

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Impact of Job Satisfaction and Motivation on Teachers' Commitment

Abadir Abraham

Lecturer, Jimma Teachers Training College, Jimma, Ethiopia

Abstract:

The purpose of this study was to examine the relationship between the three main variables: job satisfaction, motivation, and teachers' commitment. By using correlation research design the responses of 51(77%) teacher-educators who randomly selected from Jimma Teachers' College were analyzed first through bivariate Pearson correlation. Further, standard multiple linear regressions were used to investigate the individual influence of job satisfaction facets (work, pay, promotion, supervision, coworker and job in general satisfaction) and dimensions of motivation (intrinsic and extrinsic motivation) on teachers' commitment. Results generally showed significant positive association between job satisfaction, motivation and teachers' commitment (correlation coefficient $R=0.478$ and $P=0.002$, at $P<0.05$). The strength of association which can be determined by coefficients of determination shows 23.7% variability among the variables. However, further analysis of the model using stepwise procedure found promotion and extrinsic motivation having statistically significant correlation with teachers' commitment (ANOVA = 0.000, $P<0.05$). Implication of the finding has generally emphasized the need to focus on promotion and extrinsic motivators to enhance or improve teachers' commitment.

Keywords: Teacher-educators, job satisfaction, motivation, teachers' commitment, standard and stepwise multiple regressions

1. Introduction

In the current organizational environment human element is increasingly evolves as a source of competitive advantage that sets an organization apart from similar institutions. Thus understanding critically the importance of people in the organization is crucial for effective management of the organization. Well-managed human resources in organization in turn could be a source of quality and productivity gains (Tella, Ayeni and Popoola 2007). For this employees should be motivated and committed to mission and objectives of the organization. Moreover, the task environment and the job itself need to give pleasure to the worker. Otherwise, organizational outcomes and performance such as productivity, turnover, retention, and even personal well-being of an employee could be affected (Daft 2008, Robbins and Judge 2013, and Kreitner and Kinicki 2010).

Management researches have long showed organizational goals are unattainable without the enduring commitment of members of the organizations (Tella, Ayeni and Popoola 2007). High motivation and satisfactions are recipes for high commitment (Azri 2011, and Anwarul Haq et al., 2014). To channel efforts and activities toward goal achievement knowledge about human behaviors and attitudes are very crucial for management of the organization. Therefore, the purpose of this study fits to this end by investigating attitudes and behaviors affecting teacher-educators' commitment in the context of college of teachers' education (CTEs). For this the study examined the relationships between job satisfaction, motivation and teachers' commitment.

The notion of commitment largely pertains to the organization and a lesser extent to occupation or profession. However, commitment may vary depending on situations and across organizations. Therefore, many scholars approached teachers' commitment from different perspective in multidimensional sense because, teachers in reality committed to many things including the teaching profession, colleagues, students, professional associations, and schoolsto name some (Insim 2005). As Firestone and Pennell (1993) mentioned some mixes of commitment to the organization, profession, and students are necessary to enhance teachers' professionalism and to pursue changes in teaching practice. Even though, job satisfaction, motivation and commitment were extensively studied (Kreitner and Kinicki, 2010). Unfortunately, they have received little attention in our country especially in teachers' training colleges in Ethiopia. This study attempted to address this gap by examining the relationship between job satisfaction, motivation and teachers' commitment.

1.1. Basic Research Questions

- Which facets of job satisfaction and dimension of motivation affect teacher-educators' commitment more significantly?
- What is the relationship between job satisfaction, motivation and teachers' commitment?

2. Literature Review

2.1. Theoretical Review

2.1.1. Job Satisfaction

Job satisfaction has never been defined in similar terms across scholars. Some described it as an overall feeling a worker has about his/her particular job (Cunningham 2010). This could be a worker's sense of achievement and success linked to productivity as well as to personal well-being. Unlike this, other scholars such as Kreitner and Kinicki (2010) argue that job satisfaction is not a unitary concept rather it represents an emotional response toward various facets of one's job. Thus a person can be satisfied with one aspect of his/her job and unhappy with one or more other aspects. When it comes to teachers, job satisfaction is described as a multifaceted construct that is critical to teacher retention, commitment, and school effectiveness (Shann 2001). The common understanding or idea in researching job satisfaction regardless of disparity in definition is the recognition that the emotional state of an individual (satisfaction) can be affected by interaction with work environment (Robbins & Judge 2013).

