

## Job Satisfaction and Self-Efficacy as Correlates of Job Commitment of Special Education Teachers in Oyo State

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### ABSTRACT

The study examines job satisfaction and self-efficacy as correlates of job commitment of special education teachers in Oyo State. Four research questions were generated in the study. A sample of 250 special education teachers were the respondents used to ascertain or otherwise the job satisfaction and self-efficacy as correlates of job commitment. The result revealed that there was a positive significant relationship between job satisfaction and commitment ( $r = .012, p < 0.05$ ). Also, there was a positive significant relationship between self-efficacy and job satisfaction of special education teachers ( $r = .004, p < .05$ ). Further, the study revealed that job satisfaction and self-efficacy when combined together were reliable predictors  $F(2,247) = 20.163; p < 0.05$ . Job satisfaction when used alone as the predictor of job commitment was found significant ( $\beta = .012, t = 2.543; p < 0.05$ ). Also, self-efficacy of special education teachers was a significant predictor of job commitment when used alone ( $\beta = .362, t = 6.120; p < 0.05$ ). It was recommended that teachers working environment should be improved upon as well as giving more incentives, better remuneration package than what prevailed now to enhance their job commitment.

**Keywords:** Job Satisfaction, Self Efficacy, Job Commitment, Special Education Teacher.

A sound educational system is considered to be the backbone of a developing country and the teacher is the pivot around which the entire educational system revolves. The success of any educational system depends on the quality and capability of the teachers who are indispensable to the system and thus, they are important force in the development of a society.

Teaching is socially responsible occupation, highly accountable and bureaucratic, demanding, intellectual, emotional, physical, intensive and unrelenting efforts (Sachs, 2003). Although employed primarily to teach, teachers are engaged in a wide variety of tasks along with the basic face-to-face teaching, such as curriculum design and development, school planning, marketing, community relations, information technology, workplace, health and safety, resource management, students' welfare, as well as playground and sports supervision. While demands on teachers have increased, there has been little change in their patterns of employment, compensation and career advancement (Kelly, 2000). Intensification of the teaching role (Sachs, 2003, Smith, 2001) and deterioration of working conditions are recognised in the literature (SEETRC, 1998).

Too many teachers who initially begin their career with enthusiasm and positive expectations are looking for a change in direction after only three to five years (Hicks, 2003) while experienced teachers suffering from lack of job satisfaction are retiring or leaving the profession to seek other employment (O'Donnell, 2001). It has been claimed that satisfaction is directly linked to issues largely out of their schools and control but within the wider domain of society, governments and their employing body (Dinharm and Scott, 1998). This notion of satisfaction may be seen as directly related to special teachers' effectiveness, which may in turn be exploited to access the relevant professional development.

Satisfaction and motivation to work are very essential in the lives of teachers because they form fundamental reason for working in life. Almost every teacher work in order to satisfy their needs. They constantly agitate for satisfaction. Teachers' job satisfaction therefore is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance as special educators. It is important that organisations ensure job satisfaction of their employees. It would be unhealthy for an organisation to allow its workforce to be discontented with their work situation before it expedites action.

Studies specifically pertaining to job satisfaction among teachers have recently begun to receive much attention owing to the decrease in popularity and status of the teaching profession as a whole (Gendin and Sergeev, 2002) as

well as to the high teacher turnover rates recorded in many countries over the past few decades (Buckley, Schneider, Shang, 2005; and Kotterman, 2000).

Researches reported that teachers measured their job satisfaction by such factors as participating in decision-making, using their skills in ways that are valued, having freedom and independence, being challenged, expressing their creativity and having opportunities to learn. Teachers who are satisfied with their jobs have a high degree of professional competence. They feel qualified in terms of their knowledge of subject matter and their teaching skills, and they feel secure about classroom management. In schools where the atmosphere is open and collegial, teachers have more job satisfaction and higher morale. In schools where the atmosphere is tense and where teachers feel isolated, they tend to have less job satisfaction. Effects of lack of job satisfaction among teachers are numerous Mwanwenda (1995) observes that a lack of job satisfaction is responsible for frequent teacher absenteeism from schools, aggressive behaviour towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from the work. There are lots of cost implications that result from high absenteeism not only for the employer but also for the society as a whole.

