajac, 1990). Organizational commitment may be defined as the relative strength of an individual's identification with and involvement in a specific organization.

Organisational commitment has emerged as an important construct in organisational research owing to its relationship with work-related construct such as absenteeism, turnover, job satisfaction, job involvement and leader – subordinate relationship (Arnolds & Boshoff, 2004; Bagraism,2003; Buck & Watson, 2002; Wasti,2003).

The concept of organisational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee's dedication to the organisation (Mester, Visser, Roodt & Kellerman, 2003). Commitment is an attitude reflecting an employee's loyalty to the organization, an ongoing process through which organization members express their concern for the organization well-being (Rajendran & Raduan, 2005). Thus, the study of organisational commitment is gaining special attention in a period of downsizing and emotional turmoil of employees to identify with organization, treating it as their own which in turn brings a sense of loyalty among them.

Hart and Willower (2001) viewed organisational commitment as an individual identification and involvement with a particular organization. It is represented by “(a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization and (c) a strong desire to maintain membership in the organization”.Buchanan (cited in Reyes, 2001:328) defined commitment as “a partisan, affective attachment to the goals and values of an organization, to one's

role in relation to goals and values and to the organization for its own sake, apart from its purely instrumental worth". Organisational commitment can be defined as the strength of an individual's identification with and involvement in the organization (Levy, 2003). Organisational commitment is distinguished from job satisfaction in that organization, while job satisfaction is an effective response to specific aspect of the job (Morrison, 2004).

Types of Employees Commitment

In a study conducted by Bussing (2002), three sources of commitment were identified namely: the instrumental, affective and normative source. Affective commitment emphasizes attachment to the organization; individuals put all their energy into their work, which is not expected of them. According to Bussing (2002), instrumental commitment focuses on the idea of exchange and continuance. Normative commitment focuses on an employee's feeling of obligation to stay with an organization. Bagraim (2003) stated that although various multidimensional models of organisational commitment exist, the three models which are proposed by Allen and Meyer (1997) are widely accepted in organisational research.

Affective Commitment

Affective commitment is conceptualized as "*an individual's attitude towards the organization, consisting of a strong belief in and acceptance of an organization goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization*" (Mowday, Porter &

Steers, 1982 cited in Yogesh, Shiv & Shilpy). Affective commitment refers to the employee's emotional attachment to identification with, and involvement in the organization (Rajendran & Raduan, 2005). The antecedents for affective commitment include perceived job characteristics; task autonomy, task significance, task identity, skill variety and supervisory (feedback), organisational dependability (extent to which employees feel they can influence decisions on the work environment and other issues of concern to them).

The use of these antecedents is consistent with findings by researchers (Rajendran & Raduan, 2005; Rowden, 2003). These factors create rewarding situations, intrinsically conducive to the development of effective commitment. An employee who is effectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because the employee "wants to". Bagraism (2003) maintains that effective commitment developed if employees are able to meet their expectations and fulfill their needs within the organization. Robbins (2007) conclude that individuals will expend different degrees of effort and maintain differing affective responses to an organization depending upon perceived commitment in exchange for organizational support and rewards.

Continuance Commitment

Buitendach and DE Witte (2005) posited the view that continuance commitment can be conceptualized as the propensity for employees to feel committed to their organization, based on their perceptions of the associated cost of leaving the organization. According to Wikipedia (2010), the individual is committed to the organization because the individual perceives high cost of losing organisational membership, including economic cost (such as pension accrual) and social costs (friendship ties with co-workers) that would be incurred.

Potential antecedents of continuance commitment include age, tenure, career satisfaction and intent to leave (Rajendran & Raduan, 2005). Age and tenure can function as predictors of continuance commitment, primarily because of the roles as surrogate measure of investment in the organization (Meyer & Allen, 1997). Tenure can be indicative of non-transferable investments (close working relationship with co-workers, retirement investment, career investment and the skills unique to the particular organization). Age can also be negatively related to the number of available alternative job opportunities. Career satisfaction provides a more direct measure of career related investments, which could be at risk if the individual leaves the organization. In general, what employees perceive as sunk cost resulting from leaving the organization.

Normative Commitment

Normative commitment can be conceptualized as the belief that “employees have a responsibility to their organization” (Bagraism, 2003). Rajendran and Raduan

(2005) define normative commitment of an employee's as a 'feeling of obligation to remain with the organization based on the employee having internalized the values and goals of the organization'. According to Bagraism (2003), employees experience normative commitment due to their internal belief that it is their duty to do so. Sparrow and Cooper (2003) suggested that normative commitment encompasses an employee's felt obligation and responsibility towards an organization and is based on loyalty and obligation.

The individual commits to remain with the organization because of feelings of obligation. These feeling may be derived from many sources, for example, the organization may have invested resources in training an employee who then feels a moral obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because the employee "ought to".

Personal Determinant of Organizational Commitment

There have been a number of studies that have investigated the personal correlates of job organisational commitment. Characteristics such as job satisfaction, age, teaching experience, educational level, job level and gender have been found to influence organisational commitment.

Job satisfaction and organizational commitment

Past research has found a positive correlation between job satisfaction and organizational commitment (Mathieu & Zajac, 1990). Williams and Hazer (1986) found a direct link between job satisfaction and organizational commitment, whereby job satisfaction is an antecedent of organizational commitment. This thought process assumes that an employee's orientation toward a specific job precedes the employee orientation toward the entire organization.

Job satisfaction and organizational commitment have been shown to be positively related to performance (Benkhoff, 1997; Klein & Ritti, 1984), and negatively related to turnover (Clugston, 2000; Mathieu & Zajac, 1990) and turnover intent (Lum, Kervin, Clark, Reid & Sirola, 1998). The vast majority of research indicates a positive relationship between satisfaction and commitment (Boshoff & Mels, 1995; Harrison & Hubbard, 1998; Morrison, 1997; Ting, 1997) and their relationship has an influence on performance and turnover intent (Benkhoff, 1997; Clugston, 2000; Klein & Ritti, 1984; Lum *et al.*, 1998; Mathieu & Zajac, 1990).

Job satisfaction is one of the attitudinal constructs that has been shown to be related to organizational commitment, but its treatment as an independent construct should be emphasized. A number of factors distinguish job satisfaction from organizational commitment. Mowday, Steer & Porter (1979) argue that organizational commitment is "more global, reflecting a general affective response to the organization as a whole" while job satisfaction "reflects one's response either

to one's job or to certain aspects of one's job" (p.226). Thus organizational commitment focuses on attachment to the employing organization as a whole, including the organization's goals and values, while job satisfaction focuses on the specific task environment where an employee performs his duties (Mowday *et al.*, 1979).

Organizational commitment is less influenced by daily events than job satisfaction; it develops more slowly but consistently over time, and therefore is seen to be a more complex and enduring construct (Mowday *et al.*, 1979). Furthermore, job satisfaction and organizational commitment do not necessarily occur simultaneously: it is possible that an employee may exhibit high levels of job satisfaction without having a sense of attachment to, or obligation to remain in, the organization. While generally research supports a positive association between commitment and satisfaction the causal ordering between these two variables remains both controversial and contradictory (Martin & Bennett, 1996).

Kalleberg and Mastekaasa (2001) found that previous research on the relationship between job satisfaction and organizational commitment has not shown any consistent and easily reconcilable findings. Accordingly, Lincoln and Kalleberg (1990), Porter, Steer, Mowday and Boulin (1974), and Tett and Meyer (1993) maintain that a satisfaction-to-commitment model assumes that satisfaction is a cause of commitment. A second commitment-to-satisfaction model holds that

commitment contributes to an overall positive attitude toward the job (Tett & Meyer, 1993; Vandenberg & Lance, 1992).

Organizational Commitment and Age

As employees' ages, their level of commitment towards their employing organizations increases. Research of Sekeran (2000) and Yogesh, Shiv and Shilpy (2010) indicates a significant relationship between organisational commitment and age. Similarly, researchers (Lok & Crawford, 2003; Sekeran, 2000; Chen & Francesco, 2000) support the findings that the relationship between organisational commitment and age is significant.

Some theories postulate that as individual's age, alternative employment opportunities become limited thereby making their current jobs attractive (Kacmar, Carlson & Brymer, 1999). Other researchers postulate that older individuals may be more committed to their organizations because they have a stronger investment and a greater history with the organization than the younger employees (Harrison & Hubbard, 1998; Kacmar *et al*, 1999).

Therefore younger employees are generally likely to be more mobile and to have lower psychological investments in the organization. The older employees become the less willing, they are to sacrifice the benefits and idiosyncratic credits that are associated with seniority in the organization (Hellman, 1997).

