

Gender Influence on Job Satisfaction and Job Commitment among Colleges of Education Lecturers

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Abstract

This study examines gender influence on job satisfaction and job commitment among Colleges of Education lecturers. The descriptive survey research design was adopted. The sample consisted of thirty male and thirty female lecturers from Osun State College of Education, Ila-Orangun. Questionnaire was the instrument used to collect data. Two null hypotheses were postulated and the data collected were analyzed using t -testing at 0.05 level of significant difference on job commitment among Colleges of Education lecturers based on gender. It was therefore recommended that equal employment opportunity should be given to both male and female lecturers.

Keywords: Lecturing, Gender, Job Satisfaction, Job Commitment.

Introduction

The Colleges of Education embark on purely teacher training programmes; award the National Certificate in Education (NCE) at the end of three years duration. Colleges of Education Lecturers can be referred to as Tutors of future teachers. They are involved in Teachers Education, training the prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Teachers are very important in the overall development of any nation through their impact in the educational system (Nakpodia and Urien, 2011). They are the major players in any education setting; their place in the scheme of things in education cannot be over-emphasised. It is evident that teachers form an important and crucial part which determines the success or failure of education sector in any nation. Of course, in obvious ways, this is evident because lecturers are responsible for maintaining high standards in education, transmission of values and norms to students through effectively teaching them or being relevant models (Oziambo, 2010).

Teacher Education is the primary source of quality education. It “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers” (UNESCO, 2005). It is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher’s professional life throughout regular and sustained periods of in-service training. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory. It is paramount to the education process because the quality of teachers that would be produced depends mostly on the quality of teacher education given to teachers while on training.

The quality and quantity of lecturers in tertiary institutions largely determines the quality of graduates from any institutions (Arubaji, 2009). For lecturers to sufficiently take these responsibilities, strengthening of their commitment in teaching job become of essence (Mkumbo, 2012). The Colleges of Education Lecturers are in such a sensitive position of academic process that requires job satisfaction and job commitment. Lecturing involves planning and preparing lessons, lecturing a large group of people who may from a range of different backgrounds, ages and abilities; setting and marking assignments. Tests and examinations; computation of students’ results; acting as a personal tutor dealing with a wide range of problems that the learners may have; and caring about administrative tasks.

All these duties may require job satisfaction and job commitment to be able to perform the task effectively. This paper therefore examines if gender has any influence in job satisfaction and job commitment of lectures lecturers. In colleges of education, both males and females were employed as lecturers, this study examined if gender influence job satisfaction and job commitment of the lecturers. Mahuta (2010) cited Macious (2006) refers to gender as the personal traits and social position that members of a society attach to being male or female. Nigeria society exhibits supports for male dominance over the female, no wonder why there is educational gap between the male and female in favour of male because of discrimination. (Nwanna Nzewuwa, 2010).

OSREA (1992) Cited (Cook and Wall 1979) and refers to job satisfaction as the degree to which a person reports satisfaction with the intrinsic features of the job. Job satisfaction is an emotional response to job situation (Tella, Ayeni and Popoola, 2007) Ch’ng Chong, and Nakesweri (2010) refers to job satisfaction as the feeling that a worker has about his job or a general attitude towards work or job and it is influenced by the perception of one’s job. Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007) quoted Smith (1969) perceive job satisfaction as the “extent to which an employee expresses a positive orientation towards a job”. According to Berry (1997), job satisfaction is defined as “an individual's reaction to the job experience”.

The components of job satisfaction include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. Each of these factors figures into an individual's job satisfaction differently. One might think that pay is considered to be the most important component in job satisfaction, although this has not been found to be true. Employees are more concerned with working in an environment they enjoy. The need for employees' job satisfaction cannot be overemphasized. Job satisfaction in organizations has been receiving increasing attention because it reduces employees turn over, absenteeism, tardiness, and health set-back due to stress. (Chimanikire et al.).

There are general beliefs that attitude and characteristics are influenced by gender Salami (2001) cited (Worell 1978) expressed that the roles of sex are cultural expectations about beliefs, attitudes and behaviours associated with masculinity and femininity. This attitude may have influence on job commitment. Job commitment has gained prominence in management discourse since it plays an essential role in the goal achievement, innovation and stability of an institution. It is vital to preserve and attract well-qualified talent pool in any organisation. In some countries, the proportion of men to women employed in different occupations varies directly widely (Salami, 2001). This disparity may be due to gender discrimination and general belief that certain occupations should be tested for a particular sex. It improves trust between employees, managers, owners, units and other concerned parties of any organisation. Therefore, it fosters better superior subordinate relationships and improves organisational climate. Stronger and more generalised commitment may enhance organisational development, growth and survival (Awamleh, 1996).

