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The Influence of Self-esteem and Job Satisfaction on the Commitment of Secondary School Teachers in Owo Local Government Area, Nigeria

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Abstract:
This study investigated self-esteem and job satisfaction on organisational commitment among secondary school teachers in Owo local government area of Ondo State. A descriptive research design was used in the study. The participants for the study were two hundred and eighty (280) secondary school teachers. Data obtained was analysed using the Statistical Package for the Social Sciences (SPSS). The result showed that all predictor variables independently predicted organisational commitment among secondary school teachers (t = 2.44, df = 278, p = <.05.), (t = 4.05, df = 278, p = <.05.), (t = 0.22, df = 278, p = <.05.).The study concluded that self-esteem and job satisfaction significantly influenced organisational commitment of secondary school teachers.

Keywords: Self-esteem, job satisfaction, organisational commitment, secondary school, teacher

1. Introduction

In safeguarding an organisation, the commitment of employees matters a lot, many organisation experiences set back due to the ill disposition which may not be far away from the self-esteem and nonchalant attitude of employees to their respective jobs. Therefore, for an organisation to be effective in their day to day operations, the commitment of the employees is paramount. Commitment in its simple form means the bond a person has with his or her job in order to be psychologically, mentally and socially able to perform their task effectively. Becker (1960), who was one of the first pioneering scholar to examine the concept of commitment, mention that an individual who acts in relation to factors such as any activity, person or position and exhibits behaviours in accordance with cited factors and shows more interest, should be named as being a party of or advocating the issue of commitment. Commitment is a thing of the mind, a passion that drives people to set goals and achieve them, it is a motivator to attaining and maintaining the goals and visions set by an individual. Humans though very complex are rational in their behaviour, they tend to show greater commitment to what they love doing rather than to offers accepted out of pity. This is a reason why people may show less concern and exert less effort in their job when it is of less interest and benefit to them.

Self-esteem encompasses beliefs about oneself, it encompasses the faith, strength and hope a person has which triggers courage and feelings of self-worth in an individual. The Self-determination theory states that man is intrinsically motivated to survey and gain control of his surroundings and can only have true high self-esteem when the basic psychological needs of life are in equilibrium. In essence, when individuals have high self-esteem and are satisfied with the basic needs of life, it translates to their commitment. The construct of commitment among employees to their job is incomplete if the organisation does not do the needful for the employees, because people show commitment to their job when their needs are being satisfied by the job, people give their output to the job in terms of productivity and expect input from the job in terms of the entitlements given to them, therefore when organisation fails in their commitment to their employees, the employees too will fail in their commitment to their job and vice versa.

Omole, Oyetunji-Alemede, Olaoyenikan, and Olaide (2019) stated that a school's knowledge bank is never greater than the authors of the knowledge. Commitment of teachers to school can influence the behaviour of students in the sense that the future of these students can be destroyed or built by the teachers. They can be built academically and morally to become helmsmen of tomorrow's future, likewise make them achieve their set goals, because teachers spend time with children more than parents, lack of commitment of the teachers can result into negative outcomes, such as ill shaping of the students behaviour, lack of aspirations for the students to become better versions of themselves, inferiority complex and low self-esteem of the students.

2. Literature Review

Self-esteem and job satisfaction are essential instruments in measuring an individual's commitment towards their job, their influence cannot be understated in understanding the effectiveness and work conditions of an organisation. Hearthfield (2010) in his research observed that tasks are well accomplished by teachers, when they feel satisfied and have an urge to do more. It has also been observed that involving teachers in decision-making instils in them the feeling of pride and happiness while non-involvement in certain decision making, and accountability of the work done by them, can cause them to lose interest and passion for the job which can results to low commitment, less productivity and turnover intent. Therefore, teacher's attention has to be directed to the problem area for necessary solutions to pave way for positive development in the school and wider society.

Self-esteem has been researched to be one of the most complex and challenging issues in the field of psychology, it is considered as a behavioural predictor, a strong relief for anxiety and fear of failure and a substantial solution to organisational problems and likewise to employees self-concept and self-fulfilment (Elloy & Patil, 2012; Van Dyne et al., 2000; cited in Farahnaz Sadoughi & Kamal Ebrahimi, 2014). Self-esteem serves as a source of motivation and can help individuals maintain the feeling of happiness and competence when facing tough times and challenging life issues. Individuals with high self-esteem are contended with life and have sense of fulfilment and also committed to their job, because of the hope they derive from their self-esteem that pushes them to exert the needed effort into their daily business (Pierce & Gardner, 2004, cited in Farahnaz Sadoughi & Kamal Ebrahimi, 2014).