Organisational Commitment and Teaching Experience

Teaching experience or the length of the service of employees contributes towards increasing the employees' levels of commitment towards the organization. Research corroborates the view that a positive relationship exist between organisational commitment and teaching experience (Chen & Francesco, 2000; Pare, Temblay & Lalonde, 2001; Lok & Crawford, 2003). One possible reason for the positive relationship between teaching experience and commitment may be sought in the reduction of employment opportunities and the increase in the personal investments that the individual has in the organization. This is likely to lead to an increase in the individual's psychological attachment to the organization.

However, Kinnear and Sutherland's (2000) research did not find support for the relationship between organisational commitment and teaching experience. Lashinger (2001) further substantiated the fact that longer tenure is not associated with greater commitment when age, rather than age at joining the organization, is controlled. Nevertheless, it is possible that teaching experience carries an element of status and prestige and this induces greater commitment and loyalty to the employing organization.

Organisational Commitment and Level of Educational

Andrew (2001) indicated an inverse relationship between organisational commitment and an individual's level of education. A number of researchers maintain that the higher an employee level of education, the lower that individual's

level of organisational commitment (Mathieu & Zajac, 1990). Higher levels of education are postulated to enhance the possibility that employees can find alternative employment which may reduce their level of commitment. Mc Clurg's (1999) research found that highly educated employees had lower levels of organisational commitment. This is supported by other research findings (Pare *et al*, 2001; Mowday *et al*, 1982).

More educated individuals may also be more committed to their profession. As a result, it would become difficult for an organization to compete successfully for the psychological involvement of these employees (Mowday *et al*; 1982). This is because according to Mathieu and Zajac (1990), more highly qualified individuals have a greater number of alternative work opportunities. However, Billingsley and Cross (1992) fail to find support for a relationship between education and commitment.

Organisational Commitment and Sex

As is the case with education, the influence of sex on organisational commitment remains ambiguous. The general contention appears to be that women as a group tend to be more committed to their employing organization than their male counterparts (Cramer, 1993; Harrison & Hubbard, 1998; Mathieu & Zajac, 1990). Loscocco (1990) found that women were more likely to report that they are proud to work for their organization, that their values and the company's values are

similar, and that they would accept almost any job offered to them in order to remain with their current employer.

Several explanations have been offered to account for the greater commitment of female employees. Mowday *et al* (1982) maintained that women generally have to overcome more barriers to attain their positions within the organization. They concluded that the effort required to enter the organization translates into higher commitment of female employees. Harrison and Hubbard (1998) similarly argued that women display greater commitment because they encounter fewer options for employment.

Numerous researches have however failed to find support for a relationship between sex and organisational commitment (Billingsley & Cross, 1992; Ngo & Tang, 1998; Wahn, 1998). It may thus be concluded that a growing body of evidence appears to support either no gender differences in organisational commitment or the greater commitment of women (Wahn, 1998).

Appraisal of Review of Related Literature

This chapter has provided an overview of the variables, job satisfaction and organisational commitment. Where corresponding research based on the teaching profession was obtained, it was integrated into the literature review.

Thus, job satisfaction can be viewed as employees' observation of how well work presents those things which are important to them. It is the fulfillment acquired by experiencing various job activity rewards, materials and non-material benefits.

While organisational commitment is the outcome of a matching process between the individual's job related vocational needs on the one hand and the organizations' ability to satisfy these need on the other. Job satisfaction and organisational commitment have been identified as the important tool in understanding the work behaviour of employees in organization.

Having considered the various aspects from the review and other research work and theories, the researcher deduced that: job satisfaction is the major aim of taking up any appointment or job in the Nigeria society today. The interest and dedication of an employee to the job depends mainly on the satisfaction derived by the employee. Lastly, the researcher also review that the gender, age, location, tenure and teaching experience also determine the level of job satisfaction and organisational commitment towards their job.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

In this chapter, the explanations of the investigation procedures are made. The explanation describes the design of the study, population of the study, sample and sampling procedures and research instrument for data collection. It also discusses the validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The design for this study is a correlation design. This design was chosen because correlation study sought for the relationship between a dependent variable (organizational commitment) and an independent variable (job satisfaction, sex, location, age, status, teaching experience and educational level). The researcher considers the correlation design as the most appropriate because the variables and condition of investigation are never subjected to manipulation (Nnamdi, 1991).

Population of the Study

The population for the study is electrical/electronic teachers in the six (6) Technical Colleges in Delta State. This is one hundred and twenty (120), as reported by the Post Primary Education Board (2014).

Sample and Sampling Techniques

From the six (6) Technical Colleges in Delta state, a simple random sampling technique was used to select subjects (Electrical/Electronic Teachers) proportionally in each technical college to capture a representative sample of the target population since all schools do not have an equal spread of electrical/electronic teacher's population. The sample for the study consist of ninety five (95) electrical/electronic teachers, with eighty percent (80%) from each of the six technical colleges randomly selected to be used for the study as presented in appendix II.

Research Instrument

The instrument used for this study was a questionnaire. This is used to collect data on the relationship between job satisfaction and organisational commitment among technical college teachers in Delta State. The Job Satisfaction and Organisational Commitment Questionnaire (JSOCQ) is subdivided into two sections: Section one contained general question on

demographic data soliciting information on respondent gender, age, location, teaching experience, status and educational level. Section two is further divided into two parts. Part one of the questionnaire consist of eighteen items (18) items on job satisfaction; while, part two consists of ten items (10) items on organisational commitment.

Validity of the Instrument

The instrument was face validated by three (3) lecturers in the Department of Technical and Business Education and one lecturer from test and measurement, all in Delta State University, Abraka. Another forecast, the factor analysis procedure was used to test the content and construct validity. As shown in Table 3.1 Appendix 3, the cumulative variance for all rotation sums of squared loadings for job satisfaction was estimated as 72.27% this is an indication of the content validity of job satisfaction. It revealed that all the 18 items in job satisfaction scale covered up to 72.27% items with a total of unexpected variance of 27.73%. On the whole the cumulative variance of 72.27% items covered of the job satisfaction scale is far above 50% and hence, the job satisfaction scale is considered content valid (Bryant, 2000).

In Table 3.1 Appendix 3, the rotated component matrix shows the construct validity of job satisfaction scale. Since the rotated factor loadings matrixes range between 0.559 and 0.844, therefore considering the high range

of these factors loading matrixes, it is right to conclude that the job satisfaction scale is construct valid and hence it is recommended for use in this study.

Also, the cumulative variance for all rotation sums of squared loading for organizational commitment was estimated as 73.55% (Table 3.2 Appendix 4). It simply means that the 10 items in the organizational commitment scale have total item coverage of 73.55% with unexplained variance of 26.45%. The implication is that the content coverage of items in organizational commitment scale is valid and can be used to measure what it is designed to measure adequately having covered reasonable amount of items on organizational commitment scale

The rotated component matrix in Table 3.2 Appendix 4, shows the construct validity of organizational commitment scale which range between 0.41 and 0.94. Therefore considering the high range of these rotated factor loadings matrixes, it is right to conclude that the organizational commitment scale is constructs valid and hence it is recommended for use in the study.

Reliability of the Instrument

The reliability of the instrument was determined using the Cronbach's Alpha method of testing reliability coefficient which gives the internal consistency of the instrument. A total of thirty (30) technical college teachers

selected from technical college in Edo state which were not part of the population were involved in the reliability test. As shown in Table 3.3 appendix 5, the computed Cronbach Alpha is 0.77 and the total numbers of items are 18 for job satisfaction scale. The result shows that the computed Alpha of 0.77 was significant. This indicates that the items in the job satisfaction scale have internal consistency and that they measure the same phenomenon.

Also in Table 3.4 Appendix 5, the computed Cronbach's Alpha is 0.50 and the total numbers of items are 10 in organizational commitment scale. The result shows that the computed Alpha of 0.50 was significant. This indicates also that the items in the organizational commitment scale have internal consistency and that they measure the same phenomenon.

Administration of the Instrument

The distribution of the questionnaire and collection of data were carried out by the researcher. A total of ninety five (95) copies of the questionnaires were administered to the Electrical/Electronic Teachers in the sampled schools namely: Agbor Technical College, Ofagbe Technical College, Ogor Technical College, Government Technical College Issele-uku, Sapele Technical College and Utagbe-ogbe Technical College. Ninety (90) copies (94.74 percent returned)

of the questionnaire were retrieved upon completion from the respondents while five could not be accounted for.

Method of Data Analysis

The descriptive statistics of mean and standard deviation were primarily used to analyse the data obtained from the Job Satisfaction and Organizational Commitment Questionnaire (JSOCQ). The choice of descriptive statistics enables the comparison of the means of the various independent variables (Job satisfaction, Sex, Age, Location of college, Status, Teaching experience and educational level) to find out if there were statistical relationship with the dependent variable (Organizational commitment).