Habomubisha (1994) observes that women in higher educational institutions of learning stick to their jobs much more than their counterparts who generally tend to quit teaching and go for greener pastures. Numerous investigations verify the fact that women present a superior level of satisfaction than men. (Sandra, fernand, Carls, 2010). Stewart; Mark; Melissa and Michael (2007) also indicated that female employees had higher levels of continuance commitment than men suggesting gender differences on perceived job commitment dimensions.

Research Hypothesis

The following null hypotheses were formulated to carry out the study.

H₀₁: There is no significant difference on job satisfaction among Colleges of Education lectures Lecturers based on sex.

H₀₂: Gender has no significant difference between job commitments of lecturers in Colleges of Education.

Methodology

The study uses a descriptive survey research design. The target population consists of all lecturers that are in Osun State College of Education, Ila-Orangun. There are male as well as female lecturers at the Osun State College of Education, Ila-Orangun. The sample consists of 30 males and 30 females lecturers. Purposive random sampling technique was used in selecting the respondents putting sex into consideration. The instrument used was self-constructed questionnaire. The questionnaire consists of two sections. Section A dealt with bio data of the respondents, while section B consists of items that focused on job satisfaction and job commitment for the respondents. The experts validated the instrument and the reliability was tested by Cronbach Alpha reliability test of 0.78. Cronbach Alpha co-efficeint obtained for the instrument was considered well enough for the instrument to be used.

The data collected were analyzed using t – testing at 0.05 level of significant.

Results

The hypotheses generated in this study were tested and the results are as follows:

H₀₁: There is no significant difference on job satisfaction among colleges of education lecturers based on sex.

Table 1

T – Test of respondent on job satisfaction

Gender	N	Mean	S.D	Df	t-cal	t-table	Result
Male	30	37.8333	3.72395	58	3.127	2.001	Significant
Female	30	41.1667	4.49585				

P < 0.05

Table 1 shows that at 0.05 level of significant t – calculated (3.127) is greater than t-table (2.001). Thus the null hypothesis is rejected. This means that there is significant difference in job satisfaction of Colleges of Education lecturers based on gender favour of female because the statistical mean value for female (41.1667) is greater than that of their male (37.8333) counterparts.

H₀₂: Gender has no significant difference on job commitment of lecturers in colleges of Education.

Table 2

T – Test of respondent on job commitment

Gender	N	Mean	S.D	Df	t-cal	t-table	Result
Male	30	29.1000	4.15518	58	0.991	2.001	Not Significant

$P > 0.05$

Table 2 shows that t-calculated (0.991) is less than t-table (2.001) at 0.05 level of significant. Therefore the null hypothesis is accepted, thus gender has no significant difference on job commitments among colleges of education lecturers.

Discussion

The result shows that female lecturers have job satisfaction than male. Habomubisha (1994) observed that women in higher educational institutions of learning stick to their jobs much more than their counterparts who generally tend to quit teaching and go for greener pastures. Likewise, One common explanation for the different level of job satisfaction reported in some studies for men and women is that women have different expectations with regard to work than men (Campbell, Converse, and Rogers, 1976). It seems males prefer jobs that will fetch them more income.

In the aspect of commitment, there was no significant difference in the commitment of colleges of education lecturers to their job based on gender. Masculine and Feminine disparity have no effect on job commitment among lecturers. Both female and male lecturers are committed to the job alike. Job satisfaction and commitment are primary determinants of employee turnover, performance, and productivity and this makes the two factors very important in teaching profession since committed and satisfied employees are normally high performers that contribute towards organisational productivity (Samad, 2007).

Conclusion and Recommendations

It is therefore concluded from the findings of this study that female lecturers in Colleges of Education were satisfied with their job than their counterparts but they were equally committed to the job. Therefore, based on the findings, this study recommended that equal chance should be given to both male and female lecturers when it comes to appointment to College of Education as lecturers and appointment of Heads of Departments, Deans of Schools and other principal officers of the colleges taking into consideration of the possible factors that may contribute to increasing the job satisfaction and commitment of employees.

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