

Employees' Commitment As Correlates Of Job Satisfaction Among Non-Academic Staff Of University Of Calabar, Cross River State, Nigeria

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Abstract

This study examined employees' commitment as correlates of job satisfaction among non-academic staff of University of Calabar, Cross River State, Nigeria. Two purposes of the study were stated and converted into two research questions and statements of hypotheses. Literature review was carried out based on the variables under study and the survey research design was used in the study. The method of data collection was a 20 items four point rating scale questionnaire. A sample of 234 respondents was used in the study and the reliability index of the instrument was .79 using the Cronbach Alpha Reliability method. The statistical tool for data analysis was the Pearson's Product Moment Correlation at .05 level of significance. The study's result showed that employees' commitment has no correlation with job satisfaction among non-academic staff in the study area. Based on the findings, it was recommended that Management of Universities are encouraged to provide fair pay benefits to their workers, as happy workforce tends to work hard by putting in their best to achieve organizational goals.

Keywords: Affective commitment, Continuance commitment, Staff, Job satisfaction, University

Introduction

Education is widely recognized as one indicator of development. One of the basic purposes of educations is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004).

As Kousteliou (2011), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction. Accordingly, Armstrong (2006) job satisfactions as the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Job satisfaction of academic staff is an important factor for creating value and achieving effectiveness in the university. A major challenge facing Universities management is keeping employees satisfied. This is because dissatisfied workers may negatively impact organizational effectiveness, resulting in an increase in turnover rate. Meyer (2016) stressed that job satisfaction is a determinative of organizational commitment, that through workers, organizations can garner a competitive advantage. Committed employees take pride in organizational membership, belief in the goals and values of the organization, and therefore display.

The Universities are tertiary institutions and large organizations that comprises of academic staff, non-academic staff and students. They are citadel of learning where students train with adequate skills for manpower development and self reliance. So there is need for it managers and administrators to give adequate attention that would enhance their workers' level of job satisfaction and also put into cognizance the employees' level of commitment during recruitment into work place.

The level of commitment of staff depends on how satisfied they are on the job. In essence, measuring employee commitment is an assessment of the congruence between an individual own values and beliefs and those of the organization. Employee's commitment is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization will increase, (Meyer, 2016). The components of employees' commitment that were investigated in this study in relation to job satisfaction focused on Allen & Meyer (2010) theories of commitment which are

affective commitment and normative commitment is the individual psychological attachment to the organization. The affective commitment is a strong belief in and acceptance of organizations' goal, and values; a willingness to make considerable effort on behalf of the organization and a strong desire to maintain membership in the organization, (Mowday, 2015).

Continuance commitment is the individual costs associated with leaving the organization. Individuals do not leave an organization for fear of losing their benefits, taking pay cut and being able to find another job, (Murray & Down, 2011). Over time, cases of lateness to class, absenteeism, extortion, victimization, aggressive and hostile relationship towards students, management and even among colleague, issues of queries to lecturers, suspension of lecturers sometime without salary, inability to cover course outline, non compliance to course outline when teaching, delay in submission of results exists among academic staff in the University of Calabar. Management has made Based on the above reports and personal experience, the researcher holds the conviction that apart from salary and non-salary conditions of services as factors related to job satisfaction, the lecturers' level of work commitment may play major role lecturers relations to job satisfaction.

Over time, modalities have been initiated to encourage staff commitment in University of Calabar by motivating lecturers through funding of research by lecturers, provisions for study fellowships, Tet refund intervention programmes, prompt payment of salaries and honorariums etc and provision of enabling environment. However, as laudable as these efforts are, the expected results have not been achieved. It is based on problem that this paper examined employees commitment as correlates of job satisfaction among academic staff of University of Calabar, Cross River State, Nigeria.

Purpose of the study

The purpose of this study is to examine employees' commitment as correlates of job satisfaction among non-academic staff of University of Calabar, Cross River State, Nigeria. Specifically, the study sought to

- i. examine affective commitment as correlates of job satisfaction of non-academic staff
- ii. determine continuance commitment as correlates of job satisfaction of non-academic staff

Research questions

The following research questions were posed in the study

- i. how does affective commitment as correlates of job satisfaction of non-academic staff?

