INFLUENCE OF SELF- ESTEEM AND JOB SATISFACTION ON ORGANIZATION COMMITMENTAMONG SECONDARY SCHOOL TEACHERS IN OWO LOCAL GOVERNMENT AREA OF ONDO STATE.

BY

AJAYI JOHNSON OLAYINKA

PSY/14/2019

BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY OF THE SOCIAL SCIENCES, FEDERAL UNIVERSITY OYE EKITI IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE (BSc) DEGREE IN PSYCHOLOGY.

NOVEMBER, 2018

# DEDICATION

I dedicate this project to the Almighty God, my source and my sustenance. It's by His mercies I have been able to complete this stage in my life.

# ACKNOWLEDGEMENT.

My profound gratitude goes to Almighty God, the creator of mankind and the entire universe, for the grace strength and privilege given to me towards the completion of my project

I am so grateful to my supervisor; Dr. Oluwakemi Omole for her patience, guidance and her humble criticisms, corrections and her contributions towards the successful completion of this project. May God bless you abundantly ma. I would also appreciate MRS. OLAGUNDOYE and DR. A. LAWAL for their support and encouragement and I will also like to acknowledge my other lecturers for their support, may God bless you all.

My heartfelt gratitude goes to my precious mum in person of Mrs Ajayi Bolaji for her financial, spiritual and moral support throughout my stay in the University. My profound gratitude also goes to my school mother in person of Mrs Ajiboye Olumide for her financial, spiritual and moral support throughout my stay in the University may God reward you for your good deeds ma. My appreciation also goes to my uncles and aunties in person of Mr Ajayi Babatunde, Mrs Ayodele Racheal, Miss Ajayi Comfort, Mr Ajayi Ayo Micheal (Ojanbaty) and Mr Oso Tope Joseph for their support and encouragements. I could not have done it without you all God bless you. And to my wonderful and ever supportive friends in person of AKINTULA TOBILOBA, MURITALA KAHDIJAH and OJO PRAISE may GOD Bless you all.

TABLE OF CONTENTS

# ABSTRACT

This study investigated self-esteem and job satisfaction on organizational commitment among secondary school teachers in Owo local government area of Ondo State. A descriptive research design was used in the study. The participants for the study were two hundred and eighty (280) secondary school teachers. Questionnaire was used for data collection. Data obtained was analyzed using the statistical package for the social sciences (SPSS). T-test for the independent sample was adopted to test hypothesis one, two and three. The result showed that all predictor variables independently predicted organizational commitment among secondary school teachers ($t = 2.44$, $df = 278$, p = <.05.), ($t = 4.05$, $df = 278$, p = <.05.). The third hypothesis showed that gender has significant influence on organizational commitment ($t = 0.22$, $df = 278$, p = <.05.).The study concluded that self-esteem and job satisfaction significantly influence organizational commitment among secondary school teachers.

KEY WORDS: self-esteem, job satisfaction, organizational commitment

CHAPTER ONE

INTRODUCTION

## 1.1 BACKGROUND OF THE STUDY

An organization that its members show lack of commitment may struggle to be effective and it can result into poor performance, thus commitment is an act of being bound emotionally with the job a person is performing in a particular organization. Becker (1960), who is one of the first to examine the concept of commitment, mention that an individual who acts in relation to factors such as any activity, person or position and exhibits behaviors in accordance with cited factors and shows more interest, should be named as being a party of or advocating the issue of commitment.

It has been often said that no educational quality can rise higher than the quality of teachers that drives the school (Omole, 2016). Commitment of teachers to school can influence the behavior of students by being sound academically, morally and can it can also make them to be good leaders of tomorrow and make them achieve their set goals teachers sometimes stay with children more than parents. However lack of commitment by teachers can bring about poor academic performance from the student, low self-esteem, immorality and all sort of deliquesce behaviors.

Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behavior (Orth and Robbins 2014). Self-esteem describes one's feelings regarding his or her value, or it is to consider oneself as a valuable person. This particular kind of consideration comes from all of the thoughts,

feelings, emotions and experiences throughout one's life. Self-esteem reflects a person's overall subjective emotional evaluation on his or her own worth. It is a judgment of oneself as well as an attitude toward the self.

Self-esteem encompasses beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as emotional states, such as triumph, despair, pride, and shame (Hewitt, 2009). It is indispensable for an organization to exactly feel as to what employees feel, think, and wish and to discover and make strategies on how the staff dedication and commitment can be improved. Through this initiative business outcomes can be improved, productivity can be enhanced, commitment can get strengthened. Job satisfaction is a concept that indicates the metal and spiritual enjoyment that one gains from his or her job through satisfaction of needs, interests and hopes. Job satisfaction of employees plays a very vital role on the performance if an organization by increasing the quality of work. Increasing staff satisfaction is very vital and important factor for the success of an organization. Alemi, B. (2014)

The relationship of both job satisfaction and self-esteem cannot be overemphasized in the working conditions of employees and organizational effectiveness. These two concepts promote both the utmost level of work co-operation through the cordiality level made in the system and the motivating state of the employees.

## 1.2 STATEMENT OF THE PROBLEM

Teachers are important persons charged with the responsibilities of moving learning institutions to achieve their goals and objectives of making students to excel in examinations and eventually succeed in their chosen career. Teachers therefore need to be satisfied with the activities they engage in on the job in order to enhance higher level of job commitment in order to record greater success in subsequent examination and also help adequately nurture the younger ones. For the past seven years students have perform poorly in Senior School Certificate Examination (SSCE) Afe, J.O. (2001) and varieties of factors have been advanced as responsible for students low performance in NECO AND WAEC.

Also it is of great importance for teachers to have high self-esteem when teaching or disseminating information to the student. This will make the teacher to teach the student well and also make them understand better by giving them room to ask questions in areas where they are not clear. Also self –esteem of teachers will instill confidence in the student and will give them boldness in tackling exams from the external body.

Over the years, a number of researchers have attempted to study and analyze the relationship that exists between job satisfaction and performance of work in organization. It has been discovered that many organization have serious problems on job satisfaction motivation of the employees that resulted in poor productivity or poor performance (Ugwu, 2009).

However, the study tends to find out how self-esteem and job satisfaction create or ensure full impact to the success of an organization. The smooth flow of job satisfaction range from organization to organization as no challenge could be said as been fixed or paramount to any organization.

## 1.3 OBJECTIVE OF THE STUDY.

The objective of this study is to examine how self-esteem and job satisfaction predict organization commitment of secondary school teachers in Ondo state.

The specific aim of the study is to:

Investigate the influence of self-esteem on organizational commitment among secondary school teachers.

Investigate the influence of job satisfaction on organizational commitment among secondary school teachers.

Determine gender difference on organizational commitment among secondary school teachers.

## 1.4. SIGNIFICANCE OF THE STUDY

The study adds to existing body of knowledge by enlightening the educational sector at large on adequate measures that can be taken to improve teaching. It also allow teachers to improve performance on the job and be willing to perform better. And also to enable Nigeria Union of Teachers (NUT) to be aware of the negative consequences of teachers not teaching their students well and adequately. Finally to enable the ministry of education provide necessary equipment and facilities for effective and proper teaching.

The outcome of the study will add to the existing literature on self-esteem and job satisfaction as one of the determinant of organizational commitment. Its usefulness to the field of industrial psychology will aid industrial psychologist in giving a better explanation of the factors which are responsible for achieving a successful commitment in the organization.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1. THEORETICAL FRAMEWORK

A theory can be viewed as a coherent statement or phenomenon or which sets out the laws and principles of something known or observed (English dictionary). It can also be defined as laws that are inter-related.

## 2.1.1. STANLEY COPPERSMITH'S SELF- ESTEEM THEORY

Stanley Coopersmith's Self-Esteem Theory Contemporary belief is that self-esteem is routed in early childhood with a foundation of trust, unconditional love and security, impacted on as life progresses by a combination of positive and negative evaluations. Stanley Coopersmith's (1967 as cited in Seligman, 1996) self evaluation scale measured self-esteem in children and then assessed the parent's child rearing practices for those children with high self-esteem and concluded that the origins of higher self-esteem lay in clear rules and limits enforced by the parents.

A leader in the study of self-esteem in the early second-half of the 20th century, Coopersmith introduced the idea that self-esteem begins early in life. Self-esteem builds positively from early childhood if the individual is raised with love and security. Throughout childhood and into our adult lives, our self-esteem builds or falls from that early-childhood baseline through positive and negative experiences. This basic type of experience must be distinguished from other, more superficial and localized types of self-confidence, which reflect a person's sense of efficacy at particular tasks or in particular areas. This basic self-confidence is not a judgment passed on one's knowledge or special skills; it is a judgment passed on that which

5

acquires knowledge and skills. It is psycho-epistemological self-confidence; it is a judgment (an implicit judgment, not necessarily conscious) passed on one's characteristic manner of facing and dealing with the facts of reality. Man needs such self-confidence, because to doubt the efficacy of his tool of survival is to be stopped, paralyzed, condemned to anxiety and helplessness— rendered unfit to live. Reality sometimes confronts people with constant alternatives, since man must choose his goals and actions, his life and happiness require that he be right—right in the conclusions he draws and the choices he makes. But he cannot step outside the possibilities of his nature: he cannot demand or expect omniscience or infallibility. What he needs is that which is within his power: the conviction that his method of choosing and of making decisions—i.e., his characteristic manner of using his consciousness (his psycho-epistemology)—is right, right in principle, appropriate to reality.

## 2.1.2. MASLOW'S NEEDS HIERARCHY THEORY

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs, safety, and belongingness/love, esteem, and self- actualization. Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs.

Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security. When this is satisfied, the employee's can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize; where they need to grow and develop in order to become everything they are capable of becoming.

In situations where Maslow's Needs Hierarchy Theory is applied to work, managers will have the responsibilities to make sure the deficiency needs are met such as a safe environment and proper wages. Secondly, it implies creating proper climate in which employees can improve on their potentials.

## 2.1.3 HERZBERG'S MOTIVATOR-HYGIENE THEORY

The two-factor theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory ) is of the opinion that there are certain factors in the workplace that cause job satisfaction , while a separate set of factors cause dissatisfaction. It was developed by psychologist Frederick Herzberg posited that job satisfaction and job dissatisfaction act independently of each other.

According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work; for example, those needs associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. This appears to parallel Maslow's theory of a need hierarchy.

However, Herzberg added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives leads to worker satisfaction at work, while another and separate set of job characteristics leads to dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in dissatisfaction.

The two-factor theory developed from data collected by Herzberg from interviews with 203 engineers and accountants in the Pittsburgh area, chosen because of their professions' growing importance in the business world. Regarding the collection process

From analyzing these interviews in the his study, he found that job characteristics related to what an individual does that is, to the nature of the work one performs — apparently have the capacity to gratify such needs as achievement, competency, status, personal worth, and self-realization, thus making him happy and satisfied. However, the absence of such gratifying job characteristics does not appear to lead to unhappiness and dissatisfaction. Instead, dissatisfaction results from unfavorable assessments of such job-related factors as company policies, supervision, technical problems, salary, interpersonal relations on the job, and working conditions. Thus, if management wishes to increase satisfaction on the job, it should be concerned with the nature of the work itself — the opportunities it presents for gaining status, assuming responsibility, and for achieving self-realization. If, on the other hand, management wishes to reduce dissatisfaction, then it must focus on the job environment — policies, procedures, supervision, and working

8

conditions. If management is equally concerned with both, then managers must give attention to both sets of job factors.

## 2.1.4 THEORY OF PLANNED BEHAVIOUR BY ICEK AJZENTO

The theory of planned behavior (TPB) is a theory that connect one's beliefs and behavior. It was proposed by Icek Ajzento to improve on the predictive power of the theory of reasoned action by including perceived behavioral control. It has been used in studies of the relations among beliefs, attitudes, behavioral intentions and behaviors in various fields such as advertising, public relations, and advertising campaigns. The theory states that attitude toward behavior, subjective norms, and perceived behavioral control, together shape an individual's behavioral intentions and behaviors.

An Extension from the theory of reasoned action, The theory of planned behavior was proposed by Icek Ajzen in 1985 through his article "From intentions to actions": The theory was developed from the theory of reasoned action, which was proposed by (Martin Fishbein together with Icek Ajzen in1980). The theory of reasoned action was in turn grounded in various theories of attitude such as learning theories, expectancy-value theories, consistency theories and attribution theory.

According to the theory of reasoned action, if people evaluate the suggested behavior as positive (attitude), and if they think their significant others want them to perform the behavior (subjective norm), this results in a higher intention (motivations) and they are more likely to do so. A high correlation of attitudes and subjective norms to behavioral intention, and subsequently to behavior, has been confirmed in many studies. A counter-argument against the high

relationship between behavioral intention and actual behavior has also been proposed, as the results of some studies show that, because of circumstantial limitations, behavioral intention does not always lead to actual behavior.

Since behavioral intention cannot be the exclusive determinant of behavior where an individual's control over the behavior is incomplete, Ajzen introduced the theory of planned behavior by adding a new component, "perceived behavioral control". By this, he extended the theory of reasoned action to cover non-volitional behaviors for predicting behavioral intention and actual behavior. The most recent addition of a third factor, perceived behavioral control, refers to the degree to which a person believes that they control any given behavior. The theory of planned behavior suggests that people are much more likely to intend to enact certain behaviors when they feel that they can enact them successfully.

Increased perceived behavioral control is a mix of two dimensions: self-efficacy and controllability. Self-efficacy refers to the level of difficulty that is required to perform the behavior, or one's belief in their own ability to succeed in performing the behavior. Controllability refers to the outside factors, and one's belief that they personally have control over the performance of the behavior, or if it is controlled by externally, uncontrollable factors. If a person has high perceived behavioral control, then they have an increased confidence that they are capable of performing the specific behavior successfully.

The theory has since been improved and renamed the reasoned action approach by Azjen and his colleague Martin Fishbein. Extension of self-efficacy In addition to attitudes and subjective norms (which make the theory of reasoned action), the theory of planned behavior adds the concept of perceived behavioral control, which originates from self-efficacy theory (SET). Self-efficacy was proposed by Bandura in 1977, which came from social cognitive

theory. According to Bandura, expectations such as motivation, performance, and feelings of frustration associated with repeated failures determine effect and behavioral reactions. Bandura separated expectations into two distinct types: self-efficacy and outcome expectancy. He defined self-efficacy as the conviction that one can successfully execute the behavior required to produce the outcomes.

The outcome expectancy refers to a person's estimation that a given behavior will lead to certain outcomes. He states that self-efficacy is the most important precondition for behavioral change, since it determines the initiation of coping behavior. Previous investigations have shown that peoples' behavior is strongly influenced by their confidence in their ability to perform that behavior.

NORMATIVE BELIEFS AND SUBJECTIVE NORMS

Normative belief: an individual's perception of social normative pressures, or relevant others' beliefs that he or she should or should not perform such behavior.

Subjective norm: an individual's perception about the particular behavior, which is influenced by the judgment of significant others (e.g., parents, spouse, friends, teachers)

CONTROL BELIEFS AND PERCEIVED BEHAVIORAL CONTROL.

Control beliefs: an individual's beliefs about the presence of factors that may facilitate or hinder performance of the behavior. The concept of perceived behavioral control is conceptually related to self-efficacy.*.Perceived behavioral control: an individual's perceived ease or difficulty of performing the particular behavior. It is assumed that perceived behavioral control is determined by the total set of accessible control beliefs.

Behavioral intention: an indication of an individual's readiness to perform a given behavior. It is assumed to be an immediate antecedent of behavior. It is based on attitude toward the behavior, subjective norm, and perceived behavioral control, with each predictor weighted for its importance in relation to the behavior and population of interest.

Behavior: an individual's observable response in a given situation with respect to a given target. Ajzen said a behavior is a function of compatible intentions and perceptions of behavioral control in that perceived behavioral control is expected to moderate the effect of intention on behavior, such that a favorable intention produces the behavior only when perceived behavioral control is strong. Perceived behavioral control vs. self-efficacy As Ajzen (1991) stated in the theory of planned behavior, knowledge of the role of perceived behavioral control came from Bandura's concept of self-efficacy. More recently, Fishbein and Cappella stated that self-efficacy is the same as perceived behavioral control in his integrative model, which is also measured by items of self-efficacy in a previous study.

In previous studies, the construction and the number of item inventory of perceived behavioral control have depended on each particular health topic. For example, for smoking topics, it is usually measured by items such as "I don't think I am addicted because I can really just not smoke and not crave for it," and "It would be really easy for me to quit. "The concept of self-efficacy is rooted in Bandura's social cognitive theory. It refers to the conviction that one can successfully execute the behavior required to produce the outcome.

The concept of self-efficacy is used as perceived behavioral control, which means the perception of the ease or difficulty of the particular behavior. It is linked to control beliefs, which refers to beliefs about the presence of factors that may facilitate or impede performance of the behavior. It is usually measured with items which begins with the stem, "I am sure I can ... (e.g., exercise,

quit smoking, etc.)" through a self-report instrument in their questionnaires. Namely, it tries to measure the confidence toward the probability, feasibility, or likelihood of executing given behavior.

Attitude toward behavior vs. outcome expectancy: The theory of planned behavior specifies the nature of relationships between beliefs and attitudes. According to these models, people's evaluations of, or attitudes toward behavior are determined by their accessible beliefs about the behavior, where a belief is defined as the subjective probability that the behavior will produce ascertain outcome. Specifically, the evaluation of each outcome contributes tothe attitude in direct proportion to the person's subjective possibility that the behavior produces the outcome in question.

## 2.2. RELATED EMPERICAL STUDIES

There are numbers of works that has been carried out in relation to how self-esteem and job satisfaction influence commitment of teachers.

Nildes Raimunda Pitombo Leite et al (2014) investigated the relationship between job satisfaction and organizational commitment, they compared two different structural models regarding the direct or mediation role satisfaction has in the prediction of commitment bond in the context of a public and traditional Brazilian organization, the Military Police. A quantitative and qualitative combination of methods was used to measure relationships between variables and to contextualize the results found from 10,052 surveyed workers. Interviews was conducted with six high command officers and a focus group comprised of seven members from the three highest organizational levels. Content analysis and structural equation modeling (SEM) were

used in the analysis process. Evidence was found that satisfaction with relationships is an antecedent of commitment, which mediates its relationships with other variables, such as work and personal characteristics. Understanding the organization's characteristics and the use of a substantial sample of its employees simultaneously allowed for testing complex structural models and investigating a labor segment that has been neglected by commitment research.

In another research conducted by Collins Badu Agyemang et al (2013) investigating employee work engagement and organizational commitment using a comparative approach. One hundred and five (105) employees of three public and three private organizations with analogous characteristics in the Accra Metropolis of Ghana were purposively sample. The findings of the study revealed a significant positive relationship between employee engagement and employee commitment. Employees of private organizations were reported to have higher level of employee engagement and organizational commitment than employees in public organizations, and long-tenured and short tenured employees did not differ in commitment levels.