The manifestation of job satisfaction has implications for the teacher as well as for the educational system in which he or she is employed. The different attitudes of the teacher, his/her physical well-being and life expectancy, absenteeism and turnover as well as success in the profession, are all dependent on the degree of job satisfaction experienced by the teacher. The effectiveness of an educational system depends largely on the job satisfaction of the teachers employed in the system (Steyn, 1992).

The forementioned observations of Teachers are also true of special education teachers. Being a teacher, especially a special education teacher demands deep patience and compassion for children, who special needs. The special education teacher helps students who are facing intellectual, sensory and physical challenges. Special needs children need special care, attention, resources, specially designed instruction and curriculum that requires their unusual and/or, unique needs. Teachers are being required more than ever to act as social workers, family figures and meet the needs of students with wider range of abilities (Lawrence, 1999; Mackenzie, 2004).

Teachers self-efficacy is a vital factor and still a worthy variable in educational research (Woolfolk and Hoy, 1990). Researchers find few consistent relationships between the characteristics of teachers and students' behaviour or learning. The idea that teachers' self-belief is a determinant of teaching behaviour is simple yet powerful idea (Tschanem – Moran; Woolfolk; and Hoy, in press) defined teachers efficacy as a teacher's 'judgement of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may not be difficult or unmotivated'.

A strong sense of efficacy enhances human accomplishment and personal well being in many ways. People with high assurance in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their effort in the face of failure. They quickly recover from failures and setbacks. They attribute failures to insufficient effort or deficient knowledge and skills which are acquirable. They also approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishment, reduces stress and lowers vulnerability to depression (Bandura, 2001).

In contrast, a teacher who doubts his/her abilities may shy away from difficult tasks which he views as personal threats. Such a person has low aspirations and weak commitment to the goals they close to pursue in their chosen profession. When faced with difficult tasks, he/she dwells on his/her personal deficiencies, on the obstacles he/she may encounter and all kinds of adverse outcomes rather than concentrate on how to perform successfully. He/she is slow to recover his/her sense of efficacy following failure or setbacks, because he/she views insufficient performance as deficient aptitude. It does not require much failure for him/her to lose faith in his/her capabilities. He/she falls easy victim to stress and depression. Thus, such a special teacher may find it very difficult to be committed to his/her job. According to Allen and Meyer (1990), organisational commitment is a psychological identification and attachment to a job. They identified three types of commitments – affective which is emotional attachment, identification, and involvement that an employee has with its organisation and its goals, normative, a feeling of obligation towards the organisation and continuance, the willingness to remain in an organisation because of the investment that the employee has which is non-transferable. Affective and normative commitments have been found to be predictors of positive organisational behaviour, including increased work performance, tenure and attendance (Allen and Meyer, 1996). Continuance commitment on the other hand, has been found to be negatively related or unrelated to positive organisational behaviour. Regarding special education teachers, there is little or no empirical studies on their job

satisfaction, self- efficacy, and commitment. Thus, this study tends to investigate job satisfaction and self-efficacy as correlates of job commitment of Special education teachers.

This study will try to answer the following questions:

- i. Is there any significant relationship between job satisfaction and commitment among special education teachers?
- ii. Is there any significant relationship between self-efficacy and job satisfaction among special education teachers?
- iii. What is the composite effect of job satisfaction and self-efficacy on job commitment of special teachers?
- iv. What is the relative effect of job satisfaction and self-efficacy on special teachers' job commitment?

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

This study adopts a descriptive survey design. It examines the correlation of job satisfaction and self efficacy on job commitment of special education teachers in special primary and integrated secondary schools in Ibadan and Oyo cities in Oyo state.

