

ZJER

ZIMBABWE JOURNAL OF EDUCATIONAL RESEARCH

Volume 19 Number 3 November 2007

ISSN 1013-3445

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THE PREDICTIVE EFFECTS OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT ON TEACHING EFFICACY OF SECONDARY SCHOOL TEACHERS IN IBADAN, NIGERIA

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Abstract

The study investigated the capacity of job satisfaction and organizational commitment to predict teaching efficacy of secondary school teachers. Data from a sample of 300 secondary school teachers were obtained, including measurement of job satisfaction, organizational commitment and teacher efficacy. Multiple regression analysis was used as a statistical tool. The results indicated that both job satisfaction and organizational commitment are potent predictors of teacher efficacy. The practical implication of this finding is that educational administrators and policy makers need to map out appropriate strategies for enhancing teachers' job satisfaction and commitment as pre-requisites for developing teacher efficacy.

Key words: *Job satisfaction, organizational commitment, teacher efficacy.*

Introduction

Teaching is a complex process that requires its practitioners to be adept in the application of skills and strategies such as: classroom management, lesson preparation and unit plan, motivating students to learn, creating enabling environment for teaching and learning, using relevant textbook and curriculum guides effectively, using a variety of teaching skills, using media and technology, relating well with parents guardians, and colleagues, ability to diagnose students' problems and design instructions to cater for the individual needs of the students and above all have an excellent mastery of the teaching subjects.

Teachers' confidence in their ability to execute these tasks is what is referred to as teaching efficacy. Hoy (2004) conceptualized teachers' sense of efficacy as a judgement about capabilities to influence student engagement and learning even among those students who may be difficult or unmotivated. Teachers with strong

sense of commitment tend to exhibit greater levels of planning, organization and enthusiasm and spend more time teaching in areas where their sense of efficacy is higher, whereas teachers without this strength tend to avoid subjects and topics when efficacy is lower. Efficacious teachers are receptive to new ideas and more willing to experiment with new methods in order to meet the needs of their students. They are also more committed to teaching. Teachers with sense of teaching efficacy have capacity for persistence and resilience. They have high tolerance level for students who commit errors and spend more time with a student who is struggling (Gibson & Dembo, 1984; Ashton & Webb, 1986; Coladarchi, 1992; Tschannen-Moran & Woolfolk, 2001).

Commenting on the attributes of teachers with high sense of efficacy, Ross (1994) suggested that teachers with higher levels of efficacy are more likely to (a) learn and use new approaches and strategies for teaching; (b) use management techniques that enhance student autonomy; (c) provide special assistance to low achieving students; (d) build students' self-perception of their academic skills; (e) set attainable goals; and (f) persist in the face of student failure.

The Development of Teacher Efficacy

Teacher efficacy has its roots in the social, cognitive and self-efficacy theory proposed by Bandura (1977, 1986, 1997). Self-efficacy represents the recognition that in order to function competently one must have both the necessary skills and the confidence to use them effectively. Formally defined, perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action needed to produce given attainment. Self-efficacy is concerned not with the level of skills possessed by a person but rather with the judgement of what can be done with the levels of skills which exist. It is common knowledge that people sometimes do not behave optimally despite knowing what to do. The explanation for this is that self-efficacy moderates the relationship between knowledge and action and perceived self-efficacy is a significant determinant of performance that operates partially independently of underlying skills (Bandura, 1986).

Bandura (1977, 1997) identified four sources of efficacy beliefs: performance accomplishment; vicarious experience, verbal persuasion and physiological and emotional state. The perception that teaching has been successful (accomplishment or mastery) raises expectation that teaching will be successful in future except that such success requires massive work that the individual

feels unable to sustain this level of effort. In the same vein, the perception that one's teaching has been a failure lowers efficacy belief and prompt the feeling that future teaching is also likely to end in failure, unless the failure is viewed as providing clues about more potentially successful strategies (Hoy, 2004).

Vicarious learning experiences, the second domain, is where persons derive expectation to complete tasks through the observation of others completing the task. The observers believe that they too will improve if they intensify and persist in their efforts (Bandura, 1977). Supporting this position, Pajares (1997) opined that an individual's life course and direction is often influenced by a significant model. In the teaching profession for instance, experienced teachers can be good role models for the novice teachers.