It was concluded that engaged employees tend to develop an obligation to reciprocate favourably to their organization for the job resources provided, hence developing a strong commitment to their organization. This study was strongly underpinned by the theory social exchange. The findings of the present study point out the need for organizations to provide employees with the necessary resources that leads to affective psychological workrelated state of mind likely to inspire employees to actively express and invest themselves emotionally, cognitively, and physically in their role performance needed to perform their work since it has consequential effects on the employee engagement and organizational commitment

14

Also in a study conducted by Ogbu & James Ogabari (2015) they found out that work enhancement motivational strategy can give job satisfaction to secondary school teachers to some extent. The study revealed among others that tasks performed by teachers that are based on skills and knowledge acquired previously make teachers happy with their jobs. Any teacher who has undergone a professional training must have acquired some skills and knowledge in his/her area of study. These attributes are meant to equip them to do their work well and to serve the society faithfully. Hearthfield (2010) argued that skill and knowledge and work enrichment are important in complementing satisfaction when working for career success.

It was also found that extra skills and knowledge needed by teachers to do their work well does not satisfy them. This is probably because the teachers being mostly graduates and post graduates may feel that they do not need extra skills to perform their duties as secondary school teachers. This finding is not in agreement with that of (Heathfield, 2010) who observed that such extra skills and knowledge serve as backbone for a teacher's satisfaction at work. Heathfield (2010) observe tasks are well accomplished by teachers, they feel satisfied and have an urge to do more. This finding agrees with Arinze (1997) who stated that teachers commitment and subsequent accomplishment of the school goals lead to job satisfaction. It was also found that making a teacher assist in taking decisions makes him/her proud and happy as a teacher. Participating in setting meaningful work with ability to account for results will motivate can cause teachers to seek for transfer to another school or leave teaching completely. Teacher's attention has to be directed to the problem area for necessary solutions to pave way for positive development in the school and society in which the school is situated. This finding also agree with the finding of Moore, (1991) who noted that, for teachers to be motivated in their schools, the principals have to empower them.

Teacher empowerment is a strategy that enables teachers to make decision about their jobs. This empowerment can lead teachers to make improve themselves in different skills involving decision making. Such empowerment that improves teachers' skills encourages them to do more work for the school. Teachers' skills can be improved by sending them for seminars and workshops inn-service training or for further studies with pay. Moore (1991) indicated that teachers can be helped by coaching, training and providing necessary information.

Participating in setting meaningful work with ability to account for results will motivate can cause teachers to seek for transfer to another school or leave teaching completely. Teacher's attention has to be directed to the problem area for necessary solutions to pave way for positive development in the school and society in which the school is situated. Teacher empowerment is a strategy that enables teachers to make decision about their jobs. This empowerment can lead teachers to make improve themselves in different skills involving decision making. Such empowerment that improves teachers' skills encourages them to do more work for the school. Teachers' skills can be improved by sending them for seminars and workshops inn-service training or for further studies with pay. Moore (1991) indicated that teachers can be helped by coaching, training and providing necessary information.

The major finding that work enhancement can motivate teachers to be more satisfied in their work is in consonance with (Moore, 1991 & Heathfield, 2010) who found that work enhancement programme for employees motivates them. The analysis of hypothesis one showed that there was no significant difference between the mean opinion of male and female teachers on the extent work enhancement give teachers job satisfaction. This implies that both male and female teachers were more motivated equally by work enhancement. Work enhancement can be in forms of giving teachers higher classes or assignment after obtaining extra skills, either after

training or further studies. Although Ezeocha, (1990) and Okafor, found that male teachers are more superior than the females in their attitudes, this study did not measure attitudes of teachers but extent work enhancement give them job satisfaction. The finding of non-difference in their opinions in this matter is an indication that there was no gender difference in work enhancement giving them job satisfaction to the teachers so principals can feel free to enhance their teachers' jobs regardless of the gender. The t-test analysis of the hypothesis showed that there was no significant difference in the mean responses of graduate and postgraduate teachers on how incentive can motivate them. This shows that academic qualification is not a factor in the extent to which incentives can motivate teachers, both graduates and post graduates can be motivated equally by incentives. Principals do not need to bother categorizing staff in order to motivate them. this makes it easy to administer Incentives to staff in schools.

Similary Teferi getahun bekalu et al(2016) investigated teacher's job satisfaction and its relationship with organizational commitment in Ethiopian primary schools. In the study, they explored the extent of organizational commitment and how it support or hinder a range of job satisfaction of teachers examined in the Ethiopian primary schools. One hundred and eighteen 118 (58.1%) teachers were selected from six primary schools using simple random sampling technique and participated in the study. The researchers collected the relevant data from teachers using Spector's (1997) adopted version of job satisfaction survey (JSS) and Meyer and Allen's (1990) organizational commitment questionnaire (OCQ). The researchers analyzed the data using mean, standard deviation, correlation analysis and t-test. The result showed that there was evidence of positive correlation between teachers' job satisfaction and their organizational commitment in the sampled schools. Regardless of this, the findings of the study revealed that gender was the only demographic variable that had significant positive relationship with job

satisfaction. The other demographic variables such as age, gender, marital status and level of education did not show significant relationship with teachers' job satisfaction in the sampled schools. Consequent up on this finding it was concluded that schools can enhance the level of teachers' organizational commitment by creating a more satisfying working environment. The researchers analyzed the quantitative data collected from the respondents using SPSS version 20 and used various statistical analysis techniques. The overall levels of teachers' job satisfaction and commitment were analyzed using descriptive statistic such as frequency, mean and standard deviations. Correlation analysis (Pearson Correlation Coefficient) was used to determine the relationship between teachers' demographic variables, job satisfaction and organizational commitment. Finally t-test was employed to examine whether or not there is statistically significant difference between male and female, married and unmarried teachers in their job satisfaction and organizational commitment.

Furthermore, Esther K. Mocheche, et al (2017) investigated on the relationship between self-esteem and job commitment, among secondary school teachers in Kisii Central Sub-County, Kenya. Maslow's hierarchy of needs and Herzberg's two factor theories informed the study. The study's target population comprised all 903secondary school teachers in Kisii Central Sub County. A sample of 306 was selected by stratified sampling to obtain a sample that was representative from all the categories of secondary schools (National, Extra County, and Sub-County) followed by stratification according to gender to ensure representativeness.

According to the study, Teachers play an important role in enabling students achieve their objective of good education. Babita & Gurmit (2014) point out that teachers who are not satisfied with their job might be less committed hence, perform below their capabilities and that the teaching profession is facing problems related to teachers' job satisfaction. Parasuraman, Uli

&Abdalla (2009) agree that the general perception is that teachers in the government schools are dissatisfied with their profession. Ogochi (2014)'s study in Transmara, Kenya also agrees that lack of job satisfaction has led to low performance in national examinations and that people cannot develop their full potential when their esteem is low and not appreciated.

Job satisfaction is a major concern in the world Kinman & Wray (2014) describe teaching as an emotional activity and teachers experience emotional exhaustion, burnout and depersonalization. Concerns about teacher turnover and attrition are reported widely as global complex phenomenon whereby in Britain, teacher attrition is reported as a national. Similarly, in USA, teacher shortages as a result of turnover are widely reported in many states (Markley & Ingersoll, 2003). Farid & Akhtar(2013) argue that self-esteem is an overall evaluation of oneself in either positive or negative way and that the teacher plays a vital role in shaping the child's perception of himself and his environment therefore the teacher is bound to have a low self-esteem while performing his duty while Salim, Nasir, Arip &Mustafa (2012) point out that to better understand what self-esteem will have a relation to, one should take a broader look of self and consider not only esteem level (high or low) but also self-esteem contingencies.

For qualitative data, twelve secondary school principals were purposively selected. The study adopted an Ex Post Facto research design where a mixed method research approach was adopted. Data was collected using a modified Sorensen self-esteem scale, job descriptive index questionnaire and interview schedule. Quantitative data was organized using the Statistical Package for Social Sciences (SPSS) version 20.0 and the data was analyzed using both descriptive and inferential statistics. Qualitative data was analyzed using thematic analysis. Findings of the study recommends that the Teacher Counselors should consider extending their

services to the secondary school teachers who seemed to be struggling with low levels of job satisfaction as this also affected their productivity.

Also Ayhan Aydin et al (2009) carried out a research to determine the effect of gender on the organizational commitment of teachers. In the research, the levels of organizational commitment were also investigated with organizational commitment was analyzed using meta-analysis. At the end of the research study, the mean effect size was calculated as -0,07. It means that the effect of gender on the organizational commitment is on the favor of males. Particularly, it was found that the effect of gender is in the favor of males at the levels of identification and internalization. Male teachers can adopt the norms and values of the organization easier than females. On the other hand, female teachers have a tendency of organizational commitment so as to carry on their acquisition. It was also summarized that men tend to have slightly higher overall levels of organizational commitment than women, difference primarily attributable to gender differences in commitment-related jobs and career attitudes women tend to be more committed than men in

## 2.3. STATEMENT OF HYPOTHESIS

Teachers with low self-esteem will be less committed with the job than those with high self-esteem.

Teachers who are less satisfied with the job will be less committed with the job than teachers who are more satisfied.

Gender will significantly influence the commitment of a secondary school teachers in Owo Local government area

## 2.4. Operational definition of terms

Organization: it is a place or an environment where a group of individuals carry out specific task or work

Self-esteem: It is a personal evaluation of oneself and the resulting global feelings of worth associated with one's self-concept. Self-esteem is an important variable in the present study and will be measured using the Rosenberg self-esteem scale

Job satisfaction: It is the degree to which personal needs, both material and psychological are realized by the individual while performing the task assigned to him/her. According to him, individuals commonly seek job satisfaction. Workers want pleasant superiors and colleagues, responsibility, interesting work security, adequate pay, adequate status with prospects for promotions, tasks which are commensurate with their abilities and pleasant surroundings with good working condition.