Causes of job satisfaction differ across studies in various disciplines. Daft (2008) for example, stated that employees experience satisfaction when their work matches their needs and interests; when the working condition and rewards (pay) are satisfactory; when they like their coworker and when they have positive relationship with supervisor. Redmond and Kern (2014) similarly highlighted different representation of job satisfaction concept from organizational and individuals points of view and described numerous aspects of a job that an organization can manage to increase satisfaction in the work place. These are company policy, salary/benefits, and interpersonal/social relations, working conditions, achievement, recognition, autonomy, advancement, job security and work life balance practices. Over many years, job satisfaction has been investigated using different tools: JDI (job satisfaction descriptive index), MSQ (Minnesota satisfaction questionnaire), JSS (job satisfaction survey), JDS (job diagnostic survey), and CTFM (confirmed three facet model) to mention some. But the first two are most popular and frequently used in many researches. Therefore, JDI is employed in this study for its wide usage in a number of studies in education field.

2.1.2. Motivation

Motivation is defined as psychological processes that account for an individual's intensity, direction, and persistence of effort toward attaining organizational goals (Robbins and Judge 2013, Chelemba 2010 and Kreitner and Kinicki, 2010). Motivation refers to the forces either within or external to a person that direct, energize and sustain action. Hence, it is often described from two dimensions: intrinsic and extrinsic motivation. Intrinsic motivation is defined as doing something because of its inherent satisfaction, being either interesting or enjoyable. A person who is intrinsically motivated is inwardly ignited and decides to act for the fun or challenge that may come as a result. This variety is given more prominence especially in European literature to trigger inner desire and enthusiasm in an individual to partake in an activity (Kreisman 2002). Extrinsic motivation on the other hand, is defined as the desire to expand effort in order to attain some external rewards, incentives or recognition (Ryan and Deci 2000). According to Kreisman (2002) these don't come from the work itself; instead they are allocated by managers to ensure the work is done properly and on a timely basis. Management theory and practice has traditionally focused on extrinsic motivators to ensure greater motivation at work place.

2.1.3. Teachers' Commitment

In relation to work environment often two main objects of commitment: organization and profession have largely been the focus in various studies. Based on this Mowday, Porter and Steer (1982) gave notable definition of commitment in terms of attitude and behavior. Attitudinal commitment refers to a strong belief and acceptance in the goals and values of the organizations/profession, willingness to exert considerable effort on behalf of the organization/profession and strong desire to maintain membership. Behavioral commitment on the other hand refers to the costs and rewards associated with membership in a profession or employing organization. According to this view commitment results when 'side bets' such as job specific skills, age, or other factors combine as accumulated investments, rewards, and sunk costs. Therefore, attachment to specific rewards in present organization or profession may be more important to an individual than a new profession or job at higher salary with better working conditions.

Contrary to the above descriptions of commitment scholars who studied teachers' commitment came up with three objects of teachers' commitment: school organization, teaching profession, and students by highlighting the uniqueness of teaching profession (Insim 2005, Billingsley and Cross 1992, Astrauskaitė, Vaitkevičius and Perminas 2011, and Riehl and Sipple 1996).

Teacher's commitment to school means teacher's considerable loyalty to Specific School. Loyalty of individual teachers toward school can be influenced by agreement on the missions, the working environments, and relationships among members. Thus, teachers who are committed to their school are willing to exercise considerable effort for the school and are more likely to remain in that school (Anwar ul Haq et al, 2014).

Teachers' commitment to the teaching profession as an occupational commitment is a positive affective attachment to one's occupation. This indicates the extent to which one is engaged in carrying out the specific tasks in the workplace or the degree of importance that work plays in one's life. In the present study, this commitment is personal identification and satisfaction as a teacher.

Finally, teacher commitment to students like a client commitment represents teacher devotion to their student behavior and learning (Rosenholtz S., 1989). Teacher commitment to students includes teachers' willingness to help students and take responsibility for student learning and school life. The three teacher commitment dimensions are necessary to accomplish school goals, to improve teacher professionalism, and to foster client-oriented teaching and learning environment. However, they can also be in conflict (Insim, 2005)) when they are pursued at the same time.

