

# Exploring the Effect of Job Satisfaction and Demographic Factors on Affective, Normative and Continuance Commitment: An Empirical Evidence of Public Secondary School Teachers in Tanzania

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## Abstract

This study reports part of the output in larger survey which involved secondary school teachers working in public schools in Dodoma, Tanzania. Names of respective schools will not be displayed in the publications on account of agreement met with schools. Self-administered questionnaire was used to collect data from 127 randomly sampled teachers (response rate 88%) and analyzed using descriptive and inferential statistics. Results indicated job satisfaction level and continuance commitment was moderate while affective commitment found to be low and normative commitment was grossly low. It further indicated significant negative relationship and impact between general job satisfaction and all organizational commitment forms (affective, normative and continuance commitment) and thus job satisfaction was an important antecedent of organizational commitment forms. With an exception of three cases (affective and normative commitment in gender; continuance commitment in education levels), the study found statistical significant difference in teachers organizational commitment associated with demographic characteristics. Implications for school administrators, educational stakeholders and Government were discussed and improvement strategies proposed.

**Keywords:** Tanzania, Job satisfaction, Public schools, Affective, Normative and Continuance commitment

## 1. Introduction

The concept of organizational commitment has received broad attention from practitioners and researchers (Mowday et al, 1982) due to the impact it has on employees and organizational performance (Suliman and Iles, 2000). Cautiousness then, researchers have thrown several studies that address the impact of different constructs on organizational commitment dimensions (affective, normative and continuance commitment). For example, *Job satisfaction* (e.g., Gunlu et al 2009; Lumley et al 2011; Eslami and Gharakhani 2012); *Age* (For instance, Ferres et al 2003; Noordin et al 2012 and Rabl 2013); *Gender* (For instance, Deprez et al 2007; Khalili and Asmawi 2012 and Demir 2013) and *Education* (For instance, Brown 2003; Joiner 2006 and Bakan 2011). Despite confession that organizational commitment have received not only adequate but also sufficient attention from researchers, it has been sad that few empirical researches (if any) focused on predictors of organizational commitment dimensions (affective, continuance and normative) in Tanzania. Few studies on job satisfaction already conducted in Tanzania relevant to this study include Ngimbudzi (2009), Blaauw et al (2013) and HSSE (2011). Though relevant, these studies still leaves empirical research gap as it either studied job satisfaction as an individual construct or studied predictions on constructs other than affective, normative and continuance commitment. Basing on the fact that researches conducted in separate national cultures has shown non-congruence commitment meaning and different predictors of commitment (Bar-Hayim and Berman, 1992; Bae and Chung 1997), this study obtain significance and worth to fill this obvious geographical empirical research gap. It is therefore important to explore job satisfaction general factor as a predictor of organizational commitment dimensions among public secondary school teachers in Dodoma, Tanzania. Hitherto, the study is of essence pending the continued poor performance of public secondary schools for the past five years or so. For example, 50% of secondary school candidate scored zero in National Form Four Exams in 2010 and 60% scored zero in 2012 in the same exam (NECTA 2010 and 2012). In all cases, the intervening strategies have been directed in addressing poor teaching and improving learning infrastructures neglecting the role of teachers' characteristics and teachers' behavior to their job. Of course, in obvious ways, neglect of teachers' characteristics and behavior surfaces itself because little knowledge is known on the factors that influence working behavior which is critical to educational desired outcomes. This study is therefore set to address this knowledge gap by showing the impact of general job satisfaction on teachers' organizational commitment dimensions (affective, continuance and normative commitment). Further, it compares the impact of selected demographic factors on dimensions of organizational commitment (affective, normative and continuance commitment).

## 2. Review of literature

### 2.1 Job satisfaction

Job satisfaction is an organizational construct that has been described as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke 1976). If employee appraises the current job positive and attaches favorable attitudes towards the job, it indicates job satisfaction while Negative and unfavorable attitudes towards the job, indicate job dissatisfaction (Armstrong, 2006:264). In practice, organizations attach significant importance on employees job satisfaction because quite good number of experts and managers believe its trends can affect and influence work productivity, employee turnover and employee retention (Eslami 2012:87). Previous studies measured and recognized job satisfaction as a global concept, that is, comprised of, or indicated by, various facets (Judge 2008:395). For instance, Smith et al (1969) proposed five facets of job satisfaction to be pay, promotions, coworkers, supervision, and the work itself. Nevertheless, in some cases, facets of job satisfaction have been classified into three main classes: intrinsic, extrinsic, and general satisfaction (Weiss et al., 1967). This classification holds that, employee is intrinsically satisfied if he/she receives no apparent reward except the activity itself, and extrinsically satisfied if he/she receives monetary compensation or other material rewards to modify his behavior (Rose 2001). Of course, in obvious ways, general satisfaction refers the sum of intrinsic and extrinsic satisfaction (Weiss et al., 1967). To this end, it is apparent that employees are satisfied with their jobs if an organization manages to offer mixture of intrinsic and extrinsic rewards.