Commitment: It is an act of being bound emotionally with the job a person is performing in a particular place of work at a particular time.

Secondary school: It refers to institutions responsible for educating pupils who have graduated from primary school and are getting prepared to gain admission into the University

Teachers: It refers to persons who are qualified and trained to teach in a secondary school

# CHAPTER THREE

## METHODS

### 3.1. RESEARCH DESIGN

The study adopts an Expo facto research design to examine the influence of self-esteem and job satisfaction on organizational commitment among secondary school teachers in Owo Local Government area of Ondo State. This research design was adopted because there was no active manipulations on the variables

### 3.2. RESEARCH SETTING

. The study was carried out in s some selected secondary school in Owo Ondo State which were picked randomly. A total number of ten (10) schools was used with 30 teachers used as participant in each school, The selected secondary schools were:

Adeyeri Comprehensive High School.

Owo High school

Imade College

Ijebu High School

Dominion Academy Owo

Blessing Model Academy

Emure-ile Comprehensive high school

Ipele Community secondary school

New church Grammar school

Isuada Comprehensive

.

## 3.3. Study Sample

The sample size for the study was three hundred (300) teachers in the selected secondary school. There was no age limit. Both males and females were used without any significant quota for each sex. The validated psychological instruments was administered to three hundred (300) participants, but the researcher was able to obtain 280 questionnaire where 150 males (53.6%) and 130 females (46.6%) In terms of ethnicity, 25 (8.99%) were Hausa 75 (26.8%) were Igbo and 180 (64.3) were Yoruba. The ages of participant ranges from 18 to 63 years with the mean age of 42.16 and standard deviation of 9.07 year

## 3.4. RESEARCH INSTRUMENTS

The instrument used for this study was a standardized structured questionnaire comprising of four sections namely A, B, and C and D with demographic variables in section A

SECTION A: Demographic Variables

It consisted of items measuring socio-demographic information of the participants, such as gender, age, religion, and level. Gender was reported as (male=1 and female=2); actual age was (18-60); religion was also reported as Christianity, Islam and Traditional

## SECTION B: Self-Esteem Scale

The self-esteem scale (Rosenberg, 1965), will be used to measure self-esteem. It is a 10 item scale used to measure global feelings of self-worth by measuring both positive and negative feelings about the self. All items will be answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The Rosenberg self-esteem scale presented high ratings in reliability areas; internal consistency was .77, minimum co-efficient of reproducibility was at least .90. Alpha co-efficient ranging from .72 to .87.

## SECTION C: THE GENERIC JOB SATISFACTION SCALE

The generic job satisfaction scale is a 10-item questionnaire measuring relevance of job satisfaction to a wide range of occupation developed by Scott Macdonald& Peter MacIntyre (1997). Reliability estimates for the generic job satisfaction scale indicated internal consistency with chronbach's of .872 and co-efficient of 0.77

## SECTION D: ORGANIZATIONAL COMMITMENT SCALE

The organizational commitment scale was developed by By Richard T. Mowday, Richard M. Steers, and Lyman W. Porter. The scale will lay emphasis with feelings about the particular organization for which one is working. It will be measured on a seven-point scale with the anchors labeled: (1) strongly disagree, (2) moderately disagree, (3) slightly disagree, (4) neither disagree nor agree, (5) slightly agree, (6) moderately agree, (7) strongly agree. Higher score indicate more commitment to the organization. With Cronbach's alpha of 0.86 and co-efficient r =0.71

## 3.5. PROCEDURE

Recruitment for the study participant was done by approaching the management of the schools. After the required permission were obtained from the school authorities, the purpose of the study was explained to the participant in their staff rooms. Assurance were given on the basis of confidentiality and discretion of the study. Participants were also made to know that taking part in the study will help solve certain challenges faced in the academic setting. Instruction on how to respond to the items on the scale was given so as to guide the participants in their response. Participant were told and assured their questionnaire would not be identified since they are not writing their name and finally those willing to take part in the study were given the questionnaire to respond to.

## 3.6. STATISTICAL ANALYSIS

Data obtained was analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequency, mean, standard deviation and variance was conducted to describe the socio demographic information of the respondent. T-test for independent samples was used for hypothesis one, two and three.

# CHAPTER FOUR

## RESULTS

## HYPOTHESIS ONE

Hypothesis one stated that secondary school teachers with high self-esteem would significantly report higher organizational commitment than those with low self-esteem was tested with t-test independent samples. The result is presented in Table 4.1.

Table 4.1: t- test Table showing influence of self- esteem on organization commitment

| Self-esteem | N | Mean | SD | Df | T | P |
|---|---|---|---|---|---|---|
| Organisational Commt. | 116 | 63.15 | 24.74 | 278 | 2.44 | <.05 |
| High | 164 | 57.87 | 10.62 | | | |
| Low | | | | | | |

The result in Table 4.1 shows that secondary school teachers who were high in self-esteem ($M = 63.15$) significantly report higher organizational commitment than those with low self-esteem ($M = 57.87$), $t = 2.44$, $df = 278$, p = <.05. The result shows that self-esteem has significant influence on organizational commitment among secondary school teachers. This, hypothesis one is accepted.

HYPOTHESIS TWO

Hypothesis two stated that secondary school teachers who were high in job satisfaction would significantly report higher organizational commitment than those who were less in job satisfaction was tested with t-test independent samples. The result is presented in Table 4.2.

Table 4.2 t-test showing influence of job Satisfaction on Organization Commitment

| | Job satisfaction | N | Mean | SD | Df | T | P |
|---|---|---|---|---|---|---|---|
| Organization commitment | High | 131 | 64.58 | 19.85 | 278 | 4.05 | <.05 |
| | Low | 149 | 56.07 | 15.24 | | | |

The result in Table 4.2 shows that secondary school teachers who were satisfied with the job ($M$ = 64.58) significantly reported higher organization commitment than those who were less satisfied ($M$ =56.07), $t$ = 4.05, $df$ = 278, p = <.05. The result shows that job satisfaction has significant influence on organizational commitment among secondary school teachers. This, hypothesis two is accepted.

## HYPOTHESIS THREE

Hypothesis three stated that gender would significantly influence organization commitment and the hypothesis was tested with t-test for independent samples. The result is presented in Table 4.3.

Table 4.3 showing the result of gender influence on organization commitment

| | Gender | N | Mean | SD | T | T | P |
|---|---|---|---|---|---|---|---|
| Organization commitment | Male | 150 | 60.27 | 15.65 | 278 | 0.22 | <.05 |
| | Female | 130 | 59.80 | 20.48 | | | |

The result in Table 4.3 shows that male secondary school teachers ($M = 60.27$) significantly showed higher organization commitment than female secondary school teachers ($M = 59.80$), $t = 0.22$, $df = 278$, $p = <.05$. The result shows that gender has significant influence on organizational commitment among secondary school teachers. This, hypothesis two is accepted. Therefore hypothesis three is accepted

CHAPTER FIVE

DISCURSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATION

This chapter contains the discursion, conclusion and recommendation based on the entire studies. It sheds more light on the statistical result and findings in the previous chapter so as to make useful inferences, deductions and generalization for applicability in the society. Furthermore it highlight the limitations as well as other direction for future research in this area of study.

5.1 DISCURSION

The first hypothesis stated that low self-esteem will lead to low organizational commitment while high self-esteem will lead to organizational commitment. The result showed that self-esteem has significant influence on organizational commitment among secondary school teachers

Dussault and Dubois, (2003) found out that Self-esteem acts as behavior predictor, strong relief for anxiety and substantial solution to organizational problems (Lee & Mitchell, 1994; Van Dyne et al., 2000; Elloy, & Patil, 2012). Self-esteem can maintain the feeling of happiness and competence of human being when facing the life's challenges (Pierce & Gardner, 2004). These studies support the finding of the present study.

Hypothesis two stated that level of satisfaction or dissatisfaction will influence the level of commitment of teachers. The result showed that job satisfaction has significant influence on organizational commitment among secondary school teachers. Jelena Ćulibrk et al (2005) found out that Job satisfaction in Serbia is affected by work characteristics but, contrary to many studies conducted in developed economies, organizational policies and procedures do not seem significantly affect employee satisfaction. They also believed that Satisfied and motivated

employees are imperative for contemporary business and a key factor that separates successful companies from the alternative.

However these finding is not in agreement with that of (Heathfield, 2010) who observed that such extra skills and knowledge serve as backbone for a teacher's satisfaction at work. Heathfield (2010) observe tasks are well accomplished by teachers, they feel satisfied and have an urge to do more. This finding agrees with Arinze (1997) who stated that teachers commitment and subsequent accomplishment of the school goals lead to job satisfaction. It was also found that making a teacher assist in taking decisions makes him/her proud and happy as a teacher. Participating in setting meaningful work with ability to account for results will motivate can cause teachers to seek for transfer to another school or leave teaching completely. Teacher's attention has to be directed to the problem area for necessary solutions to pave way for positive development in the school and society in which the school is situated

Hypothesis three stated that gender will influence the level of commitment of teachers. The result shows that gender has significant influence on organizational commitment among the secondary school teachers. Ezeocha, and Okafor (1990) in their study found out that male teachers are more superior than the females in their attitudes towards their work, this study did not measure attitudes of teachers but extent work enhancement give them job satisfaction. The finding of non-difference in their opinions in this matter is an indication that there was no gender difference in work enhancement giving them job satisfaction to the teachers so principals can feel free to enhance their teachers' jobs regardless of the gender.