### **POPULATION**

The population covered in this study comprised teachers in special primary and integrated secondary schools in Ibadan and Oyo cities in Oyo state.

### **SAMPLE AND SAMPLING TECHNIQUES**

A simple random sampling technique is employed in selecting the schools for this study. The sample for this study comprised special teachers in special primary and integrated secondary schools in Ibadan and Oyo cities in Oyo state. Seven primary schools and six secondary schools are visited. The researcher went round the staff rooms and administered the questionnaire to respondents. Those who wished to be part of the study are selected while those who did not show interest are left out.

### **DESCRIPTION OF INSTRUMENTS**

A standardised instrument is used to gather information for this study, using the Likert-four-point rating scale. The questionnaire's is christened Job Satisfaction, Self-Efficacy and Job Commitment Questionnaire (JOSASDEJOC) and it consists of four sections. Section A elicits information on the demographic characteristics of respondents. Section B elicits information about teachers' job satisfaction, it has 36 question items. The teachers' job satisfaction scale was designed by Spector (1994). Section C elicits information on teachers' self- efficacy. The teachers' self efficacy scale was designed by Rolf Schwarzer, Gerdamarie Schmitz and Daytner (1999). It has only ten question items. Section D has been divided into two and consists of 13 question items. The teachers' job commitment scale was designed by Celep (1990). The first elicits information on teachers' job commitment to teaching work and the second, on teachers' job commitment to teaching occupation. Crombach alpha was used in validating the instrument for the reliability of job satisfaction and the value is 0.71 while that of self-efficacy is 0.65. The value for commitment to teaching work is 0.75 while the value for commitment to teaching occupation is 0.78, thereby, making the instrument very suitable for the study.

### **METHOD OF DATA ANALYSIS**

Research Questions 1 and 2 will be analysed using Pearson product moment correlation coefficient. Research Questions 3 and 4 will be analysed using multiple regression analysis

### **RESEARCH QUESTION 1**

Is there any significant relationship between job satisfaction and job commitment among special education teachers?

**Table 1.1: Job Satisfaction and Commitment of Special Education Teachers Using Pearson Moment Product Correlation Coefficient**

Teachers' Job Satisfaction		Job Commitment	R. Squared	Mean
Teachers' Job Satisfaction	Pearson Correlation 100	.159		
	<u>Sig. (2-tailed)</u>	.012	0.25	92.90
	N 250	250		
Job Commitment	Pearson Correlation .159	1.00		
	<u>Sig. (2-tailed)</u> .012		.025	42.18
	N 250	250		

Table 1 shows that there is a significant positive relationship between job satisfaction and commitment of special education teachers used in this study ( $R=0.159$ ;  $p=0.012$ ,  $R^2=0.025$ ). The R square in the result indicates the amount of variance contribution of the independent variable while teachers' job satisfaction to their job commitment and when this is multiplied by one-hundred it indicates 2.5%.

**RESEARCH QUESTION 2**

Is there any significant relationship between self-efficacy and job satisfaction of special teachers?

**Table 2: Self-efficacy and Job Satisfaction of Special Teachers Using Pearson Moment Product Correlation Coefficient**

		Teachers Job Satisfaction	Teachers Self Efficacy	R Squared	Mean
Teachers Job Satisfaction	Person Correlation 1		.184 <sup>**</sup>		
	<u>Sig. (2-tailed)</u>		.004	.034	92.90
	N 250	250	250		
Teachers Efficacy	Self Pearson Correlation .184 <sup>**</sup>		1		
	<u>Sig. (2-tailed)</u> .004			.034	32.42
	N 250	250	250		

Table 2 shows that there is a significant positive relationship between job satisfaction and commitment of special teachers in this study ( $R= 0.184$ ;  $p<0.05$ ,  $R^2=0.034$ ). The R square in the result indicates the amount of variance contribution of the two independent variables to one another which is teachers' job satisfaction to their self-efficacy and when this is multiplied by 100 it indicates 3.4%.

**RESEARCH QUESTION 3**

What is the composite effect of job satisfaction and self-efficacy on job commitment of special teachers?