Nguyen et al. (2003) cited in Rashedul Islam & Md. Monzur Hossain (2018), employed the use of longitudinal data to evaluate the determinants of job satisfaction by putting into consideration personal traits, job autonomy, working hours, leadership behaviour, actual pay and relative. They see these factors as crucial in understanding whether or not a person is satisfied with his or her job over the course of their working lifespan, which actually has greater influence on commitment. No matter how interesting a job is, and the love of the job holder is to the job, when the standard satisfaction is not gained on the job, the employee will not be motivated to exert their genuine effort and utmost competence to the job. They stated that there are three types of teams in organisations namely: quality circles, employee involvement, and self-directed work teams. This teams aid employers to assess their employees' self-esteem, job satisfaction, and commitment. These teams can nonetheless be abused when there is no organisational provision to support employee behaviour. Eason (1989) cited in Rashedul Islam & Md. Monzur Hossain, (2018), proposed that the attitude of organisations at times might be an obstacle on the part of employees to be duly committed to their jobs, these includes lack of training, insufficient support of top management and workers union and non-supportive behaviour of supervisors which as over the years been a major impediments in building empowered teams.

Job satisfaction encompasses the comfort an individual gets on their job, it brings about sense of psychological, socio-economical, and sociocultural fulfilment and accomplishments for an individual (Voon & Ayob 2011). Individuals derive maximum life satisfaction when they are satisfied with their job because a higher proportion of a man's life is being spent at work, which makes satisfaction derived from a job an essential determinant of a person's life satisfaction. A person who is not satisfied with his or her job might not be satisfied with life, which invariably means that a lack of satisfaction can yield low self-esteem and feeling of inferiority at work place. According to Khalid et al, there are five key components that affect the satisfaction derived from a job. These are; work, pay, promotion, salary and recognition (Khalid Salman & Irshad Muhammad, 2011).48If these five components are not effectively enforced, it can in turn lead to low job commitment.

Usop et. al. (2013) cited in (Rashedul Islam & Md. Monzur Hossain, 2018), conducted a study to examine work performance and job satisfaction among secondary school teachers, using 200 teachers of 12 selected public schools in the Cotabato city of Philippines. They reported that work performance and job satisfaction were influenced by a number of factors which includes school policies, work environment, supervision, training, pay, interpersonal relations, opportunities for promotions and growth, working conditions, work itself, achievement, recognition, and responsibility which were reported to be positively associated with job satisfaction and commitment of teachers.

Similarly, Asgari, Rad, & Chinaveh (2017) in their research established a positive relationship between intrinsic motivation and job satisfaction among teachers. Findings from the study suggest that job satisfaction can enhance job characteristics such as job environment, relationship with co-workers and autonomy. Žemgulienė (2015) and Bashor and Purnama (2017) observed that an employee's performance and productivity is greatly dependent on the satisfaction they derive from the job. Žemgulienė (2015) found important relationships between job satisfaction, commitment on the job, communication, and behavioural intentions toward job performance while Bashor and Purnama (2017) found that culture and job satisfaction jointly affect employee commitment in performing their job.

In the same vein, Mocheche, Bosire, and Raburu (2017) examined the influence of self-esteem on job satisfaction of secondary school teachers in Kisii Central Sub-County, Kenya. They conducted the survey with 306 participant which were selected by stratified sampling to obtain a sample that was representative from all the categories of secondary schools (National, Extra County, County and Sub-County) followed by stratification according to gender to ascertain representativeness. For qualitative data, twelve secondary school principals were purposively selected. The correlation analysis established a weak but positive ($r = .157$; $p=.011 < .05$) correlation between teacher self-esteem and level of job satisfaction, with higher self-esteem associated with high levels of job satisfaction. The study concluded that teachers play prominent roles in enabling students achieve their objective of good education and becoming better and useful individuals in future.

Similarly, Babita & Gurmit (2014) in their research outlined that teachers who are dissatisfied with their job turn out to be less committed, leading to low performance by exerting efforts below their capabilities into their duty which in turn affects the quality of education given to the students, and to the job itself. Parasuraman, Uli and Abdalla (2009) consented to the general perception that teachers in government schools are dissatisfied with their profession as a result of factors like low pay, unconducive work condition, inadequate reinforcement, inadequate training and exclusion in decision making. Ogochi's (2014) also concurred to the fact that lack of job satisfaction of teachers has led to students' low performance in national examinations and that people cannot develop their full potential nor stay committed to their job when they have low self-esteem and are not satisfied with their job.

Sankar and Vasudha (2015) established that gender of school teachers has significant impact on the job satisfaction and commitment of teachers, they found out that male teachers displayed higher self-esteem and job satisfaction and commitment to their job than their female counterparts. In addition, a study conducted in Pakistan by Anwer et al., (2015) indicated a positive relationship between job satisfaction and self-esteem on the basis of gender and locale. They found that gender and work environment have a high influence on job satisfaction and self-esteem on organisational commitment. This supports the study carried out in Ireland by Fitzmaurice (2012) who found a significant and positive relationship between self-esteem and job satisfaction. This means that as self-esteem increases so does job satisfaction and organisational commitment and while self-esteem reduces, job satisfaction and commitment likewise reduce. Similarly, Ahmed et al., (2013) findings indicated that self-esteem was positively correlated to job satisfaction, which means that as self-esteem increases, job satisfaction increases also and vice versa which in turn influences organisational commitment.