Although there are some factors that could make female teachers to be less committed for this assertion to hold which could be due to caregiver to the children for those who had given birth, and even those who had not given birt will want to do some house shores unlike the male

30

counterpart who have less role to play other than providing food for the family and paying the school fees of the child.

## 5.2 CONCLUSION

The study investigated self-esteem and job satisfaction as the predictor of organizational commitment among secondary school teachers in Owo local government of Ondo state. Hence this study concluded that both predictor variables independently predicted organizational commitment among secondary school teachers while gender also has significant influence on organizational commitment among secondary school teachers.

## 5.3 IMPLICATIONS

Several implications to the study should be noted. The jobs in which teachers or employees are doing is not only based on self-esteem or job satisfaction alone, factors such as good salary, motivations should also be paid attention to. It should also be noted that no theoretical review has indicated a single factor that can increase the level of commitment of an employee due to some individual differences. Furthermore self -will and determination should also be put into consideration.

## 5.4 LIMITATIONS OF THE STUDY

Few limitations of the study are stated below:

The study is applicable to secondary educational institutions of Owo local government alone. The sampling frame was limited to secondary school institution alone therefore the result cannot be generalized to the entire educational sector e.g primary school and higher institution.

Convenience sampling was used. This has inherent disadvantage of representativeness.

Questionnaire method was used which may be supported with group discussion which may cause more concrete result.

## 5.5 RECORMENDATIONS

The present study contributed to the existing body of knowledge and also expand the understanding of how self-esteem and job satisfaction leads to the commitment of secondary school teachers in OWO local government. Special considerations and allocations of bonuses as well as good salary and promotions as at when due are also needed foe the teachers to be committed. Furthermore special consideration such as funding from the ministry of education is needed to enhance school physical conditions and working conditions. Also the ministry can enhance commitment by offering more attractive salary schemes for University and non-University graduate and non-graduate regardless of gender.

# REFERENCES

Afe, J.O. (2001). *Reflection on Becoming a Teacher and: The challenges of Teacher.* Education Inaugural Lectures Series 64, University of Benin, Nigeria.

Alderfer, C. (1972). Existence,Relatednessand growth. NewYork:Free press.

Armstrong, M.(2000) Employee Reward(2ndEd, London: CIPD House.

Adebola, O. & Jibril, M. A. (2012). A study of Job satisfaction of secondary Sdchool Administrationin Kano State, Nigeria.JournalofEducationandSocialResearch, 5(2), 35-49.

Akhtar, S. & Tan D. (1994). Reassessing and reconceptualizing the multidimensional nature of organizational commitment. Psychological Reports. 75. 1379-1390.

Akomolafe, J.M., Ogunmakin, A.O., & Fasooto, G. M. (2014). Job satisfaction among secondary School Teachers: Emotional intelligence, emotional stress and self-efficacy as predictorsJournalofEducationandSocialResearch,3(2), 335-349.

Alemi.B.(2014).JobSatisfactionamongAfghanTeachereducation.(Unpublished Master'sThesis). Karlstad's University.Ali, M. A., Uz-Zaman, T. Tabassum, F. & Iqbal, Z. (2011).A study of job satisfaction of secondary school teachers. Journal of Education and Practice2(1) 32-37. Approaches.

Anwer, M. Jamil, M. Tahir, M. Farooqi K. Akram & Mehhmood (2015). How does Job Satisfaction relate with Self-esteem of teachers? *Journal of Education and Practice*

Asif, I. & Saeed, A. (2014). Job Satisfaction of secondary school teachers.AbasynJournalofSocialSciences,5(1), 49-65

Askarian, J. Khorami, G. (2014). Investigating the Relationship between self-esteem and
Academic advance of Female students in high school of Tehran District. *Switzerland Research Park Journal* 103 (1), 726-733

Ayhan Aydin, Yılmaz SARIER and Şengül UYSAL (2009) Kuram ve Uygulamada Eğitim
Bilimleri • Educational Sciences: Theory & Practice - 11(2) • Spring • 628-632

Babita, A. & Singh, G. (2014). Teacher Effectiveness and Self-Confidence as Predictors of
BurnoutamongFemaleSecondarySchoolTeachers.InternationalMultidisciplinary
OnlineResearchJournal3(1),  9052-9063.

Barber, B. (1983). *The logic and limits of trust*. New Jersey: Rutgers University Press

Bateman, T.S., & Strasser, S. (1984). A longitudinal analysis of the antecedentsof organizational
commitment. *Academy ofManagement Journal, 27*(1), 95–112.

Becker and Bennet, R.. (1990). Image theory: Decision making in personal and    organizational
contexts. Chichester, England: Wiley

Bell, N., & Staw, B. (1989). People as sculptors versus sculpture: The roles of personal    and
personal control in organizations. In J. Ott (Ed.), *Classic readings in organizational behavior* (pp.365–378). Florida: Harcourt Brace & Company.

Benkhoff, B. (1997). Disentangling organizational commitment. *Personnel Review, 26,*   114–131.

Bolin, F. (2007). A study of teacher job satisfaction and factors that influence it. *Chinese EducationalSociety*,40(5),47-64..

Brackett, M. A., Palomera, R., Mojsa, J., Reyes, M., & Salovey, P. (2010). Emotion

regulation ability, job satisfaction, and burnout among British secondary school teachers..

Brandes, P., Castro, S.L., James, M., Martinez, A.D., Matherly, T.A., Ferris, G.R., &

Hochwarter, W. (2008). Interactive effects of job insecurity and organisational

cynicism on work effort following layoff. *Journal of Leadership and*

*Organisational Studies, 14*, 233–247.

Braz. Adm. Rev. vol.11 no.4 Rio de Janeiro (2014) http://dx.doi.org/10.1590/1807-

7692bar2014276

Briones, E. Tabemero, C. Arenas, A. (2010). Job Satisfaction of Secondary School

teachers: Effect of Demographic and Pycho-Social factors. *Journal of Education and*

*Practice*Vol.26 (2). 115-122

Brownell, P. (1981). Participation in budgeting, locus of control and organizational

effectiveness. *The Accounting Review, 56*, 844–860.


Buch, K., & Aldridge, J. (1991). O. D. under conditions of organization decline. *Organization*

*Development Journal*, 9, 1–5. Curry, J.P., Wakefield, D.S., Price, J.L., & Mueller, C.W.

(1986).On the causal order of job satisfaction and organizational commitment.

*Academy of Management Journal, 29*, 847–858.

Bussing, A. (2002). Trust and its Relations to Commitment and Involvement in Work and

Organizations.*SAJournalofIndustrialPsychology*,28(4),36-42.

Chang, M. L., Ferris, D. L., Johnson, R.E., Rosen C.C.,& Tan J.A. (2012).Core self-

evaluations a review and evaluation of the literature. *Journal of Management,*38(1), 81-128.

Chirkou, Ryan, Kim, & Kaplan, 2003; La Guardia, Ryan, Couchman, & Deci, 2000 as cited in Ryan & Deci, 2004). Relatedness as an addition to the original theory to account for people's inherent ability

Collins Badu Agyemang, Samuel Batchison Ofei (2013) European Journal of Business and Innovation Research Vol.1, No.4, pp.20-33,

Dailey, R. (1980). Relationship between locus of control, taskcharacteristics, and work attitudes. *Psychological Reports,47*, 855–861.

DeFrank, R., & Ivancevich, J. (1998). Stress on the job: An executive update. *Academy of ManagementExecutiv12*(2),55–56.

Dienhart, J.R., & Gregoire, M.B. (1993). Job satisfaction, job involvement, job security and customer focus of quick service restaurant employees. *Hospitality Research Journal, 16*(2), 29–44.

Dossett, D.J., & Suszko, M. (1990). Re-examing the causal direction between job satisfaction and organizational commitment. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Miami, Fl

Edinburg: PearsonEducation limited.Best,J.W.&Kahn, J. V. (1996).

Research in Education, Prentice HallInc. New YorkBorg

Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology,* 101(4), 607- 619.

Esther K. Mocheche, Joseph Bosire, Pamela Raburu International Journal of Advanced     and Multidisciplinary Social Science 2017, 3(2): 29-39 DOI:     10.5923/j.jamss.20170302.01

Ewunonni, I. C. (1994). Job satisfaction among teachers on federal government secondary schools in Eastern State f Nigeria. Unpublished thesis, UNN Nsukka.

Ezeocha, and Okafor, (1990) The contributions of individual variables. Job satisfaction     and job turnover. *Interdisciplinary Journal of Contemporary Research in Business.*Retrievedfrom     http://journalarchives&webs.com984-991

Farid, M.F. & Akhtar, M. (2013). Self-Esteem of Secondary school students of Pakistan. Middle East *Journal of Scientific Research* 14 (10), 1325-1330.

Farkas, A.J., & Tetrick, L.E. (1989). A three-wave longitudinal analysis of thecausal ordering of satisfaction and commitment on turnover decisions. *Journal of Applied Psychology,74*, 855–868.

Ferris, D.L. Lian, H. Pang, F. X. Keeping, L.M. (2010). SelfEsteem and Job Performance: The Moderating Role ofSelf-Esteem Contingencies. *Personnel   Psychology* 63(3),561-593.

Firth, L., Mellor, D.J., Moore, K.A., & Loquet, C. (2004). How can managers reduce employee intention to quit? *Journal Managerial Psychology, 19*(1/2), 170–87.