The third domain, verbal persuasion, can be described as the use of conversation and collaboration to reach a level of self-efficacy (Bandura, 1977). Social or verbal persuasion may entail a pep talk or specific performance feedback from the principal or supervisor, colleague or student. Students' evaluation of their teacher's teaching can be a form of verbal persuasion for better or worse. This domain's ease and ready availability makes it more widely acceptable (Bandura, 1977). Persuaders play an important role in the development of the individual's self-beliefs. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote the development of skills and a sense of personal agency.

People also depend on their physiological state in making judgement about their capabilities. They interpret their stress reaction and tension as signs of vulnerability to poor performance. In work activities that require high expenditure of strength and stamina, people judge their fatigue, aches and pains as evidence of physical debility. To modify self-belief, Bandura (1994) suggested reduction in people's stress reaction and alter their negative emotional proclivities and interpretation of their physical state. In the school system, large classes, workload, conditions of service, students-at-risk, shortage of facilities to mention but a few could be sources of stress to teachers and thereby lower their teaching efficacy. Teacher efficacy in these circumstances, can be raised by modifying the above situations.

The importance of teacher-efficacy cannot be overemphasized. What makes teacher efficacy to be so important is the cyclical nature effort and persistence

which brings about greater performance and ultimately culminates in higher efficacy. Contrarily, too, lower efficacy leads to less effort and giving up easily which invariably results in poor teaching outcomes and eventually produce decreased efficacy. Without teaching efficacy, there could be no performance.

Job Satisfaction

Job satisfaction is a multi-faceted construct and therefore it connotes different things to different people. Be this as it may, Villard (2004) described job satisfaction as a ~~dedicated~~ evaluation of the job as a whole but also refers to components such as financial rewards, resources to get the job completed, interest, challenges, use of valued skills variety, occupational prestige, autonomy relations to co-workers and supervisors involvement in decision-making and comfort factors such as hours, physical surroundings and travel times. Looking at it from trait and factor perspective, Holland, (1985) suggests that job satisfaction could be a product of the congruence between personality and job characteristics. It has to do with the attitudes people hold about different aspects of their job rather than effort to fill a need. Again, Locke (1976) conceptualized job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. By interpretation, it is the discrepancy between what an employee values and what the situation provides. These definitions as Lease (1998) pointed out, are similar to other definitions in which job satisfaction is conceptualized as the degree of an employee's affective orientation towards the work role occupied in the organization.

The importance of job satisfaction is quite overwhelming. As expressed by Seco (2002). Teacher job satisfaction is extremely important for implementing any type of education reform, for involving the teacher in life-long learning, for the quality of teaching learning process and for satisfaction with life in general. Job satisfaction is also related to specific work outcome such as productivity (Rice, Gentile, Mcfarlin, 1991). Considering the importance of job satisfaction, it was expected that the construct would affect teacher efficacy.

Organizational Commitment

Employees have various attitudes to their working-organizations. These attitudes are often defined in terms of job satisfaction, job involvement and commitment. Of particular interest to this work is organizational commitment which has for

sometime now enjoyed wider patronage from scholars in various fields. Organizational commitment has to do with the purposeful alignment of an employee action, and decision with the mission, visions and values of the organization. It is therefore a bond or linkage that employees feel with their organizations. Two primary sources of commitment are discernible and these are: (1) attitudinal or affective, and (2) calculative or continuance (Mathieu & Zajac, 1990; Meyer & Allen, 1984). Affective commitment is the alignment that employees feel between their organization and their personal value. Systems and their desires continuance commitment on the other hand describes a state whereby employees are bonded to their organization to the extent that they "have to be" due to the benefit associated with staying versus the personal cost associated with leaving. Organizational commitment whether affective or continuance has been found to be related to a number of work-related outcomes such as lower turnover and absenteeism (Allen & Meyer, 1996; Mathieu & Zajac, 1990). Affective commitment has been found to relate positively to job performance (Konovsky & Cronpanzano, 1991) and citizenship behaviour (Organ & Byan, 1995). Meyer and Allen (1997) having reviewed available research on the topic concluded that the employee with strong affective commitment to the organization will be a more valuable employee than that with a weak commitment. It was concluded further than employees with strong continuance commitment might be poorer performers, engage in fewer citizenship behaviours and exhibit more dysfunctional behaviours than those with weak continuance commitment.