### 2.2 Organizational commitment

Organizational commitment has been a topic of great interests for researchers; therefore it has been studied across several decades dating back 1950s (Zehir et al 2011:50-51). Meyer and Allen (1991) established three component model of organizational commitment namely Affective, Continuance and Normative Commitment. In this case, affective commitment refers to employees' perceptions of their emotional attachment to or identification with their organization; Continuance commitment refers to employees' perceptions of the costs associated with leaving the organization; normative commitment refers to employees' perceptions of their obligation to their organization. Thus far, it has been concluded that an employee's commitment reflected a desire, need and obligation to maintain membership in an organization (Meyer and Allen 1991). Previous researches suggest several predictors of organizational commitment, but relevant to this study, predictors like Personal or rather demographic characteristics and job related factors have been suggested (Iverson and Buttigieg, 1999; McClurg, 1999). In this paper, we considered general job satisfaction in one hand while on the other hand, personal characteristics namely age groups, education level and gender are considered as well.

### 2.3 Job satisfaction as a predictor of dimensions of organizational commitment

Warsi et al (2009) analyzed the relationship between work motivation, overall job satisfaction and organizational commitment among Pakistani workforce and found positive and significant relationship between work motivation, overall job satisfaction and organizational commitment. Warsi et al (2009) found in addition, that the impact of job satisfaction on organizational commitment was relatively stronger than that of the work motivation on organizational commitment. Still, Malik et al (2010) investigated the impact of teachers' satisfaction with job dimensions on perceived organizational commitment in universities. Specifically, the study focused on teachers working in public sector universities. Malik et al (2010) found job satisfaction factors (work-itself, quality of supervision and pay) had significant positive influence on organizational commitment of faculty members. Hitherto, Empirically, Khamis et al (2012) examined the extent to which job satisfaction factors (company policy, salary, working condition, interpersonal relation and advancement) correlate with organizational commitment focusing on bank employees specifically and private sector generally. Further, the study attempted to sort out the strongest variables of job satisfaction that contribute towards organization commitment. They hypothesized that job satisfaction factors had a significant impact to organizational commitment among bank employees. Khamis et al (2012) concluded from hypotheses that all independent variables (job satisfaction factors) had positive relationship with organizational commitment meanwhile advancement showed strongest relationship with organizational commitment compared to other variables. Yet, Agu and Etim (2012) explored the impact of job satisfaction on organizational commitment engaging secondary school teachers in Enugu State, Nigeria. They hypothesized that there is a significant relationship between job satisfaction and organizational commitment among secondary school teachers. On the results, Agu and Etim (2012) discovered significant relationship between job satisfaction and organizational commitment while teachers cherishing promotion, improvement of salaries, welfare package and conditions of services which were far-cry. Conceivably, preceding empirical researches suggest impact of job satisfaction factors (eg. promotion, salary, working conditions, company policy, interpersonal relation, advancement, supervision quality etc) on organizational commitment but in a varying impacting degree.

### 3. Study hypotheses

#### 3.1 Job satisfaction and Organizational commitment dimensions

Gunlu et al (2009) indicated that dimensions job satisfaction had a significant positive effect on normative commitment and affective commitment while job satisfaction dimensions had no effect on continuance commitment. It is suggested here, that, as job satisfaction levels increases, organizational commitment (affective and normative) increases as well but it does not alter the level of continuance commitment. Lumley et al (2011) found significant positive relationship between all variables of job satisfaction (except operating conditions variable) and organizational commitment (affective and normative commitment) but no significant relationships were observed between job satisfaction variables and continuance commitment. These conclusions indicate the absence of a significant relationship between job satisfaction and continuance commitment which suggests participants' decision to stay with their respective companies due to their feelings of attachment (affective commitment) and obligation (normative commitment) may be a consequence of their satisfaction with extrinsic and intrinsic motivational factors, rather than the costs associated with leaving the company (Lumley et al 2011:113). Eslami and Gharakhani (2012) concluded that Components of job satisfaction are positively related to all organizational commitment dimensions namely affective, normative and continuance commitment. These findings indicated that employees would achieve a higher level of Affective, Normative and Continuance commitment if an organization has well improved components of job satisfaction eg promotions, personal relationships and favorable conditions of work. In view of the apparent relationship between job satisfaction and Affective, Normative and Continuance Commitment, the following hypothesis are proposed

