

JOB SECURITY AND JOB SATISFACTION AS DETERMINANTS OF ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS IN CROSS RIVER STATE, NIGERIA**C. P. Akpan (Ph.D)**Department of Educational Administration and Planning, University of Calabar.,
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ABSTRACT: *The purpose of this study was to find out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River State, Nigeria. The relative contribution of each of the two independent variables to the prediction was also investigated. A survey design was adopted and the study sample consisted of 290 lecturers selected from 2 universities using purposive sampling technique. Two hypotheses guided the study. Instrument for data collection was a structured questionnaire. Data were analyzed using multiple regression and t-test. The result of the study revealed that both job security and job satisfaction jointly had a significant effect ($F = 9.87$; $P < .05$) on organizational commitment of university teachers. There was also a significant correlation between the joint predictor variables and organizational commitment ($R = 0.593$; $P < .05$). Job satisfaction was a more potent predictor of organizational commitment ($t = 3.38$; $P < .05$) than job security ($t = 2.75$; $P < .05$). The two independent variables made significant relative contributions to the determinacy of organizational commitment of university teachers. Premised on these findings it was recommended that the government and university management should improve upon existing motivational strategies to ensure job satisfaction of academic staff in order to enhance their commitment. Actions of government and university authority that would lead to threats of job security among academic staff should be avoided as this could jeopardize their sense of commitment.*

KEYWORDS: Job Security, Job Satisfaction, Commitment, Universities, Teachers.

INTRODUCTION

The university system is seen as a tool by which national identity and civil society are built through shared values and a commitment to a common goal. It is expected to train and produce high level manpower for national development. The university plays an important role in the social, economic, political and cultural development of a nation. The university system in Nigeria cannot achieve its goals and objectives without an efficient and committed academic staff. The issue of academic staff commitment in our universities has attracted the attention of the public, educators and other stakeholders in education. This is because organizational commitment results in better job performance and effectiveness. Therefore, for the university system to achieve the purpose of producing highly skilled labour to meet the socio-economic needs of the nation, the commitment of the academic staff must be given special attention.

Organizational commitment refers to the degree to which a worker identifies with his/her work organization and its goals and the willingness to maintain membership in the organization. Levy (2003) views organizational commitment as the strength of an individual's identification with and involvement in the organization. This means that it is an affective response to the whole organization. According to Bass (1998), commitment refers to loyalty and attachment to the organization. In the university, such loyalty is seen in workers' feelings of attachment that develop as they share values in common with co-workers. Mowday, Steers and Porter (1992) defined commitment using three components: identification with the values and goals of the organization, willingness to exert effort on behalf of the organization and commitment to stay in the organization. This implies that the workers accept the goals of the organization, take pride in the organization, participate in all activities and talk positively about the organization. It means recognition with and devotion to the organization and its mission.

Meyer and Allen (1991) in their study identified three forms of commitment, namely, affective, continuance and normative commitment. Affective commitment refers to employees' emotional or psychological attachment to, identification with and involvement in the organization. It is more dependent on characteristics of job rather than personal characteristics (Morrow, 1993). This means that affective commitment is more concerned with intrinsic factors than extrinsic factors. Thus, maintaining good human relations, involvement of staff in policy/decision-making as well as dispositional characteristics such as locus of control can enhance affective commitment among academic staff. Continuance commitment refers to commitment based on the costs that workers associate with leaving organization. This type of commitment is an outgrowth of employee consideration of the cost associated with quitting that result from investment in the organization as well as the perceived lack of alternative employment opportunity (Oredein, 2006). According to Adeyemo and Aremu (1998), many Nigerian teachers opt to remain in the teaching profession not out of commitment but because of lack of job opportunity in the other sectors.

Normative commitment refers to employee feelings of obligation to remain in the organization. This is the belief that employees have a responsibility to the organization. It is based on the feelings of loyalty and obligation. That is, employees have internalized normative pressures to act in a way which meet organizational goals. This type of commitment can develop as a result of organizational investment on the employees. The nature of these commitment components might differ, but one way or the other, they have a similar impact on employees' decision to continue or discontinue their employment with the organization.