The null hypotheses one to seven were analysed using the simple regression statistic for testing the relationship of Electrical/Electronic Teachers organizational commitment in technical colleges between each of the independent variables at the $P \leq 0.05$ level of significance. While hypothesis eight was tested using the multiple regression analysis to test the relationship among the dependent variable and the entire independent variables one after the other. The regression analysis was employed since it is a multivariate statistical technique that is used to study the relationship between a single dependent variable and several independent variables. The different analyses were done

using the SPSS. Note: if the P-value ≥ 0.05 the null hypothesis will be retained and if the P-value ≤ 0.05 the null hypothesis will be rejected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

This chapter presents the results of data analysis collected from 90 participants in the study. The results of data analysis would be presented in tables based on each of the research questions and research hypotheses. The interpretation of data analysis output in each of the tables would be presented immediately below each table.

Descriptive Statistics

Descriptive statistics in the form of mean and standard deviation were computed to describe the data obtained from the Job Satisfaction and Organizational Commitment Questionnaire (JSOCQ). The results are presented in Table 4.1

Descriptive Statistics

Variable	Mean	Standard Deviation	Number
Organizational commitment	26.3444	2.89967	90
Job satisfaction	50.8333	6.15758	90
Sex	1.4333	0.49831	90
Location of College	1.5333	0.50168	90
Age	2.0778	0.79645	90
Status	1.8333	0.37477	90
Teaching experience	2.1333	0.72282	90
Educational level	0.8333	0.72282	90

The Table above address the research question: Does job satisfaction, sex, location, age, status, teaching experience and educational level predict electrical/electronic teachers’ organisational commitment in the technical colleges in Delta state? Table 4.1 depicts the results for the various variables of job satisfaction and organizational commitment questionnaire (JSOCQ). The result indicates that the mean and standard for organizational commitment of the sample is 26.3444 and 2.89967 respectively. The table further reviewed the mean and standard deviation of the independent variables as follows: job satisfaction (X=50.8333, SD=6.15758), sex (X= 1.4333, SD=0.49831), location of college (X= 1.5333, SD= 0.50168), age (X= 2.0778, SD= 0.79645), status (X= 1.8333, SD=0.37477), teaching experience (X=2.1333, SD= 0.72282) and educational level (X=0.8333, SD= 0.72282).

Research Question I and Hypothesis I

Does job satisfaction predict electrical/electronic teachers’ organizational commitment in the technical college in Delta State?

Table 4.2: Regression Analysis of Job Satisfaction as Predictor of Electrical/ Electronic Teachers’ Organizational Commitment in Technical Colleges

Variable	df	Ss	Ms	F	B	SEB	B	r	R2	Sig.
Regression	1	200.314	200.14	32.167	0.244	0.043	0.517	0.517	0.268	0.000
Residual	88	548.009	6.227							
Constant					13.959	2.200				

P ≤ 0.05 level of significant.

N = 90, B= Regression coefficient; SEB = Standard error of B; β = Beta – standardized regression coefficient; R2 = Amount of variance explained in the criterion variable; df = degree of freedom (1, 88)

The null hypothesis I provides a tentative answer to the above question and states that electrical/electronic teachers' job satisfaction do not significantly predict their organizational commitment in the technical college in Delta State. The data gathered for answering the research question and testing the hypothesis were processed using the simple regression analysis as presented in Table 4.2. The table 4.2 contains the correlations, regression coefficient and beta standardized regression coefficients between the antecedent's variable of job satisfaction and organizational commitment of electrical/electronic teachers' in technical colleges in Delta State. The results indicated that there was a significant relationship between job satisfaction and the criterion variable of organizational commitment, $F(1, 88) = 32.167$; $P \leq 0.05$, $r = 0.517$, which accounted for 27% variance of electrical/electronic teachers' organizational commitment. Therefore the null hypothesis which states that electrical/electronic teachers' job satisfaction do not significantly predict their organizational commitment in the technical colleges in Delta State was rejected. This conclusion was drawn that job satisfaction was a predictor of electrical/electronic teachers' organizational commitment in the technical colleges in Delta state.

Research Question II and Hypothesis II

Does sex predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State?

Table 4.3: Regression Analysis of Electrical/Electronic Teachers' Sex as Predictors of Organizational Commitment in Technical Colleges in Delta State

Variable	df	Ss	Ms	F	B	SEB	B	R	R2	Sig.
Regression	1	9.426	9.426	1.123	-0.112	0.616	-0.112	0.112	0.013	0.292
Residual	88	738.896	8.397							
Constant					27.281	0.935				

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis II provides a tentative answer to the above question and states that electrical/electronic teachers' sex do not significantly predict their organizational commitment in the technical colleges in Delta State. The data gathered for answering the research question II and testing hypothesis II were processed using simple regression analysis. The results of the data analysis are presented in Table 4.3.

The Table 4.3 contains the correlations, regression coefficients and beta – standardized regression coefficient between the antecedent variable of electrical/electronic teachers' sex and their organizational commitment in the technical colleges in Delta State. The results indicated that there was no significant relationship between sex and the criterion variable of electrical/electronic teachers' organizational commitment in the technical colleges in

Delta State, $F(1, 88) = 1.123$, $P \geq 0.05$, $r = 0.112$ which accounted for 1% variance of electrical/electronic teachers' organizational commitment. Therefore the null hypothesis which states that electrical/electronic teachers' sex do not significantly predict their organizational commitment in the technical colleges in Delta State was retained. This finding indicated that electrical/electronic teachers' sex did not predict their organizational commitment in technical colleges in Delta State.

Research Question III and Hypothesis III

Does location of college predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State?

Table 4.4: Regression Analysis of Location of College as Predictor of Electrical/Electronic Teachers' Organizational Commitment in Delta State.

Variable	df	Ss	Ms	F	B	SEB	B	r	R2	Sig.
Regression	1	1.334	1.334	0.157	0.244	0.666	0.042	0.042	0.02	0.693
Residual	88	746.988								
Constant					25.970	0.993				

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis III drawn to provides a tentative answer to the above question and states that location of college does not significantly predict electrical/electronic teachers' organizational commitment in technical colleges in Delta State. The data gathered for answering the research question

III and testing the hypothesis III were processed using simple regression analysis. The result of the data analysis is presented in Table 4.4.

The Table 4.4 contains the correlations, regression coefficient and beta – standardized regression coefficient between the antecedent variable of location of college and electrical/electronic teachers’ organizational commitment in the technical colleges in Delta State. The result indicated that there was no significant relationship between location of colleges and the criterion variable of electrical/electronic teachers’ organizational commitment in technical colleges in Delta State, $F(1, 88) = 0.157$, $p \geq 0.05$, $r = 0.042$ which accounted for 2% variance of electrical/electronic teachers’ organizational commitment in technical colleges. Therefore, the null hypothesis which states that location of college does not significantly predict electrical/electronic teachers’ organizational commitment in technical colleges in Delta State was retained. The finding indicated that location of college did not seem to affect electrical/electronic teachers’ organizational commitment in the technical college in Delta State.

Research Question IV and Hypothesis IV

Does age predict technical education teachers' organizational commitment in the technical colleges in Delta State?

Table 4.5: Regression Analysis of Age as a Predictor of Electrical/Electronic Teachers' Organizational Commitment in Technical Colleges in Delta State

Variable	df	Ss	Ms	F	B	SEB	B	R	R2	Sig.
Regression	1	12.523	12.523	1.498	0.385	0.385	0.129	0.129	0.017	0.224
Residual	88	735.800	8.361							
Constant					25.366	0.356				

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis IV provides a tentative answer to the abovequestion and states that electrical/electronic teachers' ages do not significantly predict their organizational commitment in the technical colleges in Delta State. The data gathered for answering the research question IV and testing the hypothesis IV were processed using simple regression analysis. The results of the data analysis are presented in Table 4.5.

The Table 4.5 contains the correlations, regression coefficients and beta – standardized regression coefficients between the antecedents' variable of electrical/electronic teachers' ages and their level of organizational commitment in the technical colleges in Delta State. The results indicated that there was no significant relationship between age and the criterion variable of electrical/electronic teachers' organizational commitment in the technical

colleges in Delta State, $F(1, 88) = 1.498$, $P\text{-value}(0.224) \geq 0.05$, $r = 0.129$, which accounted for 2% variance of electrical/electronic teachers' organizational commitment in the technical colleges in Delta State.

Therefore, the null hypothesis which states that age does not significantly predict electrical/electronic teachers' organizational commitment in technical colleges in Delta State was retained. The finding indicated that age did not predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State.