H<sub>1</sub>: There is a significant and positive impact of high job satisfaction on affective commitment

H<sub>2</sub>: There is a significant and positive impact of high job satisfaction on normative commitment

H<sub>3</sub>: There is a significant and positive impact of high job satisfaction on continuance commitment

#### 3.2 Age and organizational commitment dimensions

Ferres et al (2003) found no significant difference between the younger and older employee groups for the affective commitment construct while younger employees displayed significantly lower continuance commitment compared with the older employees. Yet, Noordin et al (2012) suggested that organizational commitment increases with age indicating age increase strengthens calculative or continuance commitment. Beyond this, older employees found more strongly committed (Affective commitment) to their organization than their younger colleagues (Rabl 2013). It sits proper to suggest hypothesis

H<sub>4</sub>: There is difference in Affective, Normative and Continuance Commitment between old, middle aged and younger teachers

#### 3.3 Sex and organizational commitment dimensions

Sex differences in organizational commitment particularly its dimensions have gained significant attention but no conclusive evidence has been settled with regard to levels of affective, normative and continuance commitment. For instance, it has been reported that women score higher on normative commitment than men meanwhile men score higher on affective and continuance commitment, with only the latter being significant Deprez et al (2007). Conversely, Khalili and Asmawi (2012) suggest no statistically significant differences in the mean scores for affective, continuance, and normative commitment based male and female staff. Nevertheless, other findings indicated that female employees had more continuance commitment as compared to male employees and male employees had more normative commitment than female employees (Demir 2013) suggesting differences in perceived commitment based on sex. It is therefore proposed that

H<sub>5</sub>: There is difference in Affective, Normative and Continuance Commitment between male and female teachers

#### 3.4 Education and organizational commitment dimensions

Brown (2003) found statistically significant differences in the mean scores for affective, continuance, and normative commitment based on Degree holders and non-degree holders at work. Still, Joiner (2006) indicated, the higher the education level is associated with lower affective and continuance commitment among employees. Nonetheless, Bakan (2011) reported statistically significant differences in the mean scores for affective, continuance, and normative commitment based on university graduates and non-university graduates employees proposing higher commitment to latter group because the earlier group faces little obstacles in finding alternative jobs. Then, we propose

H<sub>6</sub>: There is difference in Affective, Normative and Continuance Commitment between degree holders and non-degree holder teachers

### 4. Methods

#### 4.1 Sample, Data and Ethical issues

This study was conducted as part of a large survey conducted in three public secondary schools in Dodoma, Tanzania abbreviated S1 (urban), S2 (semi-urban) and S3 (rural). There was agreement with schools that names

(of schools) should not appear in publications which is fully respected in this study. The region (Dodoma) was purposively selected basing on the poor performance achieved in 2010-2010 National Form Four Exams (URT 2008; URT 2010). In compliance with research ethics, the permission to use Minnesota Satisfaction Questionnaire (MSQ) and permission to take study in selected schools was asked and granted in writing. Schools were purposively selected to have the touch of different locations in the study. Validation of scales in the questionnaire was done through engaging Human Resource experts in Local Government Training Institute (Department of Research Consultancy, and Short course) located in Dodoma Tanzania. As expected, validation was positive and pointed out few words to be modified by three independent experts. All teachers in three schools were invited (using key informant in each school) to participate in the study using “instant invite and questionnaire take” technique. 117 questionnaires (70 for S1, 22 for S2 and 25 for S3) were accepted by potential respondents making a final sample of 117 teachers out of 127 aggregate number of teachers in the three schools under the study. Response rate registered 103 questionnaire returns that make final 88% of response. The study also administered very basic Face to face interview with head teachers of the three schools in the course of seeking specific clarifications relevant to the study.