- ii. how does continuance commitment as correlates of job satisfaction of non-academic staff?

Statement of hypotheses

The following hypotheses were stated to guide the study;

- i. there is no significant correlation between affective commitment and job satisfaction of non-academic staff
- ii. There is no significant correlation between continuance commitment and job satisfaction of non-academic staff.

Literature review

According to Dian and Hermawan (2013), affective commitment is the emotional bond of employees in the organization, identification in the organization, and involvement in the organization. Affective commitment has been closely linked to the appropriateness of values that results in employees feeling close to the organization and staying within the organization because of their desires (Rumangkit, 2016). Employees who have a strong affective commitment to an organization will continue their work and will try their best in performing tasks, arguably affective commitment represents the overall commitment of the organization (Jalilvand & Nasrolahi, 2015).

Individuals who have a high affective commitment to an organization are likely to be more interested in being more active and involved in work related decision-making (Saha & Kumar, 2018). Meyer and Allen (2017) claim that employees with high affective commitment will be motivated to achieve higher performance and make more meaningful contributions than employees with normative and continuous commitment. Previous studies have shown significant relationships with work outcomes such as performance, absenteeism, and turnover (Meyer & Herscovitch, 2011). Employees with high affective commitment show loyalty (Harrison-Walker, 2011).

Job satisfaction and affective commitment have been discussed by the scholar in the field. Moreover, the issues about job satisfaction, namely the job environment, salary, colleagues, promotion, and supervision were also an issue among state prison officers about their affective commitment. Thus, Nasina (2021) explored the relationship and understand the impact of the job satisfaction components toward affective commitment. Self-administered questionnaires are distributed among 300 state prison officers. A total of 205 usable questionnaires are collected with a response rate of 68.3%. Reliability analysis is conducted before the analysis of the relationship and impact between variables. Furthermore, a new research framework is discovered. The study discovered the work environment, salary, and supervision as components of job satisfaction have an impact on state prison officers' affective commitment. Unfortunately, state prison officers state that colleagues of job satisfaction have no significant impact on their affective commitment.

Mabasa, Mabasa and Netshidzivhani (2015) investigated the relationship between employees' job satisfaction (as measured by Minnesota Satisfaction Questionnaire) and organizational commitment (as measured by Organizational Commitment Scale) among academic staff members in higher education institution, South Africa (N=302). The study utilized a self-administered questionnaire to solicit data from 302 participants randomly selected from a South African higher education institution. Correlations were used to test whether there is any relationship between the variables. T-tests and ANOVA were also used in this study. Results showed a significant positive relationship between job satisfaction and affective commitment as well as continuance commitment, but no significant relationship between job satisfaction and normative commitment was found. The results also show that there is a significant difference in job satisfaction between male and female academic staff members. The results show that there is no significant mean difference between employee job satisfaction as well as employee organizational commitment in terms of age.

Lew (2020) examined what motivates the employees involved in the tourism industry in Sarawak, Malaysia, their level of job satisfaction and the influence of job satisfaction on affective commitment. It also examines whether age moderates the abovementioned relationship. Tourism is a critical industry which accommodates an increasing number of visitors to Sarawak, positioning itself as the "Sarawak-More Than A Paradise" in the Asia Pacific region. Studies have confirmed that satisfied employees will be more committed to their organizations and offer high quality service to the customers. Hierarchical regression analysis was used to analyze the data of the study. The three most important factors to motivate employees are interesting work, job security and opportunities for advancement and development. Satisfaction towards 'salary' was found to have a significant positive relationship with affective commitment. Also, satisfaction towards supervision showed significant positive relationships with normative commitment. However, age did not moderate the relationships between job satisfaction and organizational commitment. The findings of this study provide valuable insights for the management of tourism-related organizations in Malaysia and the Asia Pacific region to create a motivated and committed workforce. Affectively committed managers will participate in sharing their knowledge and contributing their best performance. In so doing, high corporate performance which is also called organizational effectiveness (OE) can be achieved (Lew, 2020).

Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2010). Continuance commitment in education refers to commitment

based on the benefits and costs that is related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2017). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari, 2017). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

The continuance commitment is third dimension of organizational commitment identified by Allen & Meyer (1990). Allen & Meyer(1990) describe continuance commitment as a function of two factors: (a) the magnitude and/or number of investments (or side-bets) individuals make; and (b) a lack of alternatives". (p.4) That is, individuals who invest a great deal of time and effort in learning certain skills that are specific to the organization, do so with the aim of increasing their earning power. In this case, employees can only realize the higher earnings by staying with the organization. Commeiras & Fournier (2011) have said that, continuance commitment is the outcome of a person's decision to stay with an organization because of the personal time and resources already devoted to the company and because of the costs of changing jobs. Therefore, persons who have a lot of investment in their organization are less likely to leave.

In addition to the fear of losing what they have invested in the organization, individuals develop continuance commitment because of a perceived lack of alternatives. Allen & Meyer (1990) and Meyer & Allen (1991) argue that an individual's commitment to the organization is likely to be based on perceptions of employment options outside the organization. For example, an employee may believe that the skills acquired are not marketable or that those skills are insufficient to compete for other positions in the field. Such an employee would feel tied down to the present organization. People who work in environments where the training and skills obtained are very specific to the industry may possibly develop such commitments. As a result, the employee feels compelled to commit to the organization because of the monetary, psychological, social and other costs associated with leaving the organization. Unlike affective commitment, which involves emotional attachment, continuance commitment reflects a calculation of the costs of leaving versus the benefits of staying.

Abdeljalil, Farag and Khaled (2016) took an in-depth look into the obstacles that has resulted in a serious lack of commitment among teachers in Libyan schools. To investigate this issue, a study focusing on the role of job satisfaction in determining continuance organizational commitment was carried out among primary school teachers in Libya. Data from 468 respondents were collected through a questionnaire. Multiple regression techniques were used to examine relationships among the independent variable and six dependent variables related to job satisfaction. The results of the study revealed the job satisfaction factors which related more closely and positively to the continuance

commitment among teachers. It was found that the school environment, job relevance and satisfaction and the pay and benefits had a direct significant positive effect on continuance commitment respectively. On the other hand, general satisfaction; Job Security Satisfaction; and growth and development Opportunities had no significant positive effects on continuance. The outputs of this study will enable primary school management teams to be more effective in selecting the best approaches to retain and obtain maximum levels of commitment from teachers. It is hoped that the findings from this study will help pave the way for an improved educational system in Libya.

Methodology

The research design for this study is the correlational survey design. The area of the study is the University of Calabar. The population of the study comprised 4,688 nonacademic staff (Academic planning Unit, 2021).

The area is mostly occupied by the Efiks and the Quas. Nonetheless, due to its cosmopolitan status, there is a multiplication of people in the area from all parts of the state and Nigeria. On the other hand, the Quas have the basic piece of the Calabar hinterland where farmers, trackers, vendors, and smithies are found. As the Municipal Government's central command. The sample of the study is made up of 234 nonacademic staff which is 5% of the entire population of the study. This sample was gotten with the help of the purposive sampling technique. The instrument for data collection was a questionnaire titled: Employees' commitment as correlates of job satisfaction Questionnaire (ECJSQ). The questionnaire was divided into three sections. Section A was on the demographic data of the respondents- Sex and Age. Section B is on five questions each for affective and continuance commitment, while Section C is on the dependent variable-job satisfaction. The instrument's reliability index was 0.79 when checking the reliability of the instruments using the Cronbach Alpha reliability method. The statistical tool for data analysis was the Pearson's Product Moment Correlation test statistic at .05 level of significance with the help of the Statistical package for Social Sciences version 23.

Result and discussion of the study

The independent variable in this study which is employees' commitment was sub-divided into two variables, namely, affective and continuance commitment. The dependent variable for this study is as correlates of job satisfaction among non