3. Methodology

3.1. Research Design
A descriptive research design was employed in the study, 280 samples were drawn from a population of secondary school teachers in Owo Local Government of Ondo state, Nigeria using convenience sampling technique.

3.2. Population and Samples
The study population comprises secondary school teacher's from10 different schools in Ondo state and the sample size for the study was two hundred and eighty (280) teachers in the selected secondary schools. Both males and females were used without any significant quota for gender.

3.3. Instrument
The instrument used for this study was a standardized structured questionnaire comprising of three sections namely A, B, and C and D. Section A consisted of items measuring socio-demographic information of the participants, such as gender, age, religion, and level. Section B is the Self-esteem Scale (Rosenberg, 1965), with 10 items. The Rosenberg self-esteem scale presented high ratings in reliability areas; internal consistency was .77, minimum co-efficient of reproducibility was at least .90. Section C is the 10-item generic job satisfaction scale measuring relevance of job satisfaction to a wide range of occupation developed by Scott Macdonald and Peter MacIntyre (1997). Reliability estimates for the generic job satisfaction scale indicated internal consistency with Cronbach's alpha of .77 for the scale. Section D is the organisational commitment scale developed by Mowday, Steers, and Porter (1979). The scale according to Majekodunmi (2013) yielded a co-efficient r=0.71 via test retest reliability method of 2 weeks interval.

4. Results

Gender	N	Mean	SD	T	T	P
Organisational commitment Male Female	150 130	60.27 59.80	15.65 20.48	278	0.22	<.05

Table 1: Showing the result of gender influence on organisational commitment

Table 1 shows that male secondary school teachers (M = 60.27) significantly showed higher organisational commitment than female secondary school teachers (M =59.80), t=0.22, df=278, p=<.05. The result shows that there is a significant gender difference on organisational commitment among secondary school teachers.

Self-esteem	N	Mean	SD	df	T	P
Organisational Commt. High Low	116 164	63.15 57.87	24.74 10.62	278	2.44	<.05

Table 2: Showing Influence of Self-Esteem on Organisation Commitment

Table 2 shows that secondary school teachers who were high on self-esteem (M= 63.15) significantly report higher organisational commitment than those with low self-esteem (M =57.87), t=2.44, df=278, p = <.05. The result shows that self-esteem has significant influence on organisational commitment among secondary school teachers.

Job satisfaction		N	Mean	SD	df	T	P
Organisation commitment	High	131	64.58	19.85	278	4.05	<.05
	Low	149	56.07	15.24			

Table 3: Showing Influence of Job Satisfaction on Organisation Commitment

Table 3 shows that secondary school teachers who were satisfied with the job (M= 64.58) significantly reported higher organisational commitment than those who were less satisfied (M=56.07), t =4.05, df=278, p=<.05. The result shows that job satisfaction has significant influence on organisational commitment among secondary school teachers.

5. Discussion

The result revealed that gender has a significant influence on organisational commitment; male secondary school teacher's shows greater commitment compared to the female counterparts in discharging their duties and commitment at work. This is in consonance with the finding of Sankar and Vasudha (2015) who established that gender of school teachers has significant impact on the job satisfaction and commitment of teachers; male teachers displayed higher self-esteem and job satisfaction and commitment to their job than their female counterparts. The finding of the study could also be explained from the angle of social roles, females have caregiving roles aside work role; they have to care for their children for those who have given birth, and do other household shores unlike the male counterpart who have less role to play other than providing food for the family and paying the school fees of the child.

The second result shows that self-esteem has significant influence on organisational commitment; secondary school teachers who were high on self-esteem significantly reported higher organisational commitment than those with low self-esteem. This is supported by Ahmed et al., (2013), Anwer et al., (2015) and Fitzmaurice (2012) who found a significant and positive relationship between self-esteem and job satisfaction; this means that as self-esteem increases so does job satisfaction. High self-esteem is crucial in maintaining the sense of happiness, belongingness, confidence and competence when passing through life challenges (Pierce & Gardner, 2004). People with high self-esteem have faith in their ability to do something, hence they will be committed.

The third result shows that job satisfaction has significant influence on organisational commitment among secondary school teachers. The finding of the study is in consonance with the findings of Bashor and Purnama (2017) and Žemgulienė (2015) who found important relationships between job satisfaction and commitment on the job; Secondary school teachers who were satisfied with their job significantly reported higher organisational commitment than those who were less satisfied with their job. This follows common knowledge that when people are satisfied with something, they will naturally bind to that thing.

6. Conclusion and Recommendation

The study concluded that gender, self-esteem and job satisfaction have significant influence on organisational commitment of secondary school teachers. Special consideration such as funding from the Ministry of education is needed to enhance school physical conditions and working conditions. It is also crucial that special allocations of bonuses as well as promotions as at when due are transparently structured into the system. Also, the ministry can enhance commitment by offering competitive and attractive salary schemes for graduate and non-graduate regardless of gender. Teacher empowerment in form of training is also essential in ensuring continuous commitment. Teachers' skills can be improved by sending them for seminars and workshops in-service training or for further studies with pay. This empowerment will enable teachers acquire necessary skills transferable to various facets of the job.

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