## 4.2 Measurements

### 4.2.1 Job satisfaction

Job satisfaction was independent variable to the study and it was measured using Minnesota Satisfaction Questionnaire (MSQ) short form developed by Weiss et al (1967). MSQ choice was based on it being feasible to obtain a more individualized picture of worker satisfaction than a more general measure of satisfaction with the job as a whole (White 2008:49). Not only that, but also the study had two questionnaires and therefore not too long questionnaire was needed (Yammarino, Skinner, and Childers 1991). Respondents were asked to show their satisfaction level on 20 general satisfaction items using likert scale ranging from 1 = strongly disagree to 5=strongly agree. Weiss et al., (1967, 23-24), reported good internal consistency for job satisfaction scales ie Cronbach alpha coefficient reported for the Intrinsic Satisfaction scale, the coefficients ranged from .84 (for the two assembler groups) to .91 for engineers. For the Extrinsic Satisfaction scale, the coefficients varied from .77 (for electronics assemblers) to .82 (for engineers and machinists). On the General Satisfaction scale, the coefficients varied from .87 (for assemblers) to .92 (for engineers). Congruence to these alpha levels, the current study registered cronbach alpha coefficients .767 for intrinsic satisfaction and .721 for extrinsic satisfaction and .843 for general satisfaction which according to Sekaran (2005) it indicated good internal consistency as all of them had alpha above .70.

### 4.2.2 Affective, Normative and Continuance Commitment

As dependent variables, affective, normative and continuance commitment was measured using Organizational Commitment Questionnaire-OCQ (Meyer and Allen 1997) following reduction of original scale with eight items to six items. In affective scale three sentences (number 3, 4 and 6) out of six were reversed and one sentence in normative scale was also reversed to reduce bias responses. Respondents were directed to rate their agreements with given scale of 18 sentences on 5- likert scale ranging from 1= strongly disagree to 5=strongly agree. The decision to choose OCQ was backed up by two major reasons. One of them was that OCQ captures the multi-dimensional construct nature of organizational commitment (Fields 2002) and the second reason was that, the general survey had more than one questionnaire and therefore it needed relatively short questionnaire and not too long one (Yammarino, Skinner, and Childers 1991) as it could affect response rate. Allen and Meyer (1990) reported good internal consistency of organizational commitment scales ie Cronbach alpha coefficient of .87 for affective, .75 for continuance, .79 for normative and .80 for alpha of the questionnaire in general. On the other hand, this study reported Cronbach alpha coefficient .766 for affective, .70 for normative, .751 for continuance and 0.846 for alpha of general commitment scale. All alpha to the current study were greater than or equal to .70 cut off point suggested by Sekaran (2005) as good internal consistency.

## 4.3 Data analysis

Data was analyzed using SPSS Version 19 where correlation and regressions was conducted to identify the nature of relationship between independent variable and dependent variables. Also, independent-sample t-test and one-way between-groups analysis of variance was conducted to compare respondents scores on dependent variables based on their demographic characteristics. Before actual analysis, reverse of the relevant variables were conducted to ensure proper analysis process. To aid interpretation of mean scores, the study adopted interpretative scale proposed by Walsh (1981) in that mean scores 1.5 or less = strongly disagree (very low), 1.51-2.50 = Disagree (low), 2.51-3.49 = Neutral/Moderate/Medium, 3.50-4.49 = Agree (high) and 4.5 or greater = Strongly Agree (very high). Interpretation of correlation results (0-1), followed Cohen (1988) proposal in that  $r = 0.1$  to  $0.29$  (small correlation),  $r = 0.30$  to  $0.49$  (medium correlation) and  $r = 0.50$  to  $1.0$  (large correlation). The effect size statistics was measured by eta squared and interpreted using Cohen (1988) guideline ( $0.01$ =small effect,  $0.06$ =moderate effect and  $0.14$ =large effect)

## 5.0 Results and discussion

### 5.1 Sample Composition

Table 1 below explains the characteristics of study respondents. The total respondents were 103 (S1=61 teachers, S2=20 teachers and S3= 22 teachers). 53.4% respondents were females. Also, 50.5% were teacher with age  $\geq 35$  years while ages between 35 – 40 years were 31.1% and ages  $\leq 40$  were 18.4%. In addition, 66% of respondents were married and only 34% were not married. And then, 45.6% of respondents had educational level below first degree while 54.4 had education level at least first degree. Work experience, shows 56.3% of respondents worked for  $\geq 10$  years and 43.7% worked for  $\leq 10$  years. Finally, 59.2% of respondents were located in urban, 19.4% were located in semi-urban areas and 21.4% were located in rural areas.