**Table 3: Job Satisfaction and Self-efficacy to Job Commitment of Special Teachers Using Multiple Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 <sup>a</sup>	.140	.133	4.93170

Table 3 indicates that the multiple correlations R is 0.375 while the R square which is the variance accounted for by two independent variables (Job satisfaction and self-efficacy of special teachers) to job commitment of special education teachers is 14.0%. The adjusted R square is regarded as more valid in this interpretation and this indicates that the contribution of the two independent variables to the dependent variable measure is 13.3%.

**Table 4: Analysis of Variance**

Model	Sum of Square	Df	Mean Square	F	Sig
1. Regression	980.809	2	490.404	20.163	.000 <sup>a</sup>
Residual	6007.447	247	24.322		
Total	6988.256	249			

a. Predictors: (Constant), Teachers' self-efficacy, Teachers' job satisfaction

b. Department Variable: Job Commitment

Table 4 shows that the regression coefficient is significantly different from zero and that teachers' job satisfaction and self-efficacy of special education teachers are effective in significantly predicting job commitment of special education teachers ( $F(2,247) = 20.163$ ;  $p < 0.05$ )

**RESEARCH QUESTION 4**

What is the relative effect of job satisfaction and self-efficacy on special education teachers' job commitment?

**Table 5: Job Satisfaction and Self-Efficacy to Job Commitment of Special Education Teachers Using Multiple Regression Analysis**

Variable	R	R Square	Adjusted Square	Std. Error of the Estimate
Job Satisfaction	.159	.025	.021	5.240
Self-Efficacy	.362	.131	.128	4.948

a. Predictors: (Constant), Teachers Job Satisfaction

Table 5 reveals that the correlation of job satisfaction with job commitment of special teachers is 0.159 and the variance contribution of job satisfaction to the dependent variable as measured by adjusted R square is 2.1 per cent which shows that it is not contributing significantly to the dependent variable measure. In addition, the correlation of self-efficacy with job commitment of special education teachers is 0.362 and the variance measured by adjusted R square is 12.8 per cent which shows that it contributes more significantly when compared to job satisfaction.

**Table 6: Variance of Job Satisfaction and Self-efficacy on Job Commitment of Special Teachers**

Variables	Source of Variation	Sum of Square	Df	Mean Square	F	Sig of P
Job Satisfaction	Between Group	177.555	1	177.555	6.465	.012
	Within Group	6810.701	248	27.463		
Self-Efficacy	Between Group	917.017	1	917.017	37.458	.000
	Within Group	6071.246	248	28.238		

a. Predictors: (Constant). Teachers' Job Satisfaction, Self-efficacy

b. Department Variable: Job Commitment

Table 6 shows that the regression coefficient differs significantly from zero and that job satisfaction of special education teachers is a significant predictor of job commitment of special education teachers ( $F(1,248) = 20.163$ ;  $p = 0.012$ ). Table 6 also shows that the regression coefficient differs significantly from zero and that teachers' self-

efficacy of special education teachers is effective in predicting job commitment of special teachers ( $F(1,248) = 37,458; p=0.000$ )

**Table 7: Coefficient of Job Satisfaction and Teachers' Self-Efficacy on Job Commitment**

Variable	Unstandardised Coefficient		Standardized Coefficient	t	Sig
	B	Std Error	Beta		
Constant Job Satisfaction	35.425	2.676		13.240	.000
	.073	.029	.159	2.543	.012
Constant Self-Efficacy	28.533	2.251		12.676	.000
	.423	.069	.362	6.120	.000

Table 7 indicates that teachers' job satisfaction contributes significantly to special education teachers' job commitment ( $\beta=0.159; t=2.543; p=0.012$ ). The standardised coefficient shows that one unit increase in teachers' self-efficacy leads to a 0.159 unit positive change in job commitment of special teachers. Also, the Table shows that teachers' self-efficacy relative contribution to special education teachers job commitment is significant ( $\beta=0.362; t=6.120; p=0.000$ ). The standardised coefficient shows that a unit increase in teachers' self-efficacy leads to a 0.362 unit positive change in job commitment of special education teachers.