In the field of teaching, the teacher's commitment has been associated with a lot of work-related outcomes such as effective schools, teacher satisfaction and retention (Fresko, Kfir & Nasser, 1997; Singh & Billingsley, 1998). Further evidence suggests that low levels of commitment may result in decreased student achievement, higher teacher absenteeism and increased turnover (Kushman, 1992; Reye & Fullur, 1995; Rosenholtz, 1989). Relationship between teachers' demographic characteristics and commitments have also been explored (for example, age, education, gender, experience, organizational tenure, career stages). As reported by Fresko, Kfir and Nasser (1997), teaching experience correlated negatively with teacher commitment. However, in a similar study conducted by Richl and Sipple (1996), teaching experience did not have significant association with commitment. The only exception to the above was teaching efficacy. Even then, the relationship between teaching efficacy and commitment was ambiguous. While Louis (1998) and Colardarci (1992) established that there was significant relationship between teaching efficacy

and commitment, Fresko, Kfir and Nasser (1997) found that the same variable did not have association with commitment, but did with job satisfaction.

The confounding nature of these findings may not be unconnected with different perspectives on the conceptualization and operationalization of efficacy construct. Bandura (1997) for instance, conceptualized teacher efficacy as his or her beliefs in his/her capacity to influence student learning (general teaching efficacy). Other workers in the field (Rotter, 1966; McLaughlin, Bass, Pauly & Zellmann, 1977) opined that teacher efficacy is grounded in two sets of beliefs namely: (1) the belief in one's own ability to influence student learning (self-efficacy) and (2) beliefs about teachers (group) abilities to influence student learning (general efficacy).

Purpose of the Study

In view of the above arguments, the present study sought to find out if job satisfaction and organizational commitment would be able to predict teaching efficacy.

Research Question

What are the predictive effects of job satisfaction and organizational commitment (both jointly and independently) on teacher efficacy?

Method

Design

This is a descriptive survey study. The study was interested in finding out whether job satisfaction and organizational commitment could be potent predictors of teaching efficacy. The research did not involve manipulation of any other variables. The focus is on studying the variables as presently existed in the participants.

Participants

Participants in the study were three hundred (300) teachers randomly selected from secondary schools in Ibadan municipality. They were made up of one hundred and eighty (180) females and one hundred and twenty males (120).

Their ages ranged between twenty-four and fifty-eight years with a mean of 34.6 years. Their working experience ranged between three years and thirty-two years. The least qualification was Nigerian Certificate in Education (NCE) and the highest was a masters' degree.

Instrumentation

Teacher Efficacy

The teacher self-efficacy scale developed by Swarzer, Schmitz and Daytner (1999) was used to measure teaching efficacy. It is a ten-item scale. The response format ranges from: *not at all true* to *exactly true* (4). The instrument has a reliability coefficient of between .76 and .82 in three samples. The scale measured teacher efficacy in four major areas, namely: (1) job accomplishment; (2) skill development on the job (3) social interaction with students, parents and colleagues and (4) coping with job stress.

Job Satisfaction

The job satisfaction questionnaire developed by Lam, Foong and Moo (1996) was employed to assess job satisfaction of the participants. It is a multidimensional scale with four subscales, namely: (1) perception of work environment with twelve items and reliability index of 0.77; (2) perception of intrinsic reward with ten items and reliability value of 0.86; (3) perception of career prospect with five items and reliability coefficient of 0.73; and career commitment subscale with eight items and reliability coefficient of 0.74. The response format ranges from strongly disagree (1) to strongly agree (5). Participants' composite scores were used to represent their job satisfaction scores.