In the Nigerian university system, several factors influence academic staff commitment. Two of such factors are job security and job satisfaction. Job security is one's expectation about continuity in a job situation. It has to do with employee feelings over loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long-term career opportunities. Job security is an important factor in employee commitment. University teachers job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, gives the teacher a sense of job security. Nowadays, the job security of university staff has been threatened. In 2003, the appointments of

44 lecturers of University of Ilorin, Nigeria, were terminated for their involvement in Academic Staff Union of Universities' (ASUU) national strike without due process. This left a spell of fears in the minds of some academic staff concerning their job security. Similar incidents occur in some other higher institutions in the country. This scenario can affect academic staff sense of commitment. A secure job is an employee's requirement and wish (Abdullah & Ramay, 2012). Job insecurity affects a worker's commitment to the organization. An employee would be more committed to his/her job and the organization, if the person feels secure.

Job satisfaction on the other hand is employees' cognitive, affective and evaluative reactions towards their job. It is the general attitude towards one's job or the difference between the amount of rewards workers receive and the amount they believe they should receive (Robbins, 1998). Shan (1998) reported that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness. Anderman, Belzer and Smith (1991) posited the view that school culture that emphasizes accomplishments, recognition and affiliation, is related to teacher satisfaction and commitment and that school administrators' actions create distinct working environments within schools that are highly predictive of teacher satisfaction and commitment. According to Steyn and van Wyke (1999) there is a perception that teachers are lazy, uncommitted and are only interested in their salaries at the end of the month. The university teachers often complaint that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration and dissatisfaction and in turn may affect their commitment. The incessant strikes by Academic Staff Union of Universities (ASUU) shows that all is not well with the university system in Nigeria. The academic staff are dissatisfied with the working conditions, funding of universities, earned allowances etc. Bishay (1996) postulates that if employees are satisfied with their work they will show greater commitment. Moorhead and Griffin (1989) reported that job satisfaction and job security are related concepts and both are predictors of employees mental health and commitment. Previous research by Mmadike (2006) showed that there is a significant relationship between job satisfaction and productivity of university academics. However, the study did not consider job security as a factor. In this study, the researcher has included job security as a factor to investigate organizational commitment of university teachers. Premised on this background the researcher was motivated to investigate the extent to which job security and job satisfaction predict organizational commitment of academic staff in universities in Cross River State, Nigeria.

LITERATURE REVIEW/THEORETICAL UNDERPINNING.

Researches have shown that job security induces organizational commitment of workers. Davy, Kinicki and Scheck (1997) discovered that job security significantly related to employee commitment. Lambert (1991) views job security as an extrinsic comfort that has a positive relation with workers' commitment and performance. Iverson (1996) reported that job security has a significant impact on organizational commitment. However, Rosenblatt and Ruvio (1996) reported in their study that organizational commitment and job performance negatively correlated with job insecurity. This finding was in agreement with the research by Guest (2004) who discovered that low job security and working conditions had adverse effect on employee commitment and job satisfaction. However, Khan, Nawaz, Aleem and Hamed (2012) in their

study discovered that job safety/ security significantly related to commitment and performance. This finding was supported by the research finding of Abdullah and Ramay (2012) who reported a significant positive relationship between job security and organizational commitment of employees. This certifies that job security induces employee commitment in any work situation. In other words, employees who perceive threat of job security may become less committed to the organization they are working for and may decide to quit the job. Thus, satisfaction with job security is positively correlated with both organizational commitment and job performance (Yousef, 1998).

Researches have also proved that job satisfaction is a predictor of organizational commitment (Price, 1997, Rose, 1991). A vast majority of research indicates a positive relationship between job satisfaction and commitment (Ting, 1997; Morrison, 1997; Bosholf & Mels, 1995; Kreither & Kinicki, 1992). However, Kalleberg and Mastekaasa (2002) reported a non-significant relationship between job satisfaction and commitment. But Tett and Meyer (1993) showed that a satisfaction-to-commitment model assumes that satisfaction is a cause of commitment. This assumption is supported by the work of Bull (2005) who reported a significant relationship between job satisfaction and organizational commitment. The study also revealed a significant relationship between normative commitment and job satisfaction, a significant correlation between continuance commitment and job satisfaction, but a moderate relationship between job satisfaction and affective commitment among teachers. Thus, both job satisfaction and organizational commitment have been shown to be positively related to performance (Benkhoff, 1997) and negatively related to turnover (Clugston, 2000). According to Randall, Fedor and Longenecker (1990), job satisfaction would show whether individuals are attached to an organization, would only comply with directions or would quit the organization.