## DISCUSSION OF RESULTS

Research question 1 says that: Is there any significant relationship between job satisfaction and job commitment?

A positive significant relationship between job satisfaction and job commitment is shown in the study. This finding is corroborated by Tang and Liping (1999); and Rawee (2003); Cooper and Kelly (1993); Levinson (1997); and Moser (1997). They all reported that a relationship exists between job satisfaction and organisational commitment. Though, Mwanwenda (1995) runs contrary to this result.

Research Question 2 states that: Is there any significant relationship between self-efficacy and job satisfaction?

Self-efficacy of teachers and their job satisfaction are significantly related in this study. Bandura (1997) asserts that self-efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved within a particular role. With a high sense of self-efficacy, individuals tend to behave more positively, think more creatively which also interacts with motivation and the likely consequence of this is for such teachers to be relatively more satisfied with their job, Self-efficacy is thus important because it assesses the role of one's self-belief as it plays into the content of behaviour which shapes job satisfaction (Stage, 1996). This study supports the view of Allinder (1994); Guskey (1998) Stein and Wang, ColaD'Archi (1992) and Bandura (2009). They all reported that self-efficacy of teachers and their job satisfaction is significantly related.

Research Question 3 says that: What is the composite effect of job satisfaction and self-efficacy on job commitment of special teachers?

The result from Table 4 shows that self-efficacy and job satisfaction when combined together are effective in predicting a significant result ( $f(2,247) = 20.163; P = 0.00$ ). This implies that self-efficacy job satisfaction produce a significant mutual effect on job commitment. Cooper & Kelly (1993) finding on job satisfaction predicting job commitment that: its significance has been closely related to job commitment is supported by this result. Levinson (1997) and Moser (1997) note that absence of job satisfaction often leads to lethargy and reduces higher professional commitment for efficacious in-service teachers. Evans and Tribble (1996) find similar results for pre-service teachers. Bandura (2001) also finds teachers with high self-efficacy have strong aspirations and commitment to their chosen profession while those with low self-efficacy have low aspirations and weak commitments.

Premised on the findings in his study, it can be concluded that teachers who are fully motivated with basic amenities of life and good working environment will have job satisfaction and right judgment of their capabilities to organise and execute courses of action that will enhance their job commitment. In other words, teachers who are satisfied with their jobs have a high degree of professional competence and thus predict job commitment positively.

Research Question 4 states that: What is the relative effect of job satisfaction and self-efficacy on special teachers' job commitment?

When measured separately without the effect of one affecting the other, special education teachers' job satisfaction and self-efficacy relative contribution to their job commitment are significant. This implies that special teachers' self-efficacy will enable them try all forms of instructional approaches to ensure that their students learn adequately. In addition, the desire to be personally motivated in the completion of personal tasks is worth mentioning (Pajares and Schunk, (1995), Ogundokun (2006) and Bandura and Cervonc (1986). The significant relative contribution of job satisfaction to job commitment is also a cheering news as it lend credence to the fact that special education teachers would be willing to help students' who are facing intellectual, sensory and physical challenges. In addition, they would be willing to pay special care and attention to employing resources that are beneficial to the peculiar needs of their students. Similarly, they would be able to act as social workers as well as family figures in meeting the different needs of special education students (Lawrence, 1999; Mackezie, 2004).

### RECOMMENDATIONS

Based on the findings of this study, the following recommendations are for special education teachers. These are:

- They should be encouraged to attend workshops and seminars that would expose them to current approaches and strategies in handling and coping with the peculiar needs of special children;
- Their working environment should be improved upon as this tends to influence their job satisfaction which invariably leads to enhanced job commitment;
- They should be encouraged and motivated in order to improve their job satisfaction by creating an enabling environment;
- The government should involve professional special education teachers in decision-making about special education.

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