Fox, A. (1974). *Beyond contract: Work, power and trust relations.* London: Faber and     Faber Limited.

Fitzmaurice, M. (2012). Job Satisfaction in Ireland: An Investigation into the influence     of Self-   esteem, generalized self-efficacy and affect. *Journal of Education and Behavioral Sciences* 8(3), 148-153

Focho, g. N. (2001). *Administrative constraint to teacher effectiveness in government secondary schools in the north west and south-west province of cameroon. UnpublishedPh.D., Thesis, UNN*

Fulk, J., Brief, A.P., & Barr, S.H. (1985) Trust-in-supervisorand perceived fairness and accuracy of performance evaluations. *Journal of Business Research, 13,* 299– 313.

Gallie, D., Felstead, A., & Green, F. (2001). Employer policies and organizational commitment in Britain 1992–1997.*Journal of Management Studies, 38,* 1081– 1101.

Ghaffaris, H. & Samii, M. (2013). The relationship between job satisfaction and self- Esteem in teachers. A case study of Aliabad University. *European online Journal of Natural and Social sciences.* 2 (3), 2240-2260.

Hart, D., & Willower, D. (2001). Principals' Organizational Commitment and School Environmental Robustness. *Journal of Educational Research,* 87(3), 174- 179.

Hearthfield (2010). Principals' Organizational Commitment and School Environmental Robustness.*JournalofEducationalResearch,87(3),174-179.*

Hulin and Blood (1991). Organizational commitment, job involvement, and tumover: A substantive and methodological analysis. Journal of Applied Psychology. 76 (3), 380-391.

Judge, T., Locke, E., Durham, C., & Kluger, A. (1998). Dispositional effects on job satisfactions and life satisfaction : The role ocore evaluations. *Journal of applied psychology,83,*17–34.

Jyoti, J. & Sharma, R.D. (2006). Job satisfaction among school teachers. IIMB *Management Review*,18(4)349-363.

Jyoti, J. & Sharma, R.D. (2009). Job satisfaction of university teachers: an empirical study. *JournalofServicesResearch*,9(2)51-80.

Kabugaidezea, T. Mahlatshana, N. (2013). The impact of job satisfaction on some demographic variables on employee turnover intentions. *International Journal of Business Administration*, 4 (1), 53-65. International Journal of Advanced and Multidisciplinary Social Science2017,3(2):29-3939

Karavas, E. (2010). How satisfied are Greek EFL Teachers with their work? Investigating the motivation and job satisfaction levels Greek EFL teachers. *Porta Linguarum* pp59-78

Kasperson, C. (1982). Locus of control and job dissatisfaction.*Psychological Reports*,*50*, 823–826.

Kazi, G. & Zadeh, Z. (2011). The contributions of individual variables. Job satisfaction and job turnover. *Interdisciplinary Journal of Contemporary Research in Business.*Retrievedfrom http://journalarchives&webs.com984-991pdf

Kinman, G. & Wray, S. (2014). Emotional Labor and Job Satisfaction in the UK Teachers: The Role of Workplace Social Support. *Journal of Educational Psychology,* 31(7),843-856.

Knoop, R. (1981). Locus of control as a moderator between job characteristics and job attitudes.*PsychologicalReports*,*48*,519–525.

Kombo, D. K & Delno, L.A. (2006). *Proposal and Thesis Writing*: An Introduction. Pauliners Publications Africa.

Koslowsky, M., Caspy,T., & Lazar, M. (1991). Cause and effect explanations of job

satisfactionandcommitment:Thecaseofexchange commitment. *The Journal of*

*Psychology,     125*(2), 153–162.

Kramer, R.M. (1996). *Divergent realities and convergent disappointments in the   hierarchic*

*relation: Trust in organisations* (pp. 216–245). Thousand Oaks, CA: SAGE. *Shalini Srivastava*

167

Kramer, R.M., & Tyler, T.R. (Eds) (1985). *Trust in organizations: Frontiers of theory     and*

*research*(pp.16–38).ThousandOaks,CA:SAGE.

Krueger, J. I., Vohs, K. D., & Baumeister, R. F. (2008). Is the allure of self-esteem a mirage

after     all.*AmericanPsychologist*,63(1),64-65.doi:10.1037/0003-066X.63.1.64

Lammers, W. J., &Badia, P. (2005). *Fundamentals of Behavioral Research*. California:

Thomson. Markley & Ingersoll, R.M. (2003). Managing Teacher Turnover, *African*

*JournalsOnline.*

Lance, C.E. (1991). Evaluation of a structural model relating jobsatisfaction,     organizational

commitment, and precursors to voluntary turnover. *Multivariate Behavioral Research*, *26*,137–

162.

Lee, T, W., Ashford, S. J., Walsh, J. P. & Mowday, R. T. (1992). Commitment propensity,

organizational commitment, and voluntary turnover: A longitudinal study of

organizational entry processes. Journal of Management. 18(1). 15-32.

Locke, E. A. (1976). The nature and causes of job satisfaction. In Durneetee, M.D. (ed).

*Handbook of Industrial and organizational psychology*.ChicagoRaningand

McNally. Enugu: John Jacobs Books.

Loscocco, K.A., & Roschelle, A.R. (1991). Influences on the quality of work and nonwork

life:Twodecadesinreview.*Journal of Vocational Behavior*, *39*, 182–225.

Majekodunmi, T. O. (2013). An assessment of the organization commitment of the Nigeria port

authority workers, Journal of Africa studies and development

Mengitsu, G. K. (2012). *Job Satisfaction of Secondary School teachers in Ethiopia.*

Unpublished PhD Thesis. University of South Africa, South Africa.. 1(1),114-120.

Meyer, J. P., & Allen, N. J. (1991a). A three-component conceptualization of        organizational

commitment. *Journal of Human Resource Management Review, 1*(1), 61-89.

Moore, 1991 & Heathfield,( 2010). The impact of job satisfaction on some demographic

variables on employee turnover intentions. *International Journal of Business*

*Administration,*4(1), 53-65. International Journal of Advanced and Multidisciplinary

Social Science 2017, 3(2): 29-39 39

Muguongo M.M. Muguna, A.T Muriithi, D.K. (2015).Effects of Compensation on Job

Satisfaction among Secondary school teachers in Maara sub region

Ndu, A. N. (1984). Improving the Performance of the Nigerian Workers. In *Business        and*

*Educational Research Journal,* Vol. I, No. 1 Nsugbe.

Newstorm, Davis. (2007). *Organisation behaviour*. Delhi: Tata McGraw-Hill Publishing Co Ltd

Northcraft, G., & Neale, M. (1987). Experts, amateurs, and realestate: An anchoring and

adjustment perspective on property pricing decisions. *Organizational Behaviour    and*

*Human Decision Processing,* 39, 84–97.

Ogbu & James Ogabari (2015). Job Satisfaction of Secondary School teachers: Effect of

   Demographic and Pycho-Social factors. *Journal of Education and Practice*Vol.26 (2).

   115-   122.

Okonkwo, S. N. (1997). Job satisfaction and the behaviour of Nigerian teachers; *Dynamics of*

   *Educational administration   and   management – the Nigerian perspective.* Awka:

   Anambra State. Meks Publishers Ltd.

Omole, O.E (2016). Influence of mechanistic and organic climate on Accedemic staff work

   Behaviour in southwestern Nigeria Universitier (unpublished phd thesis) Obafemi

   Awolowo University Nigeria.

Organ, D Bateman, M.I. (1991). Job Satisfaction and the Good Solider: The Relationship

   between affect and Employee Citizenship. *Academy of Management journal*, 96-   100.

Organ, D., & Greene, C. (1974). Role ambiguity, locus of control and work satisfaction.

   *Journal of Applied Psychology, 59,* 101–102.

Rest, J. R. (1983).  Morality.  In P.  Mussen (Ed.), *Manual of child psychology* (4th Ed.).

   NewYork:

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton

   University

Ryan & Deci, 2004; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000) ( Individual Work

   Orientations   and Teacher Outcomes. *Journal of Educational Research*, 83(6), 327-335.

Sanmook, K. (2005). Gender difference in job satisfaction of public employees: a

   study of seoul metroplolitan government. Korea. Sex Role: *A Journal of   Research.*

Sempane, M., Rieger, H.. & Roodt, G. (2002). Job satisfaction in relation to organizational culture. *South African Journal of Industrial Psychology*, 28(2),      23-30

Shan, M.H. (1998). Professional commitment and satisfaction among teachers in Urban middle schools. *Journal of Educational Research, (Issue* 2), 67.

Shore, L.M., & Martin, H.J.(1989).Job satisfaction and organizational commitment in relation to work performance and turnover intentions. *Human   Relations*, *42*, 625–    638

Stanley Coopersmith's (1967 as cited in Seligman, 1996, p.32) self –evaluation and self concept

Tafarodi, R. W., & Swann, W. B. Jr. (1995). Self-liking and self-competence as    dimensions of global self-esteem: initialvalidation of a measure.

Tafarodi, R. W., & Swann, W. B. Jr. (1996). Individualism±collectivism and global self-esteem: evidence for a culturaltrade

Tafarodi, R. W., & Walters, P. (1999). Individualism±collectivism, lifeevents,andself-esteem: a test of  two trade-

Uzoagulu, A. E. (1998). *Practical guide to writing research project report in tertiary institutions*. John Jacob's Classic Publishers Ltd.

Tafarodi, R. W., & Milne, A. B. (2000). The two faces of global self-esteem (submitted for publication).

Tafarodi, R. W., Marshall, T.C.,&Milne, A. B. (2000).Self-esteemandmemory (submittedforpublication).