2.2. Empirical Review

Shann (2001) conducted study on teachers' professional commitment and satisfaction in urban middle schools and indicated job satisfaction as critical to teacher retention, teacher commitment, and school effectiveness. Shann (2001) further found teachers' job satisfaction as a determinant factor for teachers' commitment and highlighted the need to work on job satisfaction before workers develop a sense of commitment. Chelembo (2010) developed a model of study which relates intrinsic motivation to occupational commitment and; extrinsic motivation to organizational commitment.

Tella, Ayeni and Popoola (2007) examine the relationship between work motivation, job satisfaction, and organizational commitment. The findings of this study revealed that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library personnel. Moreover, findings also showed little/no relationship between organizational commitment and years of experience

Peters et al, (2010) indicated that job satisfaction is inextricably linked to motivation, and both involve cognitive, affective, and behavioral processes with worker motivation commonly understood as the reason why workers behave as they do towards achieving personal and organizational goals. Sirabizu (2013) similarly in his study stated that when employees' economic, social, and psychological and job related needs are fairly and adequately addressed they are willingly engaged in good performance and sustain organizational commitment. For this he underscores the importance of leadership style.

2.3. Conceptual Model

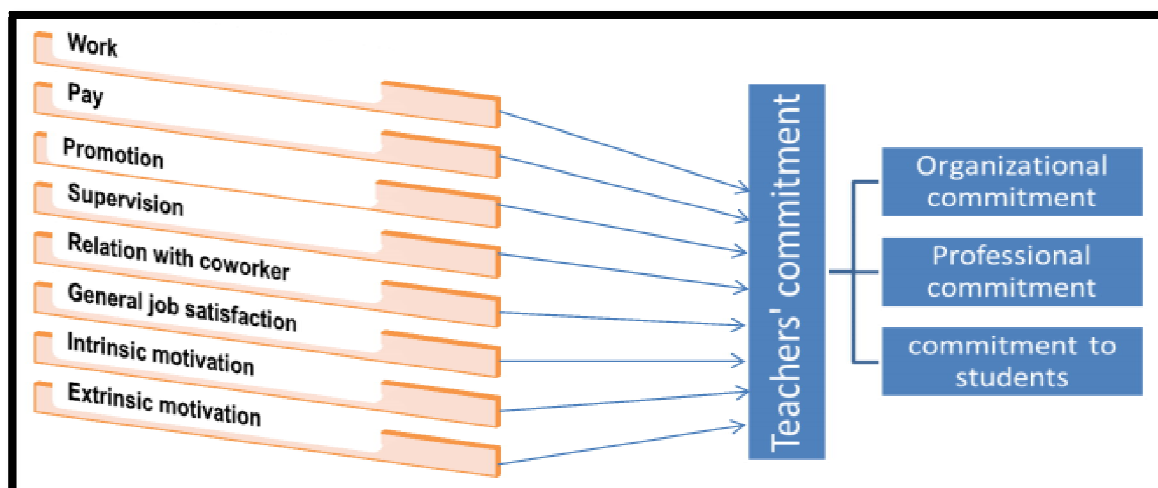


Figure 1: Model Developed for the Study Based on Reviewed Literature

3. Methodology

3.1. Design

Correlational design was used to investigate the relation between job satisfaction, motivation and teachers' commitment along with their dimensions. This method is helpful when the researcher is interested in the extent to which two variables or more variables co-vary.

3.2. Population and Sample Size

The target population of this study was 87 academic staffs from Jimma Teachers' College. Using Yeman's (1967) simplified formula minimum sample size calculated was 71. Since population is small further adjustments was made along with addition of percentage of response errors. Finally 62 teacher-educators participated in the study. However, after cleaning the data responses of 51 individuals found legible and used for the study. This made the response rate 82%.

3.3. Data Collection Instruments

Standardized survey questionnaires were administered in person to sample population of 66 academic staffs. Abridged job descriptive index (aJDI/aJIG) questionnaire owned by Bowling Green State University 1982-2000 was used to measure job satisfaction after permission was granted. Job descriptive index (JDI) consists of 25 items 5 for each subscale measuring different aspects of job: work, pay, promotion, supervision, and coworker. The JIG which is also known as General Job satisfaction (GJS) consists 8 items measuring overall job satisfaction. Both are categorical measurement (yes=3, no=1 and "?"(Uncertain)=0). Each dimension's score was calculated by weighting the positive and negative items.