Table 1: Respondents characteristics

Characteristics	No. of teachers	Percentage
<b>Sex</b>		
Male	48	46.6
Female	55	53.4
<b>Age</b>		
$\geq 35$	52	50.5
35 – 40	32	31.1
$\leq 40$	19	18.4
<b>Marital status</b>		
Married	68	66.0
Not married	35	34.0
<b>Education level</b>		
Non degree	47	45.6
At least a degree	56	54.4
<b>Teaching experience</b>		
$\geq 10$	58	56.3
$\leq 10$	45	43.7
<b>Location</b>		
Urban	61	59.2
Semi-urban	20	19.4
Rural	22	21.4
<b>School</b>		
S1	61	59.2
S2	20	19.4
S3	22	21.4

### 5.2 Job satisfaction and Organizational commitment levels

According to Walsh (1981) interpretation scale, Table 2 show teachers were moderate in general job satisfaction ( $M=2.579$ ); low in affective and moderate in continuance commitment with average mean scores of 1.537 and 2.786 respectively. However, teachers indicated very low normative commitment ( $M=1.453$ ). According to Allen and Meyer (1991), low affective commitment means that, teachers gave low appreciation to the feelings of emotion connected to their schools and being part of it. Also, they are seldom proud of being teachers in their respective schools. On the other hand, low continuance commitment; suggest that teachers do not find difficulties to leave teaching job before they secure a new job. This means they have sufficient desire to quit in future. Again, very low normative commitment indicates that, teachers are not loyal any more to schools and teaching profession while if alternative job happens, surely they may substitute teaching with another job. As asserted in face to face interview by headmasters, the reason behind this situation could be neglected teachers needs and interest in one hand. And that, allowing teachers concern and dissatisfaction going unresolved for too long which for sure limit several predictors of organizational constructs.

Table 2: Job Satisfaction and Organizational commitment (affective, normative and continuance) levels

JOB SATISFACTION			ORGANIZATIONAL COMMIT		
SCALE	MEAN	SD	SCALE	MEAN	SD
<b>Intrinsic</b>			<b>Affective</b>		
Q1 JS	4.3883	.62986	Q1 AC	1.3398	.53419
Q2 JS	1.6990	.79007	Q2 AC	1.3010	.57454
Q3 JS	3.5243	1.19513	Q3 AC	1.6408	.82669
Q5 JS	2.0000	1.08465	Q4 AC	1.6990	.89481
Q9 JS	1.3107	.54285	Q5 AC	1.4854	.68405
Q10 JS	4.2913	.65126	Q6 AC	1.7573	.91251
				<b>1.537217</b>	
			<b>Normative</b>		
Q11 JS	4.2524	.63737	Q1 NC	1.8738	.80049
Q13 JS	1.9612	1.01867	Q2 NC	1.3883	.50938
Q14 JS	1.3786	.57933	Q3 NC	1.3301	.63227
Q15 JS	1.8738	.95671	Q4 NC	1.4660	.80215
Q16 JS	1.6699	.73282	Q5 NC	1.3010	.57454
Q19 JS	1.9126	.90864	Q6 NC	1.3592	.62394
<b>Mean</b>	<b>2.521842</b>			<b>1.453067</b>	
			<b>Continuance</b>		
			Q1 CC	3.8058	1.07611
			Q2 CC	2.7670	1.59167
			Q3 CC	1.4272	.61996
			Q4 CC	3.3495	1.39121
			Q5 CC	3.7767	1.38573
			Q6 CC	1.5922	.85677
			<b>Mean</b>	<b>2.7864</b>	
<b>Extrinsic</b>					
Q4 JS	2.4369	1.27318			
Q6 JS	1.5728	.66571			
Q7 JS	1.2233	.44130			
Q12 JS	1.9709	.91240			
Q17 JS	4.1942	.70096			
Q18 JS	4.2039	.69111			
<b>Mean</b>	<b>2.600333</b>				
<b>General</b>					
Q8 JS	4.0583				
Q20 JS	1.6699				
<b>Mean</b>	<b>2.579615</b>				

### 5.3 Correlation and Regression results

#### 5.3.1 Correlation results

The relationship between affective commitment, normative commitment, continuance commitment and job satisfaction was investigated using Pearson product – moment correlation coefficient. Preliminary analyses were done to make sure no violation of basic assumptions like normality, linearity and homoscedasticity. As per Table 3, Results showed strong positive correlation between general job satisfaction and affective commitment [ $r = .578, n = 103, p < 0.05$ ], and normative commitment [ $r = .591, n = 103, p < 0.05$ ] while showed moderate positive correlation with continuance commitment [ $r = .450, n = 103, p < 0.05$ ]. Consequently proposed  $H_1$  and  $H_2$  were supported. This is in congruence with earlier studies that proposed positive relationship between all organizational commitment dimensions and job satisfaction (eg Eslami and Gharakhani 2012). Results suggest that teachers become affective, normative and continuance committed if satisfied with general job satisfaction. That means if general job satisfaction falls short, then commitment associated with affective, normative and continuance form fall short as well.