Tafarodi, R. W., & Smith, A.J.(2001). Individualism±collectivism and depressive sensitivity to life  events: the case of Malaysian sojourners.

Tafarodi, R. W., Lang, J. M., & Smith, A. J. (1999). Self-esteem and the cultural trade-o

   evidence for therole ofindividualism±collectivism

W. &Gall,(1996) Education Research: An introduction, Longman Inc: New York.

Wisniewski, L., & Gargiulo, R. (1997). Occupational Stress and Burnout among Special

   Educators: A review of the literature. *The Journal of Special Education,* 31, 325- 346.

SCALES OF MEASUREMENT

FEDERAL UNIVERSITY OYE-EKITI

FACULTY OF SOCIAL SCIENCE DEPARTMENT OF PSYCHOLOGY

SECTION A : DEMOGRAPHIC VARIABLES

Age: -------- (as at last birth)     Sex: -----M ( )      F ( )

Ethnicity: Hausa ( ) Igbo ( )  Yoruba ( )

Religious: Christian (   ) Muslim ( ) Traditional ( )

Marital Status: Single ( ) Married ( )  Others ( )

Name of school: ---------------------------------------------------------------------------

SECTION B: INSTRUCTIONS: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

| S/N | ITEMS | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1 | On the whole, I am satisfied with myself. | | | | |
| 2 | At times I think I am no good at all. | | | | |
| 3 | I feel that I have a number of good qualities. | | | | |
| 4 | I am able to do things as well as most other people. | | | | |
| 5 | I feel I do not have much to be proud of. | | | | |
| 6 | I certainly feel useless at times. | | | | |
| 7 | I feel that I'm a person of worth, at least on an equal plane with others. | | | | |
| 8 | I wish I could have more respect for myself. | | | | |
| 9 | All in all, I am inclined to feel that I am a failure. | | | | |
| 10 | I take a positive attitude toward myself. | | | | |

SECTION C: Please answer the following question by ticking on the following response beside each of the question. Please answer as honest as you can and be sure to answer all question.

| S/N | ITEMS | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----|-------|----------------|-------|-----------|----------|-------------------|
| 1 | I receive recognition for a job well done | | | | | |
| 2 | I feel close to the people at work | | | | | |
| 3 | I feel good about working in this organization | | | | | |
| 4 | I believe the management is concern about me | | | | | |
| 5 | I feel secure about my job | | | | | |
| 6 | On the whole I believe work is good about my well being | | | | | |
| 7 | My wages are good | | | | | |
| 8 | All my talent and skill is used at work | | | | | |
| 9 | I get along with my supervisors | | | | | |
| 10 | I feel good about my job | | | | | |

SECTION D: Instructions: Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working please indicate the degree of your agreement or disagreement with each statement

Responses to each item are measured on a seven-point scale with the anchors labeled: (1) strongly disagree, (2) moderately disagree, (3) slightly disagree, (4) neither disagree nor agree, (5) slightly agree, (6) moderately agree, (7) strongly agree.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful. | | | | | | | |
| 2. I talk up this organization to my friends as a great organization to work for. | | | | | | | |
| 3. I feel very little loyalty to this organization. (R) | | | | | | | |
| 4. I would accept almost any type of job assignment in order to keep working for this organization. | | | | | | | |
| 5. I find that my values and the organization's values are very similar. | | | | | | | |
| 6. I am proud to tell others that I am part of this organization. | | | | | | | |
| 7. I could just as well be working for a different organization as long as the type of work was similar. (R) | | | | | | | |
| 8. This organization really inspires the very best in me in | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| the way of job performance. | | | | | | | |
| 9. It would take very little change in my present circumstances to cause me to leave this organization. | | | | | | | |
| 10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined. | | | | | | | |
| 11. There's not too much to be gained by sticking with his organization indefinitely. (R) | | | | | | | |
| 12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R) | | | | | | | |
| 13. I really care about the fate of this organization. | | | | | | | |
| 14. For me this is the best of all possible organizations for which to work. | | | | | | | |
| 15. Deciding to work for this organization was a definite mistake on my part. (R) | | | | | | | |

Frequencies

Statistics

|  |  | SEX | ETHNICITY | RELIGION | MARITALSTATUS | NAMEOFSCHOOL |
|---|---|---|---|---|---|---|
| N | Valid | 280 | 280 | 280 | 280 | 280 |
|  | Missing | 0 | 0 | 0 | 0 | 0 |

Frequency Table

SEX

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | MALE | 150 | 53.6 | 53.6 | 53.6 |
|  | FEMALE | 130 | 46.4 | 46.4 | 100.0 |
|  | Total | 280 | 100.0 | 100.0 |  |

ETHNICITY

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | HAUSA | 25 | 8.9 | 8.9 | 8.9 |
|  | IGBO | 75 | 26.8 | 26.8 | 35.7 |
|  | YORUBA | 180 | 64.3 | 64.3 | 100.0 |
|  | Total | 280 | 100.0 | 100.0 |  |

RELIGION

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | CHRISTIANITY | 167 | 59.6 | 59.6 | 59.6 |
|  | MUSLIM | 108 | 38.6 | 38.6 | 98.2 |
|  | TRADITIONAL | 5 | 1.8 | 1.8 | 100.0 |
|  | Total | 280 | 100.0 | 100.0 |  |

MARITALSTATUS

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | SINGLE | 68 | 24.3 | 24.3 | 24.3 |
|  | MARRIED | 199 | 71.1 | 71.1 | 95.4 |
|  | OTHERS | 13 | 4.6 | 4.6 | 100.0 |
|  | Total | 280 | 100.0 | 100.0 |  |

NAMEOFSCHOOL

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | DOMINION ACADEMY | 33 | 11.8 | 11.8 | 11.8 |
|  | OMO HIGH SCHOOL | 25 | 8.9 | 8.9 | 20.7 |
|  | BLESSING MODEL ACADEMY | 36 | 12.9 | 12.9 | 33.6 |

| | | | | |
|---|---|---|---|---|
| ADEYEMI COMPREHENSIVE SCHOOL | 36 | 12.9 | 12.9 | 46.4 |
| ISUADA COMPREHENSIVE SCHOOL | 26 | 9.3 | 9.3 | 55.7 |
| IMADE COLLEGE | 25 | 8.9 | 8.9 | 64.6 |
| IPELE COMMUNITY SECONDARY | 30 | 10.7 | 10.7 | 75.4 |
| NEW CHURCH GRAMMAR | 28 | 10.0 | 10.0 | 85.4 |
| EMURE-ILE GRAMMAR | 41 | 14.6 | 14.6 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Descriptives

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| AGE | 265 | 18.00 | 63.00 | 42.1623 | 9.07294 |
| Valid N (listwise) | 265 | | | | |

Reliability for Self-esteem Scale

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|---|---|---|---|
| Cases | Valid | 253 | 90.4 |
| | Excluded[a] | 27 | 9.6 |
| | Total | 280 | 100.0 |

a. Listwise deletion based on all variables in

the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .589 | 10 |

Item Statistics

|     | Mean   | Std. Deviation | N   |
| --- | ------ | -------------- | --- |
| B1  | 3.2885 | .82119         | 253 |
| B2  | 2.4348 | .93896         | 253 |
| B3  | 3.2609 | .79378         | 253 |
| B4  | 3.1067 | .84543         | 253 |
| B5  | 2.2569 | .97244         | 253 |
| B6  | 2.4862 | .94533         | 253 |
| B7  | 3.2134 | .73591         | 253 |
| B8  | 2.0949 | .84450         | 253 |
| B9  | 2.5138 | 1.08233        | 253 |
| B10 | 3.0909 | .90613         | 253 |

Item-Total Statistics

|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| B1 | 24.4585 | 15.043 | .201 | .578 |
| B2 | 25.3123 | 13.001 | .460 | .510 |
| B3 | 24.4862 | 13.878 | .421 | .529 |
| B4 | 24.6403 | 14.469 | .282 | .560 |
| B5 | 25.4901 | 15.187 | .114 | .603 |
| B6 | 25.2609 | 13.106 | .438 | .516 |
| B7 | 24.5336 | 14.226 | .402 | .536 |
| B8 | 25.6522 | 18.648 | -.324 | .686 |
| B9 | 25.2332 | 12.251 | .472 | .499 |
| B10 | 24.6561 | 14.171 | .294 | .556 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|------|----------|----------------|------------|
| 27.7470 | 16.999 | 4.12301 | 10 |

Reliability for Job Satisfaction Scale

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|---|---|---|---|
| Cases | Valid | 269 | 96.1 |
| | Excluded[a] | 11 | 3.9 |
| | Total | 280 | 100.0 |

a. Listwise deletion based on all variables in

the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| | |

| .798 | 10 |
|------|----|

Item Statistics

|     | Mean   | Std. Deviation | N   |
|-----|--------|----------------|-----|
| C1  | 4.0112 | .87879         | 269 |
| C2  | 3.9108 | .88911         | 269 |
| C3  | 3.9182 | .93082         | 269 |
| C4  | 3.6691 | 1.02498        | 269 |
| C5  | 3.8030 | .96304         | 269 |
| C6  | 4.0186 | 1.00911        | 269 |
| C7  | 3.5651 | 1.15596        | 269 |
| C8  | 3.6803 | 1.08330        | 269 |
| C9  | 3.8625 | .92218         | 269 |
| C10 | 3.6877 | 1.08890        | 269 |