In an earlier study by Hunt, Chonko and Wood (1985), it was found that high level of job satisfaction leads to high level of organizational commitment and job performance. In support of this finding, Okpara (2006) reported that job satisfaction is linked to organizational commitment that reduces turnover intentions and absenteeism. Employee job satisfaction can be categorized into intrinsic and extrinsic satisfaction. Intrinsic satisfaction is related to job content and include things like, work itself, recognition, achievement and promotion (Akpan, 2007). Extrinsic satisfaction originates from outside the job and are related to the job environment and include pay, allowances, working conditions etc. Aryee (1994) reported that job satisfaction enhances job involvement because job satisfaction stimulates greater involvement with the job and as such satisfaction with the job enhances the important of work identity. Thus, intrinsic and extrinsic job satisfaction are important in promoting academic staff commitment in universities. In this research, organizational commitment was studied as a complete unit and not in terms of component units.

CONCEPTUAL FRAMEWORK

The researcher has developed a conceptual framework for this study based on the review of literature and the research variables namely, job security, job satisfaction and organizational commitment. Mowday, Steers and Porter (1992) pointed out that job satisfaction shapes immediately after entering an organization while organizational commitment develops slowly.

This suggests that job satisfaction is a pre-requisite of organizational commitment. The research findings of Bull (2005) support this assertion. Employees in any organization need a stable working environment. They do not want risk and are willing to stay in an environment that provides satisfaction rather than optimized change (Kirmizi & Deniz, 2009). This fact was confirmed by the study of Abdullah and Ramay (2012) who reported that job security increases organizational commitment. The conceptual model for this study is presented in Figure I and it shows how the independent variables (job security, job satisfaction) relate to the dependent variable (organizational commitment).

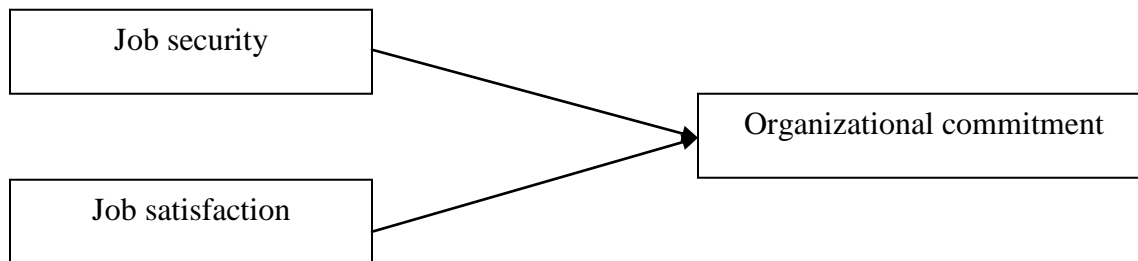


Figure1: The conceptual model for the research variables and their relationships.

PURPOSE OF THE STUDY

The purpose of this study is to find out

1. The extent to which job security and job satisfaction predict organizational commitment of university teachers
2. Determine the relative contribution of each of the independent variables to organizational commitment of university teachers.

HYPOTHESES

H₀₁: Job security and job satisfaction do not significantly predict organizational commitment of university teachers.

H₀₂: There is no significant relative contribution of job security and job satisfaction to organizational commitment of university teachers.

METHODOLOGY

The survey design was adopted for this study. This design was deemed appropriate because it makes comparisons and evaluation of existing conditions as well as collection of factual information through the use of questionnaire. The population of the study comprised 1,795 academic staff from university of Calabar (1,284 lecturers) and Cross River University of Technology (511 lecturers). The two universities are located in Cross River State, Nigeria. Purposive sampling technique was used to select 180 lecturers from university of Calabar and 120 lecturers from Cross River University of Technology. This gave a total sample size of 300 academic staff.

