

Job Satisfaction and Organizational Commitment among Teachers of Public Senior High Schools: A Case Study of Tamale Metropolis

Ernest Dery¹ Felix Puopiel²

1. Tamale Senior High School, P.O. Box 222, Tamale, Ghana.
2. Data Development Research, P.O. Box 198 ER, Tamale, Ghana

*E-mail of corresponding author: puopiel@yahoo.com

Abstract

The study sought to determine the satisfaction and commitment among teachers of public Senior High Schools in the Tamale Metropolis. The study gathered data from two main sources namely secondary and primary sources. Questionnaire survey and interview schedule were the main instruments employed in gathering primary data for analysis. The following key findings were established through the study. The findings indicated that the following will increase teachers' satisfaction and prevent attrition. These are: participation in decision making, good working environment, adequate support from parents, school heads, colleagues and the public, provision of accommodation and incentives package, students' performance and discipline among students and opportunities for promotion. The study also found that teachers were satisfied with the various dimension of the teaching job that included supervision, work-group and nature of worker. However, they were not satisfied with pay and promotion. The satisfaction among them was low. The teachers' commitment was also low. In conclusion, the study revealed that if the factors that cause dissatisfaction among teachers are improved upon, teachers will not only be satisfied with job, but will be ready to work for their schools/ organizations.

Keywords: Job satisfaction, job commitment

1. Introduction

In Ghana, there have been several reforms in its educational system since independence and many of these reforms were sought to increase the number of teachers trained and retained in the classrooms. Among these measures was the payment of allowances to teacher trainees to motivate more people to enroll in teacher training colleges. These measures had, in the past, resulted in high turnout rate from the teacher training colleges. But the teacher attrition rate has been equally high (GNAT & TEWU, 2009). Wisniewski & Gargiulo (1997) maintained that high attrition rates amongst teachers could be attributed to job dissatisfaction. They concluded that lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay, and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. A teacher's job satisfaction is one of the most essential issues for educational systems around the world. Next to pupils, teachers are the largest, most extensive, crucial and key to improving quality in any educational system (Afe, 2001).

The provision of secondary education has been the responsibility of central government but huge demands coupled with serious financial constraints have resulted in many African governments being unable to fund secondary education adequately and retain their teachers in schools (World Bank, 2000). Since time immemorial, Ghana has the 6-3-3 pre-tertiary system of (i.e., 6 years of Primary education, 3 years of Junior High School education, 3 years of Senior High School education and 4 years of University) education. Students who pass the WASSCE examination can also pursue courses at the polytechnics, teacher training colleges and other tertiary institutions for three years (GNAT & TEWU, 2009).

The last decades witnessed series of initiatives with the support of some development partners. These initiatives aimed at addressing inequities in the educational system and to improve overall quality of educational outcomes. While a number of policy reforms and interventions (e.g., Capitation Grants, School Feeding and Free Compulsory Universal Basic Education (FCUBE) have been put in place to improved access to education for children at school going age very little attention is paid to teacher motivation and retention (Gnat & Tewu, 2009.). Also, there has been some improvement in physical infrastructure for schools. Enrolment at most levels has also increased significantly partly as a result of some of these policies and interventions. For instance, between 2003 and 2006 the Gross Enrollment Rate (GER) at the primary school level increased from 87% to 92%. Gross enrollment at the secondary level increased from 73% to 77%. Furthermore, the increase in years from 3 to 4 has also compounded the problem in the SHS. There is a sharp increase in demand for high quality teachers. Ghana Education Service (GES) (2009) in GNAT & TEWU (2009) indicates that Ghana currently can boast of less than 200,000 teachers. This number is grossly inadequate to cater for the growing enrolment figures

made possible by the various interventions mentioned above. The GES estimates that about 10,000 teachers leave the classroom yearly for various reasons. More so, the numbers of teachers that go on study leave annually have also been on the rise. According to the Ghana Education Service (2009), about 3000 teachers leave the classroom to pursue further studies annually (ibid).

According to Shan (1998), job satisfaction amongst teachers is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness. The low status of teachers in society could be as a result of the low level of salaries and the poor working conditions. This has therefore reduced the morale in the teaching profession. Also, these poor working conditions often force teachers to hold multiple jobs which in turn negatively influence the quality of teaching. The number of teachers leaving the classrooms for greener pastures is increasing; as well as the working conditions and the status of teachers keep falling (GNAT & TEWU, 2009). It is therefore important that teachers' conditions of service are improved so that they can contribute towards achieving the millennium development goal of universal basic education by 2015.