Table 3: Correlation Results

S/N	Variables	1	2	3	4
1	Affective commitment	1			
2	Normative commitment	.722**	1		
3	Continuance commitment	.417**	.479**	1	
4	Job satisfaction	.578**	.591**	.450**	1

\*\* P<0.01

### 5.3.2 Regression results

Unique contribution of job satisfaction on affective commitment, normative commitment and continuance commitment was explored using simple regression analysis. Results in table 4, indicated all three study models were statistically significant ( $F_A = 50.653$ ,  $F_N = 54.174$ ,  $F_C = 25.697$ ,  $p < 0.05$ ). R square values indicated that job satisfaction accounted 33.4% ( $R^2 = 0.334$ ) of the variation in affective commitment while accounted for 34.9% ( $R^2 = 0.349$ ) of the variation in normative commitment and accounted for only 20.3% ( $R^2 = 0.203$ ) of the variation in continuance commitment. Then, it is proposed by this study that teachers feel and perceive affective, normative and continuance commitment due to several reasons and job satisfaction is one of them. The reason for job satisfaction causing relatively low variations in continuance commitment; would be other factors are perceived more by teachers.

Table 4: Regression Results

Predictors	Beta	Sig.
Job satisfaction vs Affective		0.578
Job satisfaction vs Normative		0.591
Job satisfaction vs Continuance		0.450
<b>Affective</b>		
R <sup>2</sup>	0.334	
Adjusted R <sup>2</sup>	0.327	
F	50.653	
<b>Normative</b>		
R <sup>2</sup>	0.349	
Adjusted R <sup>2</sup>	0.343	
F	54.174	
<b>Continuance</b>		
R <sup>2</sup>	0.203	
Adjusted R <sup>2</sup>	0.195	
F	25.697	

Dependent variables: Affective, Normative and Continuance Commitment

## 5.4 ANOVA Results

### 5.4.1 Age

A one-way between-group analysis results in Table 5 reveals a statistically significant difference on the impact of age on affective commitment. There was statistically significant difference at  $p < 0.05$  level in affective scores for the three age groups [ $F(2, 100) = 23.208$ ]. The actual difference in the mean scores between the groups according to Cohen (1988) was quite large ( $\eta^2 = 0.316$ ). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for all groups were significantly different from each other ie Group 1- $\geq 35$  years ( $M=7.808$ ,  $SD=1.848$ ), Group 2-35-40 years ( $M=9.625$ ,  $SD=2.562$ ) and  $\leq 40$  years ( $M=12.421$ ,  $SD=3.920$ ).

Also, Table 5 revealed statistically significant difference at  $p < 0.05$  level in normative commitment scores for the three age groups [ $F(2, 100) = 18.974$ ]. The actual difference in the mean scores between the groups according to Cohen (1988) was quite large ( $\eta^2 = 0.275$ ). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for all groups were significantly different from each other ie Group 1- $\geq 35$  years ( $M=7.539$ ,  $SD=1.461$ ), Group 2-35-40 years ( $M=9.375$ ,  $SD=2.311$ ) and  $\leq 40$  years ( $M=10.842$ ,  $SD=3.149$ ).

Again, Table 5 revealed statistically significant difference at  $p < 0.05$  level in continuance commitment scores for the three age groups [ $F(2, 100) = 33.707$ ]. The actual difference in the mean scores between the groups

according to Cohen (1988) was quite large ( $\eta^2 = 0.402$ ). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for all groups were significantly different from each other ie Group 1- $\geq 35$  years ( $M=13.865$ ,  $SD=3.125$ ), Group 2-35-40 years ( $M=18.562$ ,  $SD=4.599$ ) and  $\leq 40$  years ( $M=21.421$ ,  $SD=3.791$ ). Consequently, results supported  $H_4$  and thus, results are in line with some of the previous studies that concluded difference on affective, normative and continuance commitment constructs based on age groups (eg. Noordin et al 2012; Rabl 2013). Results in this case suggested affective, normative and continuance commitment increases with age increase. The reasons out of this observation would be that working conditions do not support commitment in young teachers in one hand. In the other, old teachers displays relatively higher commitment simply because some of them are due for promotions to hold managerial positions which are incentive for commitment in them. Similarly older teachers may tend to protect benefits associated with long service for instance pension benefits which younger ones have long to go before they grasp.