The instrument for data collection was a questionnaire which consisted of 4 sections. Section A elicited personal information of the respondents such as gender, age, years of teaching experience and rank. Section B was Organizational Commitment Scale (OCS) adapted from Meyer, Allen and Smith (1993) and consisted of 18 items. Section C was Job Security Scale (JSS) adapted from the questionnaire used by Hellgren, Sverke and Isaksson (1999) and it consisted of 7 items related to job security. All the items in the two scales, OCS and JSS were measured using a 5-point response option which ranged from Strongly Disagree, Moderately Disagree, and Uncertain to Agree and Strongly Agree. Section D was Job Satisfaction Questionnaire (JSQ) developed by the researcher and consisted of 9 items. It was a five-point response scale which ranged from Very Dissatisfied, Moderately Dissatisfied to Satisfied, Moderately Satisfied and Very Satisfied.

The instrument was trial tested by administering it to 40 academic staff that were not part of the study. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument. The adapted version of OCS and JSS yielded reliability coefficients of 0.75 and 0.82 respectively, while JSQ yielded a reliability coefficient of 0.80. The instrument was administered to the respondents in their various institutions with the help of two research assistants. Out of 300 copies of the questionnaire administered, 290 (93.33 %) were correctly filled and returned and analysis was done based on the data collected from the 290 respondents.

RESULTS/FINDINGS

The inferential statistical tool used was multiple regression analysis statistics. This was used to find out the combined relative contributions of job security and job satisfaction to the prediction of organizational commitment of academic staff.

H_{01} : Job security and job satisfaction do not significantly predict organizational commitment of university teachers

The result of the analysis is presented on Table 1:

Table 1: Summary of multiple regressions of the two predictor variables on organizational commitment of university teachers

Multiple R	=	0.593		
Multiple R ²	=	0.357		
Adjusted R ²	=	0.207		
Standard Error	=	13.360		
Source of variance	SS	df	Ms	F
Regression	321.00	2	160.50	
Residual	4669.49	287	16.27	9.87*
Total	4990.49	289		

*P < .05; df = 2 & 287; critical -F = 3.02

Table 1 shows a positive and significant relationship between the joint predictor variables (job security and job satisfaction) and organizational commitment of academic staff ($r = 0.593$ $p < 0.05$). The multiple R^2 of 0.357 depicts that 35.70% of the variance in the determinacy of organizational commitment is accounted for by the independent variables (job security and job satisfaction). The result of Analysis of Variance gave an F-value of 9.87. This was found to be greater than the critical F-value of 3.02 needed for significance at 0.05 alpha level with 2 and 287 degrees of freedom. This means that both job security and job satisfaction jointly and significantly predict organizational commitment of academic staff. Hence, the null hypothesis is not accepted.

HO2: There is no significant relative contribution of job security and job satisfaction to the prediction of organizational commitment of university teachers.
The result of data analysis is presented on Table 2.

Table 2: Relative contribution of job security and job satisfaction to the prediction of organizational commitment of University Teachers

Variables	B	S.E	Beta	T
Job security	.348	.128	.032	2.75*
Job satisfaction	.453	.135	.322	3.38*

*P< .05

Table 2 indicates for each independent variable, unstandardized regression coefficient (B), Standard Error (SE), standardized coefficient (Beta) and T-ratio. From the table, it can be seen that the T-values for job security and job satisfaction are 2.75 and 3.38 respectively. These values were found to be significant at .05 alpha level. Job satisfaction (T = 3.38) has the highest contribution followed by job security (T=2.75). Thus, job satisfaction and job security in that order make significant contributions to the determinacy on organizational commitment of university teachers.

DISCUSSION OF FINDINGS

The results of this study showed that the two independent variables (job security and job satisfaction) were effective in predicting organizational commitment of university teachers. The significant F-value of 9.87 indicates that the effectiveness of the independent variables in predicting organizational commitment could not have happened by chance. The magnitude of the relationship between organizational commitment and a combination of the two independent variables is reflected in the values of the coefficient of multiple regression ($R = 0.593$) and multiple R square ($R^2 = 0.357$), as shown in Table I. Thus, about 35.70% of the total variance in organizational commitment of the respondents is accounted for by a combination of the two independent variables. This depicts that about 64.30% of the variance in the organizational

commitment of university teachers could not be explained by this data and are therefore, due to other factors.