Item-Total Statistics

|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| C1 | 34.1152 | 30.050 | .472 | .781 |
| C2 | 34.2156 | 31.961 | .261 | .802 |
| C3 | 34.2082 | 29.837 | .459 | .782 |
| C4 | 34.4572 | 28.958 | .486 | .778 |
| C5 | 34.3234 | 28.667 | .560 | .770 |
| C6 | 34.1078 | 29.276 | .465 | .781 |
| C7 | 34.5613 | 28.755 | .426 | .787 |
| C8 | 34.4461 | 28.464 | .496 | .777 |
| C9 | 34.2639 | 29.486 | .503 | .777 |
| C10 | 34.4387 | 27.493 | .586 | .765 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
|  |  |  |  |

60

| | | | |
|---|---|---|---|
| 38.1264 | 35.372 | 5.94744 | 10 |

Reliability for Organizational Commitment Scale

Scale: ALL VARIABLES

Case Processing Summary

|  |  | N | % |
|---|---|---|---|
| Cases | Valid | 116 | 41.4 |
|  | Excluded[a] | 164 | 58.6 |
|  | Total | 280 | 100.0 |

a. Listwise deletion based on all variables in

the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .817 | 15 |

Item Statistics

|      | Mean   | Std. Deviation | N   |
|------|--------|----------------|-----|
| D1   | 5.4310 | 2.01397        | 116 |
| D2   | 5.2759 | 2.00255        | 116 |
| D3   | 4.0603 | 2.19204        | 116 |
| D4   | 4.3534 | 2.04835        | 116 |
| D5   | 4.8879 | 1.92815        | 116 |
| D6   | 5.4655 | 1.84829        | 116 |
| D7   | 3.5086 | 2.05361        | 116 |
| D8   | 5.2069 | 1.91342        | 116 |
| D9   | 4.6724 | 1.78289        | 116 |
| D10  | 5.1724 | 1.72589        | 116 |
| D11  | 4.3707 | 2.02819        | 116 |
| D12  | 4.2241 | 1.90690        | 116 |
| D13  | 5.3017 | 1.96145        | 116 |
| D14  | 4.7845 | 1.85475        | 116 |
| D15  | 5.0776 | 2.07742        | 116 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| D1 | 66.3621 | 204.303 | .595 | .795 |
| D2 | 66.5172 | 209.765 | .498 | .802 |
| D3 | 67.7328 | 215.971 | .339 | .814 |
| D4 | 67.4397 | 212.318 | .438 | .806 |
| D5 | 66.9052 | 219.147 | .346 | .812 |
| D6 | 66.3276 | 203.805 | .671 | .791 |
| D7 | 68.2845 | 232.466 | .095 | .830 |
| D8 | 66.5862 | 206.158 | .597 | .795 |
| D9 | 67.1207 | 219.759 | .373 | .810 |
| D10 | 66.6207 | 205.351 | .694 | .791 |
| D11 | 67.4224 | 224.855 | .225 | .821 |
| D12 | 67.5690 | 224.143 | .260 | .818 |
| D13 | 66.4914 | 210.617 | .495 | .802 |

| | | | |
|------|---------|---------|------|------|
| D14 | 67.0086 | 208.496 | .573 | .797 |
| D15 | 66.7155 | 214.692 | .388 | .810 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 71.7931 | 242.635 | 15.57675 | 15 |

Correlations

Descriptive Statistics

| | Mean | Std. Deviation | N |
|--------------------------|---------|----------------|-----|
| AGE | 42.1623 | 9.07294 | 265 |
| SelfEsteem | 27.4821 | 4.14950 | 280 |
| JobSatisfaction | 37.3643 | 7.29286 | 280 |
| OrganizationalCommitment | 60.0536 | 18.02549 | 280 |

Correlations

| | | AGE | SelfEsteem | JobSatisfaction | Organizationa ommitment |
|---|---|---|---|---|---|
| AGE | Pearson Correlation | 1 | .061 | -.032 | .024 |
| | Sig. (2-tailed) | | .323 | .603 | .694 |
| | N | 265 | 265 | 265 | 265 |
| SelfEsteem | Pearson Correlation | .061 | 1 | .206$^{**}$ | .265$^{**}$ |
| | Sig. (2-tailed) | .323 | | .001 | .000 |
| | N | 265 | 280 | 280 | 280 |
| JobSatisfaction | Pearson Correlation | -.032 | .206$^{**}$ | 1 | .476$^{**}$ |
| | Sig. (2-tailed) | .603 | .001 | | .000 |
| | N | 265 | 280 | 280 | 280 |
| OrganizationalCommitment | Pearson Correlation | .024 | .265$^{**}$ | .476$^{**}$ | 1 |
| | Sig. (2-tailed) | .694 | .000 | .000 | |
| | N | 265 | 280 | 280 | 280 |

**. Correlation is significant at the 0.01 level (2-tailed).

T-Test results for Influence of self-esteem on Org. Com.

Group Statistics

|  | SelfEsteem | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| OrganizationalCommitment | High | 116 | 63.1466 | 24.73978 | 2.29703 |
|  | Low | 164 | 57.8659 | 10.61630 | .82899 |

dependent Samples Test

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Mea | |
|---|---|---|---|---|---|
|  |  | F | Sig. | t | df |
| rganizationalCommitment | Equal variances assumed | 47.467 | .000 | 2.436 | 278 |

| | | | | | 2.162 | 145.170 |
|---|---|---|---|---|---|---|
| | Equal variances not assumed | | | | | |

T-Test results of Influence of Job Satisfaction on Org. Comit.

Group Statistics

| | JobSatisfaction | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| OrganizationalCommitment | High | 131 | 64.5802 | 19.84903 | 1.73422 |
| | Low | 149 | 56.0738 | 15.24356 | 1.24880 |

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Me | |
|---|---|---|---|---|
| | F | Sig. | t | df |
| | | | | |

| | | | | | |
|---|---|---|---|---|---|
| OrganizationalCommitment | Equal variances assumed | 14.468 | .000 | 4.047 | 278 |
| | Equal variances not assumed | | | 3.980 | 242.501 |

2X2 ANOVA results of Interactive Influence of Self-esteem & Job. Sat. on Org. Com.

Between-Subjects Factors

| | | Value Label | N |
|---|---|---|---|
| LevelSelfEsteem | 1.00 | Low | 164 |
| | 2.00 | High | 116 |
| LevelJobSatisfaction | 1.00 | Low | 149 |
| | 2.00 | High | 131 |

71

Descriptive Statistics

Dependent Variable: OrganizationalCommitment

| LevelSelfEsteem | LevelJobSatisfaction | Mean | Std. Deviation | N |
|---|---|---|---|---|
| Low | Low | 57.7216 | 8.49723 | 97 |
| | High | 58.0746 | 13.16252 | 67 |
| | Total | 57.8659 | 10.61630 | 164 |
| High | Low | 53.0000 | 22.88248 | 52 |
| | High | 71.3906 | 23.22397 | 64 |
| | Total | 63.1466 | 24.73978 | 116 |
| Total | Low | 56.0738 | 15.24356 | 149 |
| | High | 64.5802 | 19.84903 | 131 |
| | Total | 60.0536 | 18.02549 | 280 |

Tests of Between-Subjects Effects

Dependent Variable: OrganizationalCommitment

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 11602.851[a] | 3 | 3867.617 | 13.504 | .000 |
| Intercept | 960048.988 | 1 | 960048.988 | 3352.001 | .000 |
| LevelSelfEsteem | 1229.195 | 1 | 1229.195 | 4.292 | .039 |
| LevelJobSatisfaction | 5846.566 | 1 | 5846.566 | 20.413 | .000 |
| LevelSelfEsteem * LevelJobSatisfaction | 5414.453 | 1 | 5414.453 | 18.905 | .000 |
| Error | 79049.346 | 276 | 286.411 | | |
| Total | 1100453.000 | 280 | | | |
| Corrected Total | 90652.196 | 279 | | | |

a. R Squared = .128 (Adjusted R Squared = .119)

73

Estimated Marginal Means

1. LevelSelfEsteem

Dependent Variable: OrganizationalCommitment

| LevelSelfEsteem | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|
| | | | Lower Bound | Upper Bound |
| Low | 57.898 | 1.344 | 55.252 | 60.544 |
| High | 62.195 | 1.580 | 59.085 | 65.305 |

2. LevelJobSatisfaction

Dependent Variable: OrganizationalCommitment

| LevelJobSatisfaction | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|
| | | | Lower Bound | Upper Bound |
| Low | 55.361 | 1.454 | 52.498 | 58.224 |
| High | 64.733 | 1.479 | 61.821 | 67.644 |

## 3. LevelSelfEsteem * LevelJobSatisfaction

Dependent Variable: OrganizationalCommitment

| LevelSelfEsteem | LevelJobSatisfaction | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| Low | Low | 57.722 | 1.718 | 54.339 | 61.104 |
| | High | 58.075 | 2.068 | 54.004 | 62.145 |
| High | Low | 53.000 | 2.347 | 48.380 | 57.620 |
| | High | 71.391 | 2.115 | 67.226 | 75.555 |

T-Test results of Gender on Org. Commit.

Group Statistics

|  | SEX | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| OrganizationalCommitment | MALE | 150 | 60.2733 | 15.65222 | 1.27800 |
|  | FEMALE | 130 | 59.8000 | 20.48497 | 1.79665 |

Independent Samples Test

|  |  | Levene's Test for Equality of Variances | | t-test for Equali | |
|---|---|---|---|---|---|
|  |  | F | Sig. | t | df |
| OrganizationalCommitment | Equal variances assumed | 4.573 | .033 | .219 | 278 |
|  | Equal variances not assumed |  |  | .215 | 239.4 |