Table 5: Analysis of variance for Organizational commitment by age

	Sum of squares	df	Mean square	F	Sig	Eta
<b>Affective</b>						
Between Groups	303.656	2	151.828	23.208	.000	0.316
Within Groups	654.209	100	6.542			
Total	959.864	102				
<b>Normative</b>						
Between Groups	171.886	2	85.943	18.974	.000	0.275
Within Groups	452.949	100	4.529			
Total	624.835	102				
<b>Continuance</b>						
Between Groups	952.271	2	476.135	33.707	.000	0.402
Within Groups	1412.564	100	14.126			
Total	2364.835	102				

## 5.5 Independent-sample t-test results

### 5.5.1 Gender

An independent-samples t-test results in Table 6 revealed three set of results. *First*, there was no significant difference in scores for males ( $M=8.854$ ,  $SD=3.196$ ) and females [ $M=9.546$ ,  $SD=2.936$ ;  $t(101) = -1.114$ ,  $p = 0.255$ ] in affective commitment. The magnitude of the difference in the means was small ( $\eta^2 = 0.012$ ). *Secondly*, there was no significant difference in scores for males ( $M=8.688$ ,  $SD=2.707$ ) and females [ $M=8.746$ ,  $SD=2.279$ ;  $t(101) = -0.118$ ,  $p = 0.906$ ] in normative commitment. The magnitude of the difference in the means was very small ( $\eta^2 = 0.00013$ ). *Thirdly*, there was significant difference in scores for males ( $M=18.187$ ,  $SD=5.1598$ ) and females [ $M=15.436$ ,  $SD=4.127$ ;  $t(89.77) = 2.959$ ,  $p = 0.004$ ] in continuance commitment. However, the magnitude of the difference in the means was moderate ( $\eta^2 = 0.079$ )

On this result,  $H_5$  (There is difference in Affective, Normative and Continuance Commitment between male and female teachers) is partly supported particularly on continuance commitment. It was not supported on affective and normative commitment which revealed no significant difference on gender basis. As the results, the study is in congruence with the likes of Khalili and Asmawi (2012) results except continuance which showed significant difference in this study. Despite low scores on continuance commitment, results indicate relatively higher continuance commitment in male teachers than females. The reason could probably be that male teachers perceive more costs associated with leaving than females do. And probably this is rooted from the role (main providers) fixed to African men in the society.



Table 6: Analysis of variance for Organizational commitment by gender

SEX	N	MEAN	SD	F	Sig	Sig. (2-tailed)	t	Eta	df
<b>Affective</b>									
Male	48	8.8542	3.19567	0.203	0.653	0.255	-1.144	0.013	101
Female	55	9.5455	2.93648						
<b>Normative</b>									
Male	48	8.6875	2.7066	0.673	0.414	0.906	-0.118	0.00013	101
Female	55	8.7455	2.2789						
<b>Continuance</b>									
Male	48	18.1875	5.15981	6.389	0.013	0.004	2.959	0.079	89.77
Female	55	15.4364	4.12653						