On the relative contribution of the two independent variables to the prediction of organizational commitment, the t-values associated with the two variables show that job satisfaction is the most potent contributor, followed by job security. The explanation for this finding is that a satisfied job can yield higher level of commitment among university teachers. Job satisfaction is a positive function of organizational commitment. High level of job satisfaction leads to high level of job commitment. If academic staff experience job dissatisfaction they would become frustrated, apathetic and their morale would sag. This would affect their commitment. Hence, job satisfaction plays a central role in institutional efficiency. The significant contribution made by job satisfaction to organizational commitment agrees with the research findings of Price (1997) and Rose (1991) who reported that job satisfaction is a predictor of organizational commitment. The finding of this study also agrees with the research finding of Shan (1998) who showed that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and a contributor to school effectiveness. Therefore, job satisfaction is significantly related to job commitment that reduces turnover intentions and absenteeism (Okpara, 2006). However, the finding of this study is at variance with the research finding of Kalleberg and Mastekassa(2001) who reported a non-significant relationship between job satisfaction and commitment of employees.

The study also reveals that job security significantly predicts organizational commitment of university teachers. The explanation for this finding is not far fetch. The job security of academic staff of universities is relatively stable. There are favourable future career opportunities for lecturers. The finding also indicates that if the job of academic staff is secure, their organizational commitment is expected to rise. This finding corroborates that of Iverson (1996) who reported that job security has a significant impact on organizational commitment of employees. Thus, job security is an extrinsic comfort that has a positive relationship with worker's commitment and performance (Lambert.1991). Job security induces employee commitment in any work situation. Teachers who perceive threats of job security would not put in their best for the achievement of institutional goals and objectives and would not take their job seriously. They would be less committed to the institution they are working for. The finding of this study is in consonance with the work of Jousef (1998) who found that job security is positively correlated with both organizational commitment and performance. A secure job is an employee's requirement and wish (Abdullah & Ramay,2012). A university teacher would be committed to his/her job and the organization, if he/she feels secure. The finding of this study is also supported by the research finding of Moorhead and Griffin (1989) who reported that job security and job satisfaction are related concepts and both are predictors of employees' mental health and commitment.

IMPLICATION TO RESEARCH AND PRACTICE.

The findings of this study have implications for university management in Nigeria. Institutional administrators can get an insight from the findings of the study that academic staff commitment to job and the institution can be increased by providing conditions that can provide both job

security and job satisfaction in teachers. This will not only increase organizational commitment but will also affect many other outcomes related to productivity and commitment. Academic staff perception of job security and job satisfaction indicates an important dimension to evaluate the effectiveness of university management. Such perceptions greatly impact on academic staff job commitment and performance.

RECOMMENDATIONS

This paper therefore, recommends that:

1. University management and the government should improve upon existing motivational strategies to ensure job satisfaction of academic staff. They should provide for better conditions of service, improved working conditions, improved earned allowances, recognition and advancement. When the lecturers are well motivated, they feel happy and enthusiastic and show more commitment to their job and the institution.
2. University management should develop a system for recognizing and rewarding outstanding and excellent performance of lecturers. This will engender high morale, competition among academic staff and enhance their organizational commitment. When morale is high workers contributes more than expected to the achievement of organizational goals and objectives.
3. The job security of academic staff must be taken seriously. Actions of government and university authority that could lead to threats of job security among academic staff should be avoided. Pay development should be promising and better career advancement opportunities should be provided for academic staff. This would encourage them to stay on the job and be committed to their professional responsibilities. Thus, academic staff turnover or brain drain would be greatly reduced.
4. If university administrators want to manage their institutions efficiently, they need to know what academic staff want and what factor would motivate them. This would help them to develop strategies to enhance their job security for improved organizational commitment.

CONCLUSION

The conclusion drawn from this study is that job security and job satisfaction jointly and significantly predict organizational commitment of academic staff. Also, there is a significant difference in the relative contribution of job security and job satisfaction to academic staff commitment, with job satisfaction being the most potent contributor followed by job security. It would be deduced that university teachers who experienced job satisfaction are expected to exhibit high institutional commitment. The same would be applicable with lecturers who perceive their job as being secure. Therefore, job security and job satisfaction are two related concepts that affect job attitudes and organizational commitment of university teachers.

FURTHER RESEARCH

The present study cannot wholly be said to be exhaustive. Therefore, the researcher suggests that further study on this topic should be carried out to cover more states in the country. A larger

sample should be used to broaden the scope of the study for greater generalization of results. Also the impact of job security and job satisfaction on the various components of organizational commitment (affective, continuance and normative) of university teachers should be studied.

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