Organizational Commitment

Organizational commitment was assessed with Teachers' Organizational Commitment in Educational Organizational Questionnaire constructed by Celep (2005). It is a twenty-eight items scale with four subscales, namely: (1) commitment to school which has nine items and reliability value of .80; (2) commitment to teaching work with seven items and reliability index of 0.75; (3) commitment to teaching occupation has six items and reliability value of .78 and (4) commitment to work group with six items and reliability coefficient of .81. The Cronbach Alpha coefficient of reliability of 28 items of the organizational commitment scale of educational organisation was determined as .88

Results

The first research question wanted to find out the predictive effect of job satisfaction and organizational commitment on teaching efficacy. Table 1 shows that the two independent variables when pulled together yielded a multiple regression (R) of .252 and multiple regression squared of .064 and adjusted R² of .057. The analysis of variance of multiple regression data yielded an F-ratio of 10.08 ($P < 0.001$).

Table 1: Regression Analysis on Teacher Efficacy Data

Multiple R = .252

Multiple R² = .064

Multiple R² (adjusted) = .057

Standard Error = 4.66

Analysis of Variance

Source of variation	Sum of Square	df	Mean Square
F Sig.			
Due to regression	438.226	2	219.130
10.083			
00			
Due to residual	6454.74	297	21.733
Total	6892.997	299	

Table 2: Separate contribution of job satisfaction and organizational commitment to teacher efficacy

Variables	Unstandardized			
Coefficient	Standardized			
Coefficients	t	Sig		
B	Standard			
Error	Beta			
Job satisfaction	.155	.038	.255	4.054
0.01				
Organizational commitment		.140	.039	.224
3.5580.01				

On table 2 above, the separate contributions of job satisfaction and organizational commitment are shown. The two independent variables made significant relative contribution to the prediction of teacher efficacy. The contributions are in the following order of magnitude: job satisfaction ($b = .255$, $t = 4.054$, $P < 0.01$), and organizational commitment ($b = .224$, $t = 3.558$, $P < 0.01$).

In summary the regression equation predicting teacher-efficacy was significant ($F_{(2,297)} = 10.083$, $P < 0.01$) accounting for 5.7% of the variance in efficacy scores. The two independent variables were significant predictors ($p < 0.01$). Semi partial coefficient defined as the proportion of the variance uniquely explained by the predictor variables, for job satisfaction and organizational commitment were: .255 and .224 respectively.

Discussion

The findings of the present study have identified job satisfaction and organizational commitment as sources of teacher efficacy. These results corroborate the work of previous researchers (Caprara, 1992; Louis, 1998; Joffres & Haughey, 2001). Job satisfaction is what every employee yearns for. When employee's needs are reasonably met by the job, job satisfaction results. The popularity of job satisfaction as a veritable area of investigation may not be unconnected with its linkage with many desirable outcomes associated with it. The predictive effect of job satisfaction on teacher efficacy could also be attributed to the fact that when teachers are satisfied with their job, their confidence to make positive impact is enhanced. As indicated by Joerger and Boetcher (2000) and Henderson and Neto (1991), self-confidence and personal satisfaction have a major impact on teaching. This observation may be true for the participants in this study.

Organizational commitments' capacity to predict teacher efficacy underscores the criticality of the construct in understanding and explaining the work-related behaviour of employees in organizations. An employee who identifies with and is involved with an organization will see outcome and will be willing to exert considerable effort at acquiring and manifesting appropriate teaching behaviours of which teacher efficacy is a critical component. Teaching efficacy and organizational commitment can have reciprocal influence on one another as evidenced in the work of Reyes (1992). The reverse is the case in the present study where organizational commitment predicted teacher efficacy. This reciprocity, perhaps, underscores the construct similarity of organizational commitment and teacher efficacy.

Implications

Educational administrators and other stakeholders in the education sector have the responsibility to identify elements and put in place appropriate policy that can enhance teacher job satisfaction and commitment as doing so would impact on teacher efficacy. As indicated in the earlier part of this paper, teacher efficacy is too important to be ignored. And to put it succinctly, without efficacy, there could be no performance.

Worthy of note, is the fact that job satisfaction is a more potent predictor of teacher efficacy than organizational commitment. In light of the current findings, educational administrators and policy makers need to map out appropriate strategies for enhancing teacher job satisfaction and commitment as pre-requisites for developing teacher efficacy.

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