2. Conceptual Framework of Job Satisfaction and Commitment

The focus of this section is to review literature on job satisfaction and commitment which would serve as the basis of understanding teachers' issues particularly on job satisfaction and organizational commitment in the Tamale Metropolis. The chapter is structured as follows: concept of job satisfaction, dimensions of job satisfaction, conceptual issues on organizational commitment, types of organizational commitment and the conceptual framework of the study.

2.1 Concept of Job Satisfaction

Greenberg & Baron (1993), define job satisfaction as individuals' cognitive, affective and evaluative reactions towards their job. Also, Organ & Bateman (1991), indicate that job satisfaction represents the constellation of a person's attitudes towards or about the job, he or she does. According to them it is a function of satisfaction or dissatisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular importance one attaches to these respective components. According to Spector (1997) job satisfaction is seen as a universal trait among employees and as such defines it as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. This definition therefore suggests that job satisfaction is a general or global affective reaction that individuals hold about their job.

2.2 Dimensions of Job Satisfaction

Locke (1976) cited in Sempene *et al.* (2002), presented a summary of job dimensions that have been established to contribute significantly to employees' job satisfaction. These are the work itself, pay, promotions, recognition, working conditions, benefits, supervision and co-workers.

2.4 Concept of Organizational Commitment

According to Hart & Willower (2001), organizational commitment refers to the understanding of an individual's identification and involvement with a particular organization. Thus, organizational commitment 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. Also, Buchanan (n.d) in Reyes (2001, p. 328) defines commitment as "a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values of an organization, to one's roles in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth."

2.5 Types of Organisational Commitment

According to Bussing (2002), there are three sources of commitment of employees to organizations. These are 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. Instrumental commitment focuses on the idea of exchange and continuance. Normative commitment focuses on an employee's feelings of obligation to stay with an organization. Also, Penly and Gould (1988) in Bussing (2002) support the view that commitment may be perceived in terms of three facets: moral, calculative, and alienative commitment. Moral and alienative commitments represent affective commitment, while calculative commitment can be associated with instrumental commitment.

2.6 Conceptual Framework

The major concepts that guided this study consisted of job satisfaction concept developed by Spector (1997), and the three-component model of organizational commitment developed by Allen & Meyer (1991). Figure 2.1 illustrates the relationships among the major concepts and variables. Job satisfaction and organizational commitment can affect one another in a positive way. When workers are satisfied with the various dimension of

job, this could lead to commitment. Also, job satisfaction and organizational commitment may predict employee turnover.