### 5.5.2 Education

An independent-samples t-test results in Table 7 reveals three set of results as well. *One*, there was significant difference in scores for non-degree holders (M=8.192, SD=1.837) and degree holders [M=10.089, SD=3.594;  $t(84.754) = -3.450$ ,  $p = 0.001$ ] in affective commitment. The magnitude of the difference in the means was moderate ( $\eta = 0.11$ ). *Two*, there was significant difference in scores for non-degree holders (M=7.957, SD=1.853) and degree holders [M=9.357, SD=2.753;  $t(96.707) = -3.066$ ,  $p = 0.003$ ] in normative commitment. The magnitude of the difference in the means was moderate ( $\eta = 0.085$ ). *Three*, there was no significant difference in scores for non-degree holders (M=16.936, SD=4.024) and degree holders [M=16.5357, SD=5.420;  $t(99.598) = 0.430$ ,  $p = 0.668$ ] in continuance commitment. So, the magnitude of the difference in the means was very small ( $\eta = 0.0018$ ). Again,  $H_6$  (There is difference in Affective, Normative and Continuance Commitment between degree holders and non-degree holder teachers) was partly supported especially on affective and normative commitment but not in continuance commitment that is found to have no significant difference based on education levels. Result sit proper with earlier studies for example Brown (2003) and Bakan (2011) except on continuance commitment that found no significant difference based on education levels. It can be deduced from this study that the higher the education level is associated with higher affective and normative commitment. Though teachers are affectively low, continuance moderate and normatively very low, teachers with at least first degree showed relatively higher scores in affective and normative commitment. The trend might be associated with the fact that some of the higher educated teachers are holding duty post (more than substantive posts) but they also qualify and so expecting duty post appointment which add in their income.

Table 7: Analysis of variance for Organizational commitment by education

EDUC	N	MEAN	SD	F	Sig	Sig. (2-tailed)	t	Eta	df
<b>Affective</b>									
Non Degree	47	8.1915	1.8373	12.28	0.001	0.001	-3.45	0.105	84.75
At least Degree	56	10.0893	3.5943						
<b>Normative</b>									
Non Degree	47	7.957	1.853	9.142	0.003	0.003	-3.066	0.085	96.71
At least Degree	56	9.357	2.753						
<b>Continuance</b>									
Non Degree	47	16.936	4.024	10.114	0.002	0.668	0.430	0.0018	99.598
At least Degree	56	16.536	5.420						

## 6.0 Conclusions and Implications

### 6.1 Conclusions

Overall, this study has highlighted three important conclusions to this end. *First*, teachers' job satisfaction level was moderate while affective commitment found to be low and continuance commitment level was found to be moderate in teachers. Further, normative commitment was found to be grossly (very) low and therefore all together needs some improvements. These findings indicate that teachers are missing very important commitment form (affective and normative) and therefore they are there (in teaching profession) simply because they fear falling unemployed and for basic survival purposes. *Secondly*, job satisfaction had significant positive

impact on all organizational commitment forms (affective, normative and continuance commitment) and thus job satisfaction was an important antecedent of organizational commitment forms (affective, normative and continuance commitment) of teachers. *Thirdly*, with an exception of three cases (affective and normative commitment in gender; continuance commitment in education levels), there was significant difference in teachers mean scores associated with demographic characteristics on organizational commitment dimensions which call for group responsive strategies in addressing commitment issues.

### 6.2 Implications

Quite often, the Tanzanian government and educational stakeholders have admitted maladies in public secondary schools (eg teachers' commitment) and therefore attempt to rectify the situation put in place. However strategies/attempts to rectify the situation embedded generic policies and mechanisms which have not properly addressed critical issues. This study proposes that once commitment problems have sorted out and predictors of commitment well known, then, effective strategies can be developed and get implemented. Within this context, the study offer several practical implications to the government, school administrators and educational stakeholders. It is important to improve and strengthen teachers' job satisfaction which will in turn trigger organizational commitment forms. This can be done by for example, establishing and institutionalizing effective teachers selection, training, and supervisory programs that focus on improving teachers satisfaction with their work (Yücel 2012: 55). The current practice of employing all new teachers from colleges without formal selection (as other sectors do) may prove expensive in satisfaction and commitment. Hitherto, it is important to improve teachers job satisfaction by improving working conditions which include variables such as student misbehavior, family/parent support, principal leadership/administrative support, teacher influence over school policy, and teacher control in their classrooms (Cha 2008:150). Still, job satisfaction can be improved by restructuring salary structure and other remuneration packages to the extent it is proportionate with other professionals; teacher qualifications and skills (Macdonald 1999). lastly, demographic differences remind a need to consider groups need and interest when formulating job satisfaction strategies while focusing on groups more vulnerable in job satisfaction (Alam and Mohamed 2009: 134). General policies may seldom capture group difference needs and interests which may render teachers' job satisfaction and commitment even worse in near future.

### 6.3 Study limitations

Two aspects are of concern as far as limitation of the study is concerned. First, is sample aspect; so long as data was collected from a single region in Tanzania, there is a question as to whether results can be generalized? It is proposed that future studies should consider larger samples across regions. Second, the fact that data was collected in a single point in time, there is a concern on common source bias but because three schools from different locational characteristics were involved we should get relatively fair results.

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