Research Question V and Hypothesis V

Does status predict technical education teachers' organizational commitment?

Table 4.6: Regression Analysis of Technical Education Teachers' Status as Predictors of Organizational Commitment in Technical Colleges in Delta State

Variable	df	Ss	Ms	F	B	SEB	β	R	R2	Sig.
Regression	1	4.909	4.909	0.581	-0.627	0.822	-0.081	0.081	0.07	0.448
Residual	88	743.413	8.448							
Constant					27.493	1.538				

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis V provide a tentative answer to the above question and states that electrical/electronic teachers' status do not significantly predict their organizational commitment in the technical colleges in Delta state. The data gathered for answering the research question V and

testing the hypothesis V were processed using simple regression analysis. The results of the data analysis are presented in Table 4.6

The Table 4.6 contains the correlations, regression coefficients and beta – standardized regression coefficients between the antecedents' variable of status and electrical/electronic teachers' organizational commitment in the technical colleges in Delta state. The results indicated that there was no significant relationship between status and the criterion variable of electrical/electronic teachers' organizational commitment in technical college, $F(1, 88) = 0.581$, $P\text{-value}(0.448) \geq 0.05$, $r = 0.081$, which accounted for 1% variance of electrical/electronic teachers' organizational commitment in the technical colleges of Delta state.

Therefore, the null hypothesis which states that electrical/electronic teachers' status does not significantly predict their organizational commitment in the technical colleges in Delta state was retained. This finding indicated that electrical electronic teachers' status did not seem to predict their organizational commitment in the technical colleges in Delta State.

Research Question VI and Hypothesis VI

Does teaching experience predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State?

Table 4.7: Regression Analysis of Teaching Experience as Predictors of Electrical/ Electronic Teachers' Organizational Commitment in Technical College.

Variable	Df	Ss	Ms	F	B	SEB	β	r	R ²	Sig.
Regression	1	1.341	1.341	0.158	-0.120	-0.303	-0.042	0.042	0.002	0.692
Residual	88	746.981	8.488							
Constant					26.601	0.716				

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis VI drawn to provide a tentative answer to the above question states that teaching experience do not significantly predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State. The data gathered for answering the research question VI and testing the hypothesis VI were processed using simple regression analysis. The results of the data analysis are presented in Table 4.7

The Table 4.7 contains the correlations, regression coefficients and beta- standardized regression coefficients between the antecedent's variable of teaching experience and electrical/electronic teachers' organizational commitment in technical college. The results indicated that there was no significant relationship between teaching experience and the criterion variable of electrical/electronic teachers' organizational commitment. $F(1, 88) =$

0.158, P-value (0.692) \geq 0.05, $r = 0.42$, which accounted for 0% variance of electrical/electronic teachers organizational commitment in the technical colleges in Delta State. Therefore the null hypothesis which states that teaching experience does not significantly predict electrical/electronic teachers' organizational commitment was retained. This finding indicated that teaching experience of electrical/electronic teachers' in technical colleges in Delta State of Nigeria did not seem to induce organizational commitment.

Research Question VII and Hypothesis VII

Does educational level predict electrical/electronic teachers' organizational commitment in the technical college of Delta state?

Table 4.8: Regression Analysis of Educational Level as Predictor of Electrical/Electronic Teachers' Organizational Commitment in Technical College.

Variable	df	Ss	Ms	F	B	SEB	β	R	R ²	Sig.
Regression	1	64.660	64.660	8.323	-1.1179	0.049	-0.294	0.294	0.086	0.005
Residual	88	683.662	7.769							
Constant										

$P \leq 0.05$ level of significant.

$N = 90$, $B =$ Regression coefficient; $SEB =$ Standard error of B ; $\beta =$ Beta – standardized regression coefficient; $R^2 =$ Amount of variance explained in the criterion variable; $df =$ degree of freedom (1, 88).

The null hypothesis VII provides a tentative answer to the above question and states that educational level does not significantly predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State. The data gathered for answering the research question

VII and testing this hypothesis VII were processed using simple regression analysis. The results of the data analysis are presented in Table 4.8.

The Table 4.8 contains the correlations, regression coefficients and beta standardized regression coefficients between the antecedent's variable of educational level and electrical/electronic teachers' organization commitment. The results indicated that there was a significant relationship between educational level and the criterion variables of electrical/electronic teachers' organization commitment, $F(1, 88) = 8.323$, $P\text{-values}(0.005) \leq 0.05$, $r = 0.294$ which accounted for 9.6% variance of electrical/electronic teachers' organizational commitment. Therefore the null hypothesis which states that electrical/electronic teachers' educational level do not significantly predict their organizational commitment in technical college was rejected. This conclusion was drawn that obtaining educational level was a predictor of electrical/electronic teacher's organizational commitment in the technical college in Delta state.

Research Questions VIII and Hypothesis VIII

What is the nature of the relationship between the independent variables (job satisfaction, sex, location, age, status, teaching experience, and educational level) and electrical/electronic teacher's organizational commitment in the technical colleges in Delta state?

Table 4.91: Joint contribution (job satisfaction, sex, location, age, status, teaching experience and educational level) as a predictors of Electrical/Electronic Teacher’s Organizational Commitment in Technical College

Variable	Df	Ss	Ms	F	Sig.
Regression	7	221.672	31.667	4.931	0.000
Residual	82	526.650	6.423		

$P \leq 0.05$

Multiple R = 0.544

Multiple $R^2 = 0.296$

Standard Error of Estimate = 2.534

The Null hypothesis VIII drawn to provide a tentative answer to the above question states that electrical/electronic teachers job satisfaction, sex, location, age, status, teaching experience, educational level do not significantly predict their organizational commitment in the technical colleges in Delta State. The data gathered for answering the research question VIII and testing hypothesis VIII were processed using multiple regression analysis. The results of the data analysis are presented in Table 4.91 and 4.92.

The data collected and analyzed showed that the independent variables studied (job satisfaction, sex, location, age, status, teaching experience and educational level) predicting electrical/electronic teachers’ organizational commitment produced standard error estimate of 2.534 and coefficient of Multiple regression (R^2) of 0.296 indicating 29.6% variance and multiple R of 0.544. The table also indicates that analysis of variance of multiple regression data yielded an F-ratio of 4.931 which is significant at the 0.05 level ($P < 0.05$).

Table 4.92: Standardized Coefficient of Multiple Regressions for Factors Predicting Electrical/Electronic Teachers’ Organizational Commitment in the Technical Colleges in Delta State.

Variable	Coefficient		Standardized Coefficient β		Sig.
	B	SEB	β	T	
Constant	14.654	3.094		4.737	0.000
Job Satisfaction	0.222	0.048	0.471	4.638	0.000
Sex	0.327	0.605	0.056	0.540	0.591
Location	-0.033	0.581	-0.006	-0.057	0.954
Age	0.237	0.405	0.065	0.585	0.560
Status	0.029	0.806	0.004	0.036	0.971
Teaching experience	0.021	0.314	0.007	0.066	0.947
Educational Level	-0.702	0.440	-0.175	-2.885	0.005

From the data analyzed of the independent variables, the standardized regression weight, the standard error of estimate (SEB), the ratio and alpha level at which the F-ratio is significant. As shown in the table 4.92, all t-ratio associated with the independent variables (Sex, location, age, status, teaching experience) were not significant at 0.05 level of significant, that is $P > 0.05$ except job satisfaction and educational level ($P < 0.05$) which seems to predict electrical/electronic teachers’ organizational commitment in the technical colleges in Delta State.

Therefore, it is concluded that job satisfaction and educational level are predictor of electrical/electronic teachers organizational commitment in the technical colleges in Delta State while sex, location of college, age, status, teaching experience are not predictors of electrical electronic teacher’s organizational commitment in the technical college of Delta state.

Discussion of Findings

The study sought the views of respondents on the relationship between job satisfaction and organizational commitment among technical college teachers of Delta state. This study revealed that job satisfaction is a predictor of electrical/electronic teachers' organizational commitment in the technical colleges of Delta state. The above finding is in line with the findings of Nagar (2012) who concluded that greater job satisfaction of teachers contributed significantly towards an increase in their organizational commitment. Results from the above findings also agreed with report of Mathieu and Zajac (1990) who found a direct link between job satisfaction and organizational commitment, whereby job satisfaction is an antecedent of organization commitment. This thought process assumes that an employee's orientation towards a specific job precedes employee organization towards the entire organization. Accordingly, Lincoln and Kallebeg (1990) and Porter, Steer, Mowday and Boulin (1974) and Tett and Meyer (1993) maintained that a satisfaction to commitment model assumes that satisfaction is a cause of commitment. A second commitment to satisfaction model holds that commitment contributes to an overall positive attitude towards the job (Tett and Meyes, 1993) maintained that a satisfaction to commitment model assumes that satisfaction is a cause of commitment. A second commitment to

satisfaction model held that commitment contributes to an overall positive attitude towards the job (Tett and Meyes, 1993; Vandenberg and Lance, 1992).