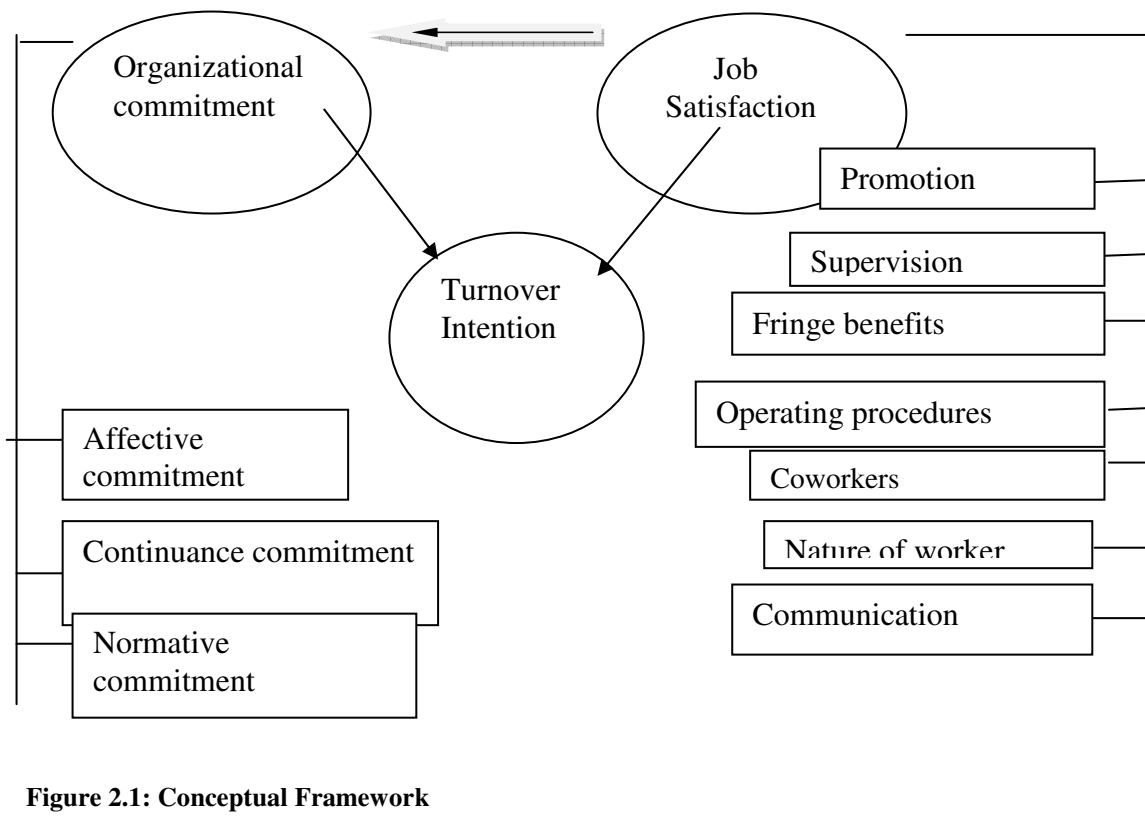


Figure 2.1: Conceptual Framework

3. Research Methodology

This chapter consists of the study area, sampling design, data collection procedure, research instruments and design as well as data analysis.

3.2 Study Area

The Tamale Metropolis is located in the centre of the Northern region of Ghana approximately 175km east of Longitude 1 ° W and Latitude 9° N. It consists of urban and peri-Urban settlements. It shares common boundaries with Savelugus/Nanton districts to the North, Tolan/ Kumbungu to the North West, East and West Gonja districts to the South and West and Yendi district to the East respectively. It occupies approximately 922km square that is 13% of the total area of the Northern region. Tamale became a district in 1988 by legislative Instrument 1453. In 2004 it was elevated to the status of a Metropolitan Assembly by legislative instruments 1801 of the Local Government Act 1993, (Act 462).

3.3 Sampling Design

The sample units for the study were teachers and Heads of selected Senior High Schools and the Metropolitan Director of Education. Out of 661 teachers, 249 of them were selected from twelve (12) Senior High Schools in the Metropolis. Twelve (12) Heads of the Senior High Schools were also selected. The Metropolitan Director of Education was also included in the study. Purposive sampling technique was used in selecting the Director of education and Heads of Senior High Schools who were the key stakeholders in education.

The stratified sampling and systematic sampling procedures were used in selecting teachers to answer the questionnaires. Stratified sampling procedure was first used to divide the population of teachers in each school into male and female. This was done to obtain views from both males and females. Simple random sampling method was used to select each stratum from each school. The sub-units estimates have been weighted proportionately and added to give the final combined unit for the entire teachers sample size. Systematic sampling method was finally used to select the sample size from the population of each school.

3.4 Data Collection Procedure

The researcher went to all 12 public S.H.S in the study area and administered the instruments to the teachers. Following the instruction, the questionnaires were filled and returned. The heads of schools and metropolis director of education were also interviewed.

3.5 Data Collection Instruments

A modified questionnaire tagged Job Satisfaction, and organizational Commitment Scale (JSOCS) was used for the collection of data on the study. The questionnaire was specifically designed to accomplish the objectives of the study. The first section collected information such as age, sex, experience, professional status, and marital status. The second section contained the items, and was divided into four parts. The first part identified the factors that contributed to job satisfaction. The second part also identified factors that led to teacher attrition or retention. The items in part three measured the level of job satisfaction among teachers. It is a 20-item questionnaire using a Likert scale with responses ranging from Strongly Agree= SA; Agree = A; Undecided=U, Disagree = D; and Strongly Disagree = SD. The items were adapted from Spector (1994) cited in (Wang, 2006)

The four part of the instrument contained items that measured organizational commitment among teachers. It was an 18-item questionnaire using a Likert scale with responses ranging from Strongly Agree= SA; Agree = A; Undecided=U, Disagree = D; and Strongly Disagree = SD. Items were adapted from organizational commitment questionnaire (OCQ) Meyer and Allen, (2004) cited in Wang, 2006). Interview guide was developed for the Head of schools and the Metropolitan Director of education.