Causality Orientation Scale and the Student Interest and Experience Questionnaire by Amabile et al,(1994) and modified OCQ questionnaire developed originally by Mowday et al, (1982) were employed to measure motivation and commitment respectively. These tools are free and require no permission. However, six items which were used for commitment toward student were developed for the study. Likert Scales ranging from 1 (strongly disagree) to 5 (strongly agree) is used for motivation and commitment measures.

3.4. Data Analysis

Having visually inspected and cleaned the data entered into SPSS 20 for analysis. Totally three different tools were used to analyze the data. First descriptive analysis was conducted to summarize data. Then bivariate Pearson correlation was used to analyze relationship between job satisfaction, motivation and teachers' commitment. Finally, the individual influence of the attributes of job satisfaction and motivation on teachers' commitment was analyzed through multiple regression stepwise procedures.

4. Analysis and Results

4.1. Descriptive Analysis

Age					
		Frequency	Percent	Valid Percent	Cumulative %
Valid	<=30 years	9	17.6	17.6	17.6
	31-40 years	22	43.1	43.1	60.8
	41-50 years	11	21.6	21.6	82.4
	>50 years	9	17.6	17.6	100.0
	Total	51	100.0	100.0	
Experience in the organization					
Valid	1-5 years	16	31.4	31.4	31.4
	6-10 years	18	35.3	35.3	66.7
	11-15 years	5	9.8	9.8	76.5
	≥16	12	23.5	23.5	100.0
	Total	51	100.0	100.0	

Table 1: Demographic Information

Demographic variables like gender and educational level are not as such important in this study because there were only two female teachers in the college. In terms of education also 40 respondents which constitute 78.4% were master's holder. Therefore, the crucial variables that can be related with other main variables like job satisfactions are age, experience in the occupation as well as experience in the organization. In terms of age the highest frequency, about 22 individuals who account for 43.1% falls between 31-40 years of age and 21.6% falls in the range of 41-50 years. The college possesses quite an experienced academic staffs as can be seen from the table.

	Dimensions	No of Items	Cronbach's Alpha
Job satisfaction	JDI (five subscales)	25	.868
	JIG	8	.848
Motivation	Intrinsic Motivation(IM)	15	.685
	Extrinsic motivation(EM)	15	.673
Commitment	Organization	12	.854
	Profession	6	0.787
	To students	6	.796

Table 2: Reliability Test for Items Corresponding to Study Variables

Data in the above table showed good internal consistency. Cronbach's Alpha coefficient ranges from 0 to 1 but according to various literatures an alpha score below 0.6 are considered poor while ranges within 0.7 are acceptable; those coefficients above 0.8 are considered good (Nyengane 2007). These are consistent with previous empirical findings (Cunningham 2010) and JDI guideline of Bowling Green State University which holds authority of the instrument.

4.2. Correlation Analysis

Correlations					
	1	2	3	4	5
1. Age	1				
2. Experience	.443**	1			
3. Job satisfaction	.024	-.141	1		
4. Motivation	-.037	.005	.125	1	
5. Commitment	.032	-.054	.388**	.379**	1

Table 3: Zero-Order Pearson Correlations Coefficient Matrix

$P < 0.05$

$N=51$

Investigating association between variables scores requires understanding the direction of the association, the form of the distribution, and the degree of association or its strength. Both job satisfaction ($R=0.338$, $P=0.005$) and motivation ($R=0.379$, $P=0.009$) have positive linear relationship with teachers' commitment. Strength of the association between the variables can be indicated using the scatter plot. The R-square value ($R^2=0.249$) in the scatter plot below shows almost 25% degree of association. According to the guideline by Cohen, Manion and Morrison (2007) coefficients of correlation ranging from 0.3 to 0.5 are considered to have moderate strength in effect size