Also, this study indicated that electrical/electronic teachers' sex did not predict their organizational commitment in technical colleges in Delta state. This finding contradict the finding of Loscocco (1990), who found out that women were more likely to report that they are proud to work for their organization, that their values and the organization values are similar and that they would accept almost any job offered to them in order to remain with their current employer. Several explanations have been offered to account for the greater commitment of female employees which disagreed with findings of this study which found no significant relationship between sex and organizational commitment among technical education teachers in technical college of Delta state. Mowday *et al* (1982) maintains that women generally have to overcome more barriers to attain their positions within the organization. They concluded that the effort required to enter the organization translates into higher commitment of female employees. Harrison and Hubbard (1998) similarly argued that women display greater commitment because they encounter fewer options for employment.

Again, the findings of this study revealed that location of college does not seem to predict technical education teachers' organizational commitment in technical colleges in Delta state. However, the result in Table 4.4 is not in consonance with Agwagah, (1995 and 1999), Ezegbe (2009) who maintained that location have great influence on teacher's input in teaching and learning.

Furthermore, this study revealed that age does not predict technical education teacher's organizational commitment in technical colleges in Delta state. This finding contradicts that of Sekeran (2000), who postulated a significant relationship between age and organizational commitment. It also disagreed with the findings of Kacmar, Carlson and Brymer (1999) who postulated that as employee age, alternative employment opportunities become limited thereby making their current jobs attractive. And also with the findings of Harrison and Hubbard (1998) who propounded that older individuals may be more committed to their organizations because they have a stronger investment and a greater history with the organization than the younger employees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the relationship between job satisfaction and organizational commitment among technical college teachers of Delta state under the following sub-headings:

Summary of the Research

This study is aimed at examining the relationship between job satisfaction and organizational commitment among technical college teachers in technical colleges of Delta state. Eight research questions were generated in order to find answers to the relationship between job satisfaction and organizational commitment.

These are:

1. Do job satisfactions predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?
2. Does sex predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?
3. Do locations of college predict electrical electronic teacher's organizational commitment in the technical colleges in Delta State?
4. Does age predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?

5. Does status predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?
6. Does teaching experience predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?
7. Does educational level predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?
8. What is the nature of relationship among job satisfaction, sex, location of college, age, status, teaching experience, educational level and electrical/electronic teacher's organizational commitment in the technical colleges in Delta State?

The following Eight hypotheses were formulated in the study:

1. Electrical/electronic teacher's job satisfaction does not significantly predict their organizational commitment in the technical colleges in Delta State.
2. Electrical/electronic teacher's sex does not significantly predict their organizational commitment in the technical colleges in Delta State.
3. Location of college does not significantly predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State.

4. Electrical/electronic teacher's age do not significantly predict their organizational commitment in the technical colleges in Delta State.
5. Electrical/electronic teacher's status does not significantly predict their organizational commitment in the technical colleges in Delta State.
6. Teaching experience does not significantly predict electrical/electronic teacher's organizational commitment in the Delta State.
7. Electrical/electronic teachers' educational level does not significantly predict their organizational commitment in the technical colleges in the Delta State.
8. Electrical/electronic teachers job satisfaction, sex, location of college, age, status, teaching experience and educational level do not significantly predict their organizational commitment in the technical colleges in Delta State.

Findings

The analysis of the data collected from this study revealed the following findings:

1. Electrical/electronic teachers job satisfaction significantly predict their organizational commitment in the technical colleges in Delta State.\
2. Electrical/electronic teacher's sex does not predict their organizational commitment in the technical colleges in Delta State.

3. Location of technical college does not predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta State.
4. Age does not significantly predict electrical/electronic teacher's organizational commitment in the technical colleges in Delta state.
5. Electrical/electronic teacher's status does not predict their organizational commitment in the technical colleges in Delta state.
6. Electrical/electronic teachers teaching experience do not significantly predict their organizational commitment in the technical colleges in Delta state.
7. Electrical/electronic teachers' educational level does predict their organizational commitment in the technical colleges in Delta state.
8. Job satisfaction and educational level are predictors of electrical/electronic teacher's organizational commitment in technical college while sex, age, location of college, status, teaching experience do not significantly predict electrical/electronic teachers' organizational commitment in the technical colleges in Delta State. The independent variable jointly contributed in predicting electrical/electronic teachers' organizational commitment which accounted for 29.6% variance.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Electrical/electronic teacher's job satisfaction is able to account for their organizational commitment in the technical colleges in Delta state. Job satisfaction is a predictor variable of technical education teachers organizational commitment which accounted for 27% variance.
2. Electrical/electronic teachers' sex is not able to account for organizational commitment in the technical colleges in Delta State.
3. Location of colleges is not able to account for electrical/electronic teacher's organizational commitment in the technical colleges in Delta State.
4. Electrical/electronic teacher's age is not able to account for organizational commitment in the technical colleges in Delta State.
5. Electrical/electronic teacher's status is not able to account for their organizational commitment in the technical colleges in Delta State.
6. Electrical/electronic teachers' teaching experience is not able to account for their organizational commitment in the technical colleges in Delta State.

7. Educational level is able to account for electrical/electronic teacher's organizational commitment in the technical colleges in Delta state.
8. Job satisfaction and educational level are able to account for electrical/electronic teacher's organizational commitment in the technical colleges in Delta state. While sex, location of college, age, status and teaching experience are not able to account for electrical/electronic teachers' organizational commitment in the technical colleges in Delta state.

Implication of the Study

This study has implications for the practice and quality of electrical/electronic teachers' services in the technical colleges in Delta state.

The following constitute implications of the study for educational practices:

1. The present study identified job satisfaction as an important factor contributing to electrical/electronic teacher's organizational commitment in technical college. The more satisfied electrical/electronic teachers are in technical college, the more committed they would be and more willing to work.
2. The principals and head of the educational institutions should keep the morale of the teachers high by involving them in decision making

process and should provide the opportunities for electrical/electronic teacher's teachers to interact and be supportive of one another. The organizational authorities should identify the ways and means through which electrical/electronic teachers can be provided with facilitating work environment which will influence their work and also commitment towards the organization and the profession. Thus, the result gives enormous scope for the improvement of electrical/electronic teachers' organizational commitment through well-structured sensitization; attitude building and competency based training programme.

3. Motivation requires discovering and understanding employee drives and needs since it originates within an individual. Electrical/electronic teachers with different level of job satisfaction may require different management styles and motivational strategies for instance; electrical/electronic teachers high in extrinsic job satisfaction may prefer bonuses than other types of reward. Though, monetary benefits play a crucial role in motivating the teachers but it has also been discovered that one of the best ways to motivate the teacher is good old- fashioned praise and recognition. Peer recognition can also be used as another effective measure for motivating teachers. Technical college should introduce formal programme that encourage peer recognition for a job well done

because everybody needs encouragement and everybody needs their work to be recognized. Therefore, it is very necessary to identify electrical/electronic teachers' drives and needs to channelize their behaviour to motivate them towards task performance.

4. The foregoing findings are only representative of the expending body of theory and research in the area of job satisfaction and organizational commitment, but they serve to illuminate the focus on the relationship between job satisfaction and organizational commitment among electrical/electronic teachers in the technical colleges in Delta state.

Recommendations

Based on the findings and conclusion reached in this study, the following recommendations are made:

1. The salaries of teachers should be improved upon to enable them meet their basic needs and elevate their economic strength because when these needs are met, the teachers will be satisfied and more committed to their job.
2. There should be adequate supervision of instruction with a view to improve academic performance and effective job performance in our education system. There should be room for academic achievement and the work should be made lucrative like that of medicine, engineering,

accounting etc. There should be promotion prospects for teachers, and teachers should be given opportunities to develop their academic horizon and status.

3. Conclusively, there should be more conscious efforts of both state and Federal Government, school administrators and proprietors to contribute immensely to the job satisfaction and commitment through provision of adequate facilities, conducive working environment and professional training opportunities promotion prospects, security and safety needs. Every meaning effort should be harnessed on the part of employers to provide technical college environment equipped with adequate human and material resources that can promote satisfaction for effective performance.

Contribution of Knowledge

This study has the following as its contribution to knowledge:

1. The study has contributed to the existing body of knowledge in the area of job satisfaction and organizational commitment among technical colleges teachers. It has revealed that job satisfaction is a predictor variable of electrical/electronic teachers' organizational commitment in the technical colleges in Delta state.

2. It has also revealed that educational level is a predictor variable of electrical/electronic teachers organizational commitment in the Technical Colleges in Delta State.
3. Lastly, the study revealed that sex, location of college, age, status and teaching experience are not predictor of electrical electronic teachers' organizational commitment in the technical colleges in Delta State.

Suggestion for Further Study

This study has the following suggestion for further study:

1. Determination of the relationship between job satisfaction and organizational commitment among electrical/electronic teachers in Edo state.
2. The impact of environmental and administrative factors on electrical/electronic teachers' organizational commitment in the technical colleges in Delta State.
3. A comparative study of electrical/electronic teachers' organizational commitment in the technical colleges in Osun and Imo State.
4. Determination of the relationship between rewards and teachers motivational orientations towards professional development.

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APPENDIX I

JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (JSOCQ)

Section One

Background information for Technical Education Teachers in Technical Colleges

1. **Sex:** Male () Female ()
2. **Location of College:** Urban () Rural ()
3. **Age:** 25 – 35 () 36-45 () 46-55 () 56 and above ()
4. **Status:** Permanent () Contract ()
5. **Teaching Experience:** 1-5 (), 6-10 (), 11-15 (), 16 and above ()
6. **Educational Level:** PhD (), M.Sc.(Ed) () B.Sc.(Ed) () NCE ()

Section Two

Please indicate the extent to which you Agree or Disagree with each of the statement by ticking (√) any of the items that most adequately reflect your feeling.

Job Satisfaction Questionnaire

S/N	ITEMS	SA	A	U	D	SD
1	I have mastered the skills necessary to perform my work					
2	I have ample opportunities for advancement in this profession					
3	I feel overwhelmed by my responsibilities at work					
4	I feel that I am valued by this college					
5	I received adequate training to do my job well					
6	I am satisfied with my income					
7	For the teaching I do, the pay is good					
8	I am satisfied with the monetary benefits offered to me through this job					
9	I made pretty good money compared to others in other fields					
10	I receive adequate support from my principal					
11	I believe that my principal care deeply for me					
12	I am confident of my abilities to succeed at my work					
13	I believe that my position at work is a professional position					

14	I regularly think about my work issues when I am at home					
15	I am fully able to use my skill in this position					
16	Other people view my job as a valuable profession					
17	If I needed extra training, it would be made available for me					
18	The job demands too much physically					

Organizational Commitment Questionnaire

S/N	ITEMS	SA	A	U	D	SD
1	Often, I find it difficult to agree with this college policies on important matter relating to its employees					
2	Accepting posting to work for this college was a definite mistake on my part					
3	I could just as well be working for a different school as long as the type of work are similar					
4	For me, this is the best of all possible technical colleges for which to work in Delta State					
5	I am proud to tell others that I am part of this college					
6	I talk of this college to my friends as a great institution to work for					
7	I really care about the faint of this college					
8	I would accept almost any of job assignment in other to keep working for this college					
9	I find that my values and the colleges values are similar					
10	I feel very little loyalty of this college					

Comments (if any)

Thanks for your cooperation.

Yours Faithfully,

Researcher

APPENDIX II

S/N	Technical College	Population	Sample used (at 80 %)
1	Agbor technical college, Agbor	19	15
2	Government Technical college, Issele Uku	35	28
3	Ogor Technical college, Ogor	15	12
4	Ofagbe Technical College, Ofagbe	13	10
5	Sapele Technical College, Sapele	25	20
6	Utagbe-Ogbe Technical College, Utagbe-Ogbe	13	10
	Total	120	95

Source: Post Primary Education Board

APPENDIX III

FACTORS ANALYSIS TEST FOR JOB SATISFACTION

Table 3.1: Description statistic

	MEAN	Std. Deviation	Analysis N
VAROOO01	3.1667	1.11675	30
VAROOO02	3.2000	.76112	30
VAROOO03	3.0333	.88992	30
VAROOO04	2.9000	.88474	30
VAROOO06	3.3667	.61495	30
VAROOO07	2.8000	.84690	30
VAROOO08	3.3667	.66868	30
VAROOO09	1.5333	.77608	30
VAROOO10	2.9667	1.03335	30
VAROOO11	1.5000	.68229	30
VAROOO12	3.0667	.90719	30
VAROOO13	3.0667	1.01483	30
VAROOO14	3.2000	.71438	30
VAROOO15	1.6333	.80872	30
VAROOO16	2.3667	.85029	30
VAROOO17	2.8333	.79148	30
VAROOO19	1.8333	.91287	30
VAROOO20	2.6000	.88501	30

Communalities

	Initial	Extraction
VAROOO1	1.000	.726
VAROOO2	1.000	.867
VAROOO3	1.000	.741
VAROOO4	1.000	.686
VAROOO6	1.000	.713
VAROOO7	1.000	.727
VAROOO8	1.000	.759
VAROOO9	1.000	.704
VAROOO10	1.000	.797
VAROOO11	1.000	.740
VAROOO12	1.000	.708
VAROOO13	1.000	.732
VAROOO14	1.000	.573
VAROOO15	1.000	.685
VAROOO16	1.000	.540
VAROOO17	1.000	.730
VAROOO19	1.000	.739
VAROOO20	1.000	.842

Extraction method: principles components Analysis.

Total Variance Explained

Component	Initial Eigen values		
	TOTAL	% of variance	Cumulative %
1	4.299	32.886	
2	2.794	15.522	
3	2.138	11.875	
4	1.422	7.897	
5	1.203	6.681	
6	1.554	6.412	
7	.911	5.063	77.337
8	.846	4.702	82.039
9	.736	4.089	86.127
10	.583	3.237	89.364
11	.512	2.846	92.210
12	.371	2.062	94.272
13	.344	1.914	96.186
14	.217	1.208	97.394
15	.186	1.032	98.426
16	.165	.916	99.342
17	.090	.501	99.843
18	.028	.157	100.000

Extraction method: principles components Analysis.

Total variance Explained

Components	Initial Eigenvalues	Extraction sums of squared loadings		
	Cumulative	Total	% of variance	Cumulative %
1	23.886	4.299	23.886	23.886
2	39.408	2.794	15.552	39.408
3	51.283	2.138	11.875	51.283
4	59.180	1.422	7.897	59.180
5	65.862	1.203	6.681	65.862
6	72.274	1.154	6.412	72.274

Extraction Method: Principles Components Analysis

Total Variance Explained showing content validity of Job satisfaction Scale

Components	Rotation sums of squared loadings		
	Total	% of variance	Cumulative %
1	2.733	15.181	15.181
2	2.703	15.042	30.224
3	2.483	13.796	44.020
4	2.015	11.195	55.215
5	1.693	9.403	64.617
6	1.378	7.657	72.274

Extraction method: Principles Components Analysis

Rotated components Matrix showing construct validity of Job satisfaction scale.

		Components					
		1	2	3	4	5	6
1	VAROOO1	.743	--	--	--	--	--
2	VAROOO2	.733	--	--	--	--	--
3	VAROOO3	.700	--	--	--	--	--
4	VAROOO4	.642	--	--	--	--	--
5	VAROOO5	.619	--	--	--	--	--
6	VAROOO6	--	.818	--	--	--	--
7	VAROOO7	--	.779	--	--	--	--
8	VAROOO8	--	.763	--	--	--	--
9	VAROOO9	--	.720	--	--	--	--
10	VAROOO10	--	--	.879	--	--	--
11	VAROOO11	--	--	.732	--	--	--
12	VAROOO12	--	--	.676	--	--	--
13	VAROOO13	--	--	--	.742	--	--
14	VAROOO14	--	--	--	.654	--	--
15	VAROOO15	--	--	--	.559	--	--
16	VAROOO16	--	--	--	--	.797	--
17	VAROOO17	--	--	--	--	.570	--
18	VAROOO18	--	--	--	--	--	.844

Extraction method principles components Analysis

Rotation converged in 23 iterations

APPENDIX IV

FACTORS ANALYSIS CONTENTS VALIDITY FOR ORGANIZATIONAL COMMITMENTS

Table 3.2: Descriptive Statistics

	Mean	Std. Deviation	Analysis N
VAR00022	3.0000	.58722	30
VAR00023	2.1667	.59209	30
VAR00024	2.6667	.71116	30
VAR00025	2.4000	.62146	30
VAR00026	3.0667	.58329	30
VAR00027	2.2667	.78492	30
VAR00032	2,3333	.60648	30
VAR00033	2.9333	.69149	30
VAR00034	2.5333	.86037	30
VAR00035	1.7667	.85836	30

Communalities

	INITIAL	EXTRACTION
VAR00022	1.000	.857
VAR00023	1.000	.891
VAR00024	1.000	.785
VAR00025	1.000	.758
VAR00026	1.000	.804
VAR00027	1.000	.604
VAR00032	1.000	.822
VAR00033	1.000	.717
VAR00034	1.000	.560
VAR00035	1.000	.558

Extraction Method: Principle Components Analysis

Total Variance Explained

Components	Total	% of Variance	Cumulative %
1	2.772	27.717	
2	2.004	20.042	
3	1.308	13.076	
4	1.271	12.712	
5	.870	8.701	82.249
6	.648	6.480	88.729
7	.511	5.106	93.834
8	.313	3.133	96.967
9	.166	1.665	98.632
10	.137	1.368	100.000

Extraction Methods: principles components Analysis

Total variance Explained showing content validity of organizational commitment scale.

Components	Initial Eigen values	Extraction sums of squared loadings		
	Cumulative %	Total	% of variance	Cumulative %
1	27.717	2.772	27.717	27.717
2	47.759	2.004	20.042	47.759
3	60.835	1.308	13.076	60.835
4	73.548	1.271	12.712	73.548

Extraction Methods: principles components Analysis

Total variance Explained showing content validity of organizational commitment scale.

Components	Rotation sums of squared loadings		
	Total	% of variance	Cumulative %
1	2.050	20.505	20.505
2	1.999	19.993	40.926
3	1.743	17.431	57.929
4	1.562	15.619	73.548

Extraction methods: components analysis

Rotated components Matrix showing Construct Validity of Organizational Commitment Scale.

	Components			
	1	2	3	4
VAROOO1	.868	--	--	--
VAROOO2	.694	--	--	--
VAROOO3	.510	--	--	--
VAROOO4	.412	--	--	--
VAROOO5	--	.843	--	--
VAROOO6	--	.778	--	--
VAROOO7	--	.625	--	--
VAROOO8	--	--	.844	--
VAROOO9	--	--	.817	--
VAROOO10	--	--	--	.9419

APPENDIX V

RELIABILITY TEST FOR JOB SATISFACTION SCALE USING THE CRONBACH ALPHA

Table 3.3: Case Processing Summary

	N	%
Cases	30	100.0
Valid	0	.0
Excluded Total	30	100.0

a. List wise deletion based on all variables in the procedures

Reliability Statistics

Cronbach alpha	Cronbach's Alpha Based on standardized items	N of items
.776	.774	18

Item Statistics

	MEAN	Std. Deviation	Analysis N
VAROOO01	3.1667	1.11675	30
VAROOO02	3.2000	.76112	30
VAROOO03	3.0333	.88992	30
VAROOO04	2.9000	.88474	30
VAROOO06	3.3667	.61495	30
VAROOO07	2.8000	.84690	30
VAROOO08	3.3667	.66868	30
VAROOO09	1.5333	.77608	30
VAROOO10	2.9667	1.03335	30
VAROOO11	1.5000	.68229	30
VAROOO12	3.0667	.90719	30
VAROOO13	3.0667	1.01483	30
VAROOO14	3.2000	.71438	30
VAROOO15	1.6333	.80872	30
VAROOO16	2.3667	.85029	30
VAROOO17	2.8333	.79148	30
VAROOO19	1.8333	.91287	30
VAROOO20	2.6000	.88501	30

Item Total Statistics

Intraclass Correlation Coefficients

	Scale mean of item deleted	Scale variance of items deleted	Corrected item-total correlation	Squared multiple correlation	Cronbach's Alpha if items Deleted
VAROOO01	45.2667	38.892	.617	.744	.741
VAROOO02	25.2333	42.185	.604	.943	.749
VAROOO03	45.4000	44.110	.324	.739	.768
VAROOO04	45.5333	46.120	.153	.771	.781
VAROOO06	45.0667	46.064	.275	.632	.771
VAROOO07	45.6333	43.206	.432	.726	.760
VAROOO08	45.0667	44.823	.387	.772	.765
VAROOO09	46.9000	45.266	.275	.802	.771
VAROOO10	45.4667	39.982	.588	.837	.745
VAROOO11	46.9333	46.961	.140	.730	.779
VAROOO12	45.3667	44.033	.322	.668	.768
VAROOO13	45.3667	47.895	-.013	.446	.797
VAROOO14	45.2333	46.944	.131	.527	.780
VAROOO15	46.8000	43.407	.439	.505	.760
VAROOO16	46.0667	43.513	.401	.426	.762
VAROOO17	45.6000	43.421	.450	.759	.759
VAROOO19	46.6000	42.593	.446	.706	.759
VAROOO20	45.8333	43.385	.410	.815	.762

	Intraclass correlation ^a	95% confidence interval	
		Lower Bound	Upper Bound
Single measure	.162	.090	.285
Average measures	.776	.640	.877

Two- way mixed effects model where people effects are random and measure effect are fixed.

- a) Type C intraclass correlation coefficients using a consistency definition – the between- measure variance is excluded from the denominator variance
- b) The estimator is the same, weather the interaction effects is present or not.
- c) The estimate is computed assuming the interaction effect is absent, because it is not estimated otherwise.

Intraclass correlation Coefficients

	F Test with true Value 0			
	Value	df1	df2	Sig.
Single measure	4.468	29	.493	.000
Average measures	4.468	29	.493	.000

Two –way mixed effect model where people effects are random and measures effects are fixed.

Reliability Test for Organizational Commitment Scale using Cronbach Alpha

Table 3.4: Case processing Summary

	N	%
Cases valid	30	100.0
ExcludedTotal	0	.0
	30	100.0

- a. List wise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's	Cronbach's Alpha Based on standardized items	N of items
.516	.501	10

Item Statistics

	Mean	Std. Deviation	Analysis N
VAR00022	3.0000	.58722	30
VAR00023	2.1667	.59209	30
VAR00024	2.6667	.71116	30
VAR00025	2.4000	.62146	30
VAR00026	3.0667	.58329	30
VAR00027	2.2667	.78492	30
VAR00032	2,3333	.60648	30
VAR00033	2.9333	.69149	30
VAR00034	2.5333	.86037	30
VAR00035	1.7667	.85836	30

Item- total Statistics

	Scale mean of item Deleted	Scale variance if item Deleted	Corrected item- total Correlation	Squared Multiple Correlation	Cronbach's Alpha item Deleted
VAR00022	22.1333	7.430	.409	.719	.440
VAR00023	22.9667	8.240	.145	.559	.508
VAR00024	22.4667	9.878	.456	.544	.412
VAR00025	22.7333	8.064	.180	.383	.500
VAR00026	22.0667	8.616	.038	.610	.534
VAR00027	22.8667	7.016	.349	.567	.443
VAR00032	22.8000	7.890	.243	.513	.484
VAR00033	22.2000	9.683	.250	.692	.615
VAR00034	22.6000	6.593	.396	.475	.421
VAR00035	23.3667	7.137	.264	.384	.474

Intraclass Correlation Coefficients

	Intraclass Correlation ^a	98% confidence interval	
		Lower Bound	Upper Bound
Single measures	.096 ^b	.026	.219
Average measures	.516 ^c	.209	.738

Two- way mixed effects model where people effects are random measures effects are fixed

- a) Type C intraclass correlation coefficients using a consistency definition- the between measure variance is excluded from the denominator variance.
- b) The estimate is the same, weather the interaction effect is present or not
- c) This estimate is computed assuming the interaction effects is absent, because it is not estimable.

Intraclass Correlation Coefficients

	F Test with True Value 0			
	Value	df1	df2	Sig
Single measures	2.066	29	261	.002
Average measures	2.066	29	261	.002

Two- way mixed effects model where people effects are random and measures effects are fixed.

APPENDIX VI

HYPOTHESIS I

Table 4.2: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.517	.268	.259	2.495

The independent variable is Job Satisfaction

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	200.314	1	200.314	32.167	.000
Residual	548.009	88	6.227		
Total	748.322	89			

The independent variable is Job Satisfaction

Coefficients

	Standardized coefficients		Standardized		
	B	Std. Error	Beta	t	Sig.
JOB SATISFACTION	.244	13.959	.517	5.672	.000
(constant)				6.347	.000

HYPOTHESIS II

Table 4.3: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
12	0.13	.001	2.898

The independent variables is SEX

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	9.426	1	9.426	1.123	.292
Residual	738.896	88	8.397		
Total	748.322	89			

Coefficient

	Unstandardized Coefficient		Standardized coefficient	t	Sig.
	B	Std. Error	beta		
SEX	-.653	.616	-.112	-1060	.292
(constant)	27.281	.935		29.183	.000

HYPOTHESIS III

Table 4.4: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
.042	.002	-.010	2.914

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	1.334	1	1.334	.157	.693
Residual	746.988	88	8.489		
Total	748.322	89			

The independent variable is LOCATION.

Coefficient

	Unstandardized coefficient		Standardized coefficient	t	Sig.
	B	Std. Error	beta		
SEX	.244	.616	.042	.396	.693
(constant)	25.970	.993		26.164	.000

HYPOTHESIS IV

Table 4.5: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
.129	.017	.006	2.892

The independent variable is AGE.

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	12.523	1	12.523	1.498	.224
Residual	735.800	88	8.489		
Total	748.322	89			

The independent variable is AGE

Coefficients

	Unstandardized coefficient		Standardized coefficient	t	Sig.
	B	Std. Error	Beta		
AGE	.471	.385	.129	1.224	.224
(constant)	25.366	.856		29.642	.000

HYPOTHESIS V

Table 4.6: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
.081	.007	-.005	2.907

The independent variable is Status

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regressions	4.909	1	4.909	.581	.448
Residual	743.413	88	8.448		
Total	748.322	89			

Coefficient

	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
APPOINTMENT (constant)	-627 27.493	.822 1.538	.081	-.762 17.876	.448 .000

HYPOTHESIS VI

Table 4.7: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
.042	.002	-.010	2.913

The independent variable is Teaching Experience

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	1.341	1	1.341	.158	.692
Residual	746.981	88	8.448		
Total	748.322	89			

Coefficient

	Unstandardized coefficient		Standardized coefficient	t	Sig.
	B	Std. Error	Beta		
APPOINTMENT (constant)	-.120 26.601	.303 .716	-.042	-.389 37.162	.692 .000

HYPOTHESIS VII

Table 4.8: Model Summary

R	Sum of square	Adjusted R Square	Std. Error of the Estimated
.294	.086	-.076	2.787

The independent variable is Educational Level

ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Regressions	64.660	1	64.660	8.323	.005
Residual	683.662	88	7.769		
Total	748.322	89			

Coefficient

	Unstandardized coefficient		Standardized coefficient	t	Sig.
	B	Std. Error	Beta		
Technical College Cert. Course (constant)	-.1.179 27.327	.409 .450	-.294	-2.885 60.750	.005 .000

HYPOTHESIS VIII

Table 4.91: Model Summary

Model				
	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.517 ^a	.268	.259	2.49547
2	.518 ^b	.268	.251	2.50952
3	.518 ^c	.268	.242	2.52398
4	.520 ^d	.270	.236	2.53439
5	.522 ^e	.270	.229	2.54577
6	.524 ^f	.274	.222	2.55778
7	.544 ^g	.296	.236	2.53428

- a. Predictor (constant). Job Satisfaction
- b. Predictor (constant). Job Satisfaction, Sex
- c. Predictor (constant). Job Satisfaction, Sex Location
- d. Predictor (constant). Job Satisfaction, Sex Location Age, Status
- e. Predictor (constant). Job Satisfaction, Sex, Location Age, Status, Teaching Experience
- f. Predictor (constant). Job Satisfaction, Sex, Location, Age, Status, Teaching Experience, Educational Level

Model Summary

Model	Change Statistics				
	R Square change	F change	df1	df2	Sig. F Change
1	.268	32.167	1	88	.000
2	.000	.018	1	87	.894
3	.000	.006	1	86	.939
4	.003	.295	1	85	.589
5	.002	.242	1	84	.624
6	.002	.213	1	83	.646
4	.022	2.547	1	82	.005

ANOVA

Model	Sum of Square	df	Mean square	F	Sig.
1. Regression	200.314	1	200.314	32.167	.000 ^A
Residual	548.009	88	6.227		
Total	748.322	89			
2. Regression	200.425	2	100.213	15.913	.000 ^b
Residual	547.897	87	6.298		
Total	748.322	89			
3. Regression	200.463	3	66.821	10.489	.000 ^c
Residual	547.859	86	6.370		
Total	748.322	89			
4. Regression	202.355	4	50.589	7.876	.000 ^D
Residual	545.967	85	6.423		
Total	748.322	89			
5. Regression	203.923	2	40.213	6.293	.000 ^e
Residual	544.400	87	6.481		
Total	748.322	89			
6. Regression	205.316	3	66.821	5.231	.000 ^f
Residual	543.006	86	6.370		
Total	748.322	89			
7. Regression	221.672	7	31.667	4.931	.000 ^g
Residual	526.650	82	6.423		
Total	748.322	89			

- a. Predictors(constant), Job Satisfaction Sex Location Age
- b. Predictors(constant), Job Satisfaction Sex Location Age Appointment
- c. Predictors(constant), Job Satisfaction Sex Location Age Appointment
Teaching Experience
- d. Predictors(constant), Job Satisfaction Sex Location Age Appointment
Teaching Experience, technical College cert. Course
- e. Dependent variable : Organization Commitment

Table 4.92: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error		Beta	t
1. (constant) Job Satisfaction	13.959 .244	2.200 .043	.517	6.347 5.672	.000 .000
2. (Constant) Job Satisfaction, Sex	13.782 .245 .073	2.581 .044 .550	.520 .013	5.339 5.507 .133	.000 .000 .894
3. (constant) Job Satisfaction, Sex, Location	13.799 .246 .087 -.043	2.606 .045 .582 .563	.522 .015 -.007	5.296 5.413 .150 -.077	.000 .000 .881 .939
4. (constant) Job Satisfaction, Sex, Location, Age	13.466 .242 .128 -.011 .189	2.688 .046 .589 .568 .348	.515 .022 -.002 .052	5.010 5.272 .218 -.020 .543	.000 .000 .828 .984 .589
5. (constant) Job Satisfaction, Sex, Location, Age, Appointment	14.201 .238 .110 .044 .245 -.379	3.086 .047 .593 .582 .368 .771	.506 .019 .008 .067 .049	4.601 5.071 .185 .076 .665 -.492	.000 .000 .854 .940 .508 .624
6. (constant) Job Satisfaction, Sex, Location, Age, Appointment, Teaching Experience	14.342 .236 .139 .030 .321 -.345 -.138	3.116 .047 .599 .585 .405 .778 .300	.502 .024 .005 .088 -.045 -.049	4.603 4.995 .231 .051 .793 -.443 -.462	.000 .000 .818 .959 .430 .659 .646
7. (constant) Job Satisfaction, Sex,	14.654 .222	3.094 .048	.471 .056	4.737 4.638	.000 .000

Location, Age	.327	.605	-.006	.540	.519
Appointment,	-.033	.581	.065	-.057	.954
Teaching	.237	.405	.004	.585	.560
Experience	.029	.806	.007	.036	.971
Teaching College	.021	.314	.175	.066	.947
Cert. Course	-.702	.440		-.2885	.005

Coefficient

Model	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
1. Job satisfaction	.517	.517	.517	1.000	1.000
2. Job satisfaction, Sex	.517	.508	.505	.942	1.061
	-.112	.014	.012	.942	1.061
3. Job satisfaction, Location	.517	.504	.499	.917	1.091
	-.112	.016	.014	.852	1.174
	.048	-.008	-.007	.897	1.115

a. Dependent Variable: Organization Commitment

b. Dependent variable : OrganizationCommitment

Excluded Variables^g

Model	Beta in	t	Sig.	Partial correlation
Teaching Experience	-.019 ^a	-.209	.835	-.022
Technical College Cert. Course	-.156 ^a	-.1656	.101	-.175
Location Age Appointment	-.077 ^b	-.077	.939	-.008
Teaching Experience	.052 ^b	.551	.583	.059
Technical College Cert. Course	-.029 ^b	-.313	.755	-.034
	-.019 ^b	-.209	.835	-.023
	-.164 ^b	-1.699	.093	-.180

Age Appointment	.052 ^c	.543	.589	.059
Teaching Experience	-.029 ^c	-.303	.763	-.033
Technical College Cert. Course	-.020 ^c	-.214	.831	-.023
	-.164 ^c	-1.692	.094	-.181
Appointment Teaching Experience	-.049 ^d	.624	.642	-.054
Technical College Cert. Course	-.053 ^d	.612	.612	-.055
	-.171 ^d	.083	.083	-.188
Teaching Experience	-.094 ^e	.646	.646	-.051
Technical College Cert. Course	-.173 ^e	.098	.098	-.180
Technical College Cert. Course	-.175 ^f	.114	.005	-.174

- a. Predictor in the model: (constant). Job Satisfaction
- b. Predictor in the model: (constant). Job Satisfaction, Sex
- c. Predictor in the model: (constant). Job Satisfaction, Sex Location
- d. Predictor in the model: (constant). Job Satisfaction, Sex, Location, Age, Status
- e. Predictor in the model: (constant). Job Satisfaction, Sex Location Age, Status, Teaching Experience