3.7 Data Analysis

The administered questionnaires were examined to check for completeness, accuracy and consistency in order to detect and eliminate errors. The Statistical Package for Social Sciences was used to process the data. That is, Descriptive and Chi square were used in analyzing the quantitative data. For the descriptive statistics, frequencies and percentages were used to describe the data obtained from job satisfaction index (JQI) and Organizational commitment questionnaire (OCQ). Chi square was used to establish whether there is a relationship between teachers' job satisfaction and gender.

4. Data analysis and discussion of results

This chapter deals with a presentation and discussions of results of data collected from the study area, Tamale Metropolis. It begins with analyses of the research questions relating to job satisfaction and organization commitment among teachers.

4.1 Factors that Contribute to Teachers' Job Satisfaction

Results from field revealed that 42.91% of the teachers stated that they were satisfied with the teaching job, whilst 57.1% thought otherwise. The majority of the teachers who were not satisfied with their job indicated the following as factors that will lead to dissatisfaction: poor working conditions, low salary and poor motivation, inadequate support from parents, school administration, colleagues and public, Increasing class sizes (leading to increased workloads). The rest are: indiscipline among students and poor motivation of students in class, lack of space for teachers to take part in decision making in their schools, negative attitude of the public towards teachers and lack of respect from the students, lack of motivation, poor policy direction and lack of appraisal. Wisniewski & Gargiulo (1997) support this finding. They maintained that high attrition rates amongst teachers could be attributed to job dissatisfaction. They concluded that a lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay, and stressful interpersonal interactions contributed to teachers' decisions to leave schools. To them, teachers decision to leave the teaching job is as a result of job dissatisfaction.

4.2 Level of Job Satisfaction

Locke (1976) cited in sampane *et al* (2002), presented summary of job dimensions that have been established to contribute significantly to employees' job satisfaction. The dimensions are worked itself, pay, promotion, supervision and co-workers. As in table 2 in the appendix, 83.51% of the teachers indicated that they were not being paid a fair wage, whilst 12.1% stated that they were being paid a fair wage. However, 4.4% did not respond. The response regarding whether salary increases were too few and far between, 39% of the teachers agreed, whilst about 23.7% disagreed and indicated that the raise of salary was not okay for them. As to whether teachers were appreciative of the salary being paid them, 52.6% of teachers indicated that they were not appreciative of the salary being paid them whilst 39.4% stated that they were being appreciative of the amount being paid them. As high as 68.3% of teachers documented that they were not satisfied with chances of salary increase whilst 20% of them thought otherwise. From the responses indicated above it shows that majority of the teachers were not satisfied with their pay.

The various items were measured on how promotion influences teachers' satisfaction level. The study showed that 50.6% of the teachers documented that they had a great chance for being promoted whilst 37% of them agreed that they had a little chance for being promoted. Also, they were asked to indicate whether they had a fair chance of being promoted. In this regard, 32.5% agreed, whilst 57.4% reported that they did not have a chance for promotion. However, the rest were either undecided or did not response. As to whether their promotion was slow compare to others in other organizations, 60% of the teachers indicated that their promotion was very slow compared to their colleagues in other organizations. However, 19.6% of them disagreed to this assertion. Again, teachers were of the view that they were not satisfied with their chance of promotion. About 59.7% registered their dissatisfaction for their chances of being promoted, whilst 29.32% of them agreed that they were satisfied with their chance of promotion.

4.5 Level of Commitment

According to Hart & Willower (2001), an individual organizational commitment 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 be a membership in the organization. In examining the level of teachers' affective commitment towards their schools/ organization (GES), the various elements were identified. From the field, 70.6% of teachers stated they were happy to be part of the organization, whilst 20.5% indicated that they did not feel to be part of the organization. Also, nearly 50% agreed that they were emotionally attached to their schools/organization. Again, 61.4% indicated that they had a strong sense of belonging to their school/organization, whilst 26.5% demonstrated that they were not having a sense of belonging to their organization. A question was further posed to find out whether teachers were proud to work at their organization/school, a little over 50% reported that they were proud to tell others outside their organization where they work. However, 28% mentioned they do not feel proud to inform others outside their organization where they work. As to whether they share the problems of their organization, 69.9% believed that the problems of the organization are also theirs whilst 20% thought otherwise.