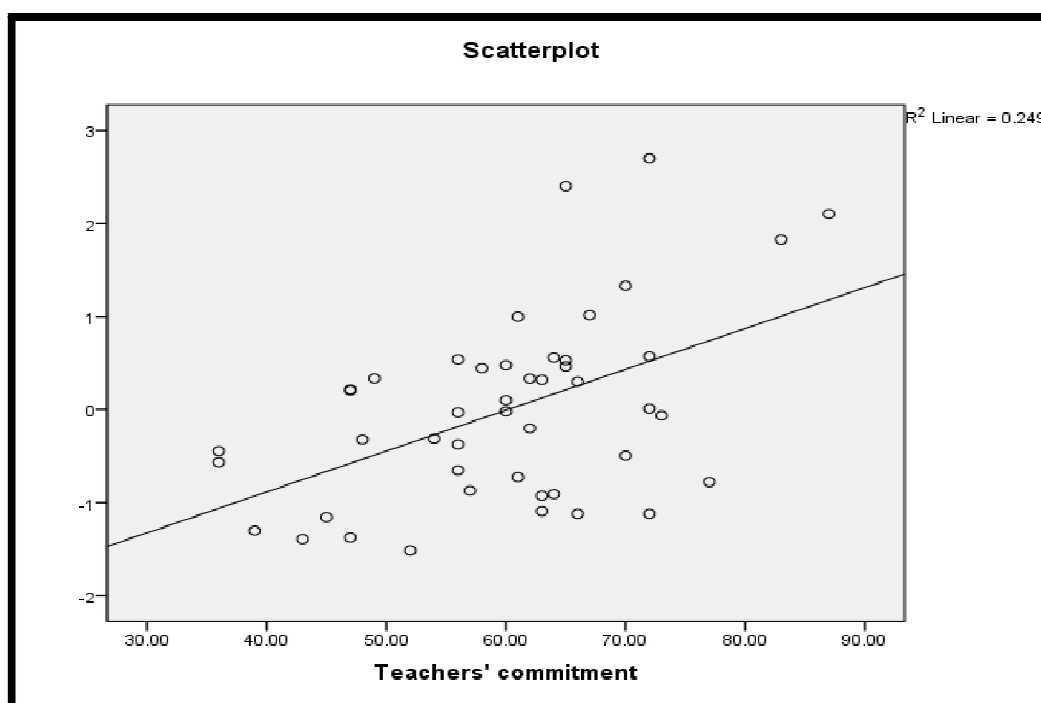


Figure 2: Scatter Plot Showing Association between Job Satisfaction, Motivation and Commitment (Source Analysis from Data)

4.3. Regression Analysis

The analysis of variance table below shows significant relationship between dimensions of job satisfaction, motivation and teachers' commitment because the ANOVA value 0.005 found was smaller than P value 0.05 which indicates the level of statistical significance.

ANOVA ^a					
Model	Sum of squares	df	Mean Square	F	Sig
1 Regression	2413.127	8	301.641	3.429	.005 ^b
Residual	3254.786	37	87.967		
Total	5667.913	45			

Table 4

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Intrinsic Motivation, Satisfaction with Supervision, Satisfaction with Work, Relation with Coworkers, Extrinsic Motivation Pay, Satisfaction Satisfaction with Promotion, General Job Satisfaction

As opposed to the above Anova table which shows the overall significance, the beta coefficient table below illustrates individual variable significance or the relative contribution of the attributes of job satisfaction and motivation.

Coefficients ^a												
Model	B	Std. Error	Beta	t	Sig.	95.0% CI for B		Correlations			Collinearity Statistics	
						L B	UpB	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	34.840	15.333		2.272	.029	3.772	65.909					
Work	-.559	.454	-.225	-1.232	.226	-1.480	.361	.097	-.198	-.153	.464	2.157
Pay	.354	.335	.166	1.056	.298	-.325	1.033	.317	.171	.132	.629	1.591
Promotion	.870	.406	.353	2.141	.039	.047	1.694	.466	.332	.267	.571	1.750
1 Supervision	-.824	.423	-.302	-1.951	.059	-1.681	.032	-.012	-.305	-.243	.649	1.541
Coworkers	.399	.324	.178	1.232	.226	-.257	1.055	.276	.198	.153	.746	1.341
JIG	.366	.304	.230	1.201	.237	-.251	.982	.254	.194	.150	.422	2.368
EM	.352	.201	.258	1.756	.047	-.054	.758	.421	.277	.219	.717	1.395
IM	.056	.283	.031	.198	.844	-.518	.630	.344	.033	.025	.635	1.574

Table 5: The Beta Coefficient in Regression Analysis

a. Department Variable: Teachers commitment

As per the coefficient table only two variables: promotion ($\beta=0.353$, $P=0.039$) and extrinsic motivation ($\beta=0.258$, $P=0.047$) were statistically significantly correlated with teachers' commitment. Promotion and extrinsic motivation positively influence teachers' commitment. The other attributes statistically have insignificant associations with teachers' commitment. The corresponding weight of standard beta (β) was 0.353 for promotion and 0.258 for extrinsic motivation. These tell us that, for every standard deviation unit change in promotion and extrinsic motivation teacher's commitment will rise by 35.3% (0.353) and 25.8% (0.258) respectively.

4.4. Stepwise Selection

Stepwise statistical procedure was computed to test the proposed study model. Stepwise selection method is a combination of forward and backward selection approaches. It starts with no variables in the model and then adds variables one by one and selects the variable that results in the largest increase in R^2 . After each inclusion step, a backward elimination process is carried out to remove variables that are no longer judged to improve the model or result in no change in R^2 value (Landau and Everitt, 2004).

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	466 ^a	217	200	10.04026	.217	12.226	1	44	.001
2	557 ^b	311	279	9.53166	.093	5.821	1	43	.020

Table 6: Model Summary for Stepwise Procedure

a. Predictors: (Constant), Satisfaction with Promotion

b. Predictors: (Constant), Satisfaction with Promotion, Extrinsic Motivation

c. Dependent Variable: Teachers' Commitment

Looking at The first model promotion explains 21.7 % variance alone. But the R square change value (0.093) under the second model row shows 9.3% variance increment brought about by the inclusion of extrinsic motivation. Thus the second model is the final model and illustrates the statistical significance of promotion and extrinsic motivation variables toward determining teachers' commitment. This in turn led the study to arrive at the following model containing only two significant predictor variables for teachers' commitment.

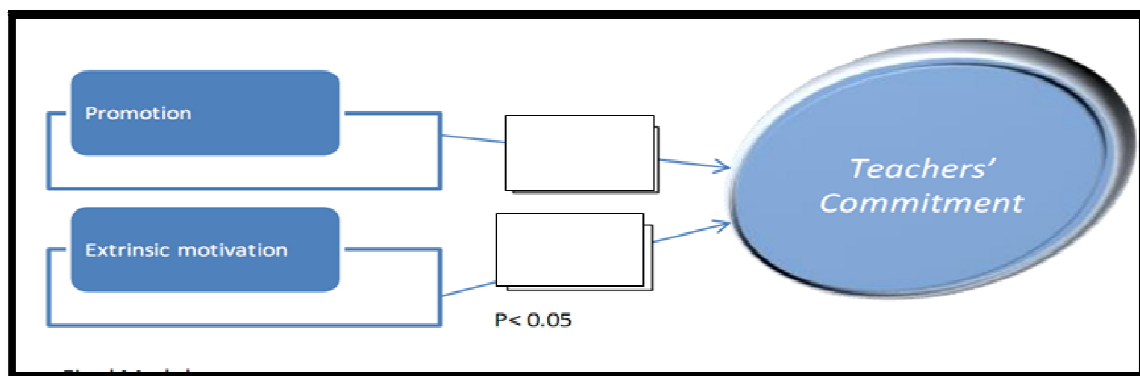


Figure 3: Final Model of the Study (Source: Analysis of Data)

The two variables in the above final model are statistically more significant and predict teachers' commitment, $F(2, 50) = 9.693$, $p = 0.000$, $R^2 = 0.311$, $R = 0.557$ contributing 31.1% variability influence on dependent variable. All variables added to the significance level at $p < 0.05$. This offers answer for the second research question which inquired the relative influence of facets of job satisfaction and dimensions of motivation on teachers' commitment.

5. Conclusion

In conclusion the study found positive moderate linear relationship between job satisfaction, motivation and teachers' commitment. However, multiple regressions and stepwise procedure computed to investigate the relative influence of job satisfaction subscales (work, pay, promotion, supervision, and coworker) and motivation (intrinsic and extrinsic) toward teachers' commitment found extrinsic motivation and job satisfaction subscale promotion as important factors in determining or predicting teachers' commitment. In other words teacher's job satisfaction is to a greater extent influenced by the lack of growth or promotion in teachers' job and extrinsic motivators. This study lends support to previous finding which stated moderate relationship between variables.

6. References

- i. Anwarul Haq, M., Jindong, Y., Hussain, N. and Anjum Z., (2014), Factors Affecting Organizational Commitment Among Officers in Pakistan, *Journal of Business and Management*, 16(4), pp. 18-24
- ii. Astrauskaitė, M., Vaitkevičius R., and Perminas A., (2011), Job Satisfaction Survey: A Confirmatory Factor Analysis Based on Secondary School Teachers' Sample, *International Journal of Business and Management*, 6 (5), pp.41-50.
- iii. Azri, B., (2011), Job Satisfaction: A Literature Review, *Management Research and Practice*, 3 (4), pp.77-86
- iv. Billingsley, B., and Cross, L., (1992), Predictors of Commitment, Job Satisfaction and Intent To Stay In Teaching: A Comparison of General and Special Education, *The Journal of Special Education*, 25(4), pp.453-471
- v. Chelembo, W., (2010), Examining Underlying Relationship Between Motivation and Commitment, University of Twente (unpublished MA thesis)
- vi. Cohen, L., Manion, L., and Morrison, K. (2007), *Research Methods in Education*. 6th edition, New York: Routledge.
- vii. Creswell, J. (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson publication.
- viii. Cunningham, L., (2010), Job Satisfaction and Values of Counselors in Private Practice and Agency Settings, University of Central Florida (unpublished PhD thesis).
- ix. Daft R. (2008), *Management*. 8th edition, USA: Thomson South-Western.
- x. Firestone, W., and Pennell, J., (1993), Teacher Commitment, Working Conditions, and Differential Incentive Policies, *American Educational Research Association, Review of Educational Research*, 63(4), pp. 489-525
- xi. Insim, Park (2005), Teacher Commitment and its Effects on Student Achievement in American high schools, *Educational Research and Evaluation*, 11(5), pp.461 — 485
- xii. Kreitner, R., and Kinicki, A. (2010), *Organizational Behavior*. 9th edition, New York: McGraw-Hill/Irwin.
- xiii. Kreisman, B., (2002), Insights into Employee Motivation, Commitment and Retention, Ph.D. Research/White Paper, Insights Denver (unpublished PhD thesis).
- xiv. Landau, S., and Everitt, B. (2004), *A Hand Book of Statistical Analyses Using SPSS*. USA :Chapman and Hall/CRC Press.
- xv. Mowday, R., Porter, L., and Steers, R. (1982), *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism and Turnover*, Academic Press, Inc., New York
- xvi. Robbins, S., and Judge, T. (2013), *Organizational Behavior*. 15th edition, New Jersey: Prentice Hall.
- xvii. Peters, D., Chakraborty, S., Mahapatra, P., and Steinhardt, L. (2010), Job satisfaction and Motivation of Health Workers in Public and Private Sectors: Cross-sectional Analysis from two Indian States, *Human Resources for Health* <<http://www.human-resources-health.com/content/8/1/27>>
- xviii. Redmond, F., and Kern, E., (2014), Job satisfaction. Available at <https://wikispaces.psv> accessed on May 10 2014.
- xix. Riehl, C., and Sipple, J., (1996), Making the Most of Time and Talent: Secondary School Organizational Climates, Teaching Task Environments, and Teacher Commitment, *American Educational Research Journal*, 33(4), pp. 873-901

- xx. Rosenholtz, S.,(1989), Workplace Conditions that Affect Teacher Quality and Commitment: Implications for Teacher Induction Programs, *The Elementary School Journal*, 89(4), pp. 420-439
- xxi. Ryan, M., and Deci,E.,(2000), Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, *Contemporary Education Psychology*,25(5), pp.54-67
- xxii. Shann, M., (2001), Professional Commitment and Satisfaction among Teachers in Urban Middle Schools, *Journal of Educational Research*, 92(2), pp.67-73
- xxiii. Sirabizu, M 2013, Policies, Practices, and Challenges of Employee's Motivation and Leadership in Commercial Bank of Ethiopia', (unpublished MA Thesis), JU.
- xxiv. Tella, A., Ayeni, C., and Popoola, S., (2007), Work Motivation, Job Satisfaction, and Organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, *Library Philosophy and Practice* -ISSN 1522-0222.