From the above discussion, the result shows that teachers have a high affective commitment. This indicated that they are ready to work in the best interest of their schools/organizations. This was not different from the interview conducted; one of the Headmasters had this to say "*the teachers are ready to teach, when school re-opens they report and are very ready to start their lessons, it is just that the students are not serious with their studies.*" Since students' behavior have great influence on teachers' job satisfaction and hence their commitment, it is imperative that strategies be put in place to check students' indiscipline, so as to enhance the commitment of their teachers.

The survey also tried to find out whether teachers were willing to stay with their organization and be committed. About 69.1 % of the teachers documented that they were concerned about what might happen if they left their organization without a position line up. A few, 15.2% of them agreed that they were not concerned with the position line up. Again, 55% of them were of the view that it will be hard for them to leave their organization, whilst 27% thought otherwise. Also, 42.2% of the teachers stated that it will be costly to leave the teaching job, whilst 40.2% believed that it will not be costly to leave. On the issue regarding whether staying with their school is a matter of necessity, 24.5% indicated that it was not a matter of necessity, whilst 40% of them thought otherwise. About 42.2% of teachers documented that alternative jobs available will be difficult to get. However, 39.4% of teachers were of the view that available alternative job will be easy to get. Whether leaving the GES requires considerable sacrifice, 46.2% agreed, whilst 36.15% disagreed. The above discussion shows that though teachers responded positively to the various items identified. However, their commitment level was low. The cost involves in leaving the organization is very high and for that matter teachers will prefer to stay with their schools. The analysis therefore shows that teachers will leave their organization if those opportunities are offered, thus indicating low continuance commitment. The data gathered from the field further indicated the normative commitment level of teachers towards their schools/organizations. About 47% believed that they did not feel any obligation to remain with their school. However, nearly 40% thought otherwise. The response regarding whether they would feel guilty if they left their school now, 60% of them did not think so, whereas 32% stated that they will feel guilt if they left their school now. About 59% of the teachers indicated that their schools/ GES desire their loyalty, whilst 25% thought otherwise.

5. Findings

The focus of the study is to determine the satisfaction and organizational commitment among public S.H.S teachers in the Tamale Metropolis. This section summarizes the principal findings of the study. These are:

- The study identified the factors that contribute to teachers' job satisfaction. These factors were identified as follows: Good working environment, Good salary, Good relationship with co-workers, students performance and well discipline students. The rest were chance for promotion, involvement in decision making and support from parents and the public in general.
- Another principal finding that emerged from this study was the factors that make teachers to stay on their job or leave. The study found out that the following factors are the major determinants. Job dissatisfaction, poor working conditions, lack of motivation and low salary, increasing class size and poor motivation of students in class, inadequate support from parents, school heads, colleagues and the public, lack of provision of accommodation, lack of participation in decision making and inadequate learning and teaching materials.
- The results of this study also revealed that teachers are satisfied with the various dimensions of job. Apart from pay and promotion, the teachers indicated that they are satisfied with supervision, nature of their job and relationship with their co-worker. However, their satisfaction was low.
- The study also showed that teachers' level of commitment was low. In interviewing the heads of schools, they did confirm that the teachers were committed to their job and were therefore ready to teach. Finally, the study revealed that there was association or relationship between teachers' job satisfaction and gender. In otherwise, their satisfaction is dependent of gender.

6. Conclusion

Teachers' job satisfaction and commitment are very critical to achieving the millennium development goals for quality education for all by 2015 especially in the three northern regions. There is evidence to prove that when teachers are satisfied with their job, they become committed to their job and hence there is effectiveness in the work they do, thus benefiting the students. The teachers' job satisfaction and commitment is a matter of necessity, since it will help reduce turnover effect in the various schools. The study revealed that teachers will be satisfied with their job if the factors identified are enhanced. Teachers will be appreciative of whatever measures would be put in place to enhance their livelihood. The study also showed that if the factors that cause dissatisfactions among teachers are improved upon, teachers will not only be satisfied with their job, but will be ready to work for their schools/ organizations. From the ongoing discussion it is important to state that whatever form that teachers can be made to be satisfied and thus committed to their job, the ultimate target is to reduce lateness, absenteeism, tardiness and turnover among teachers. Thus, satisfaction will therefore enhance teacher effectiveness, which will definitely improve students' performance as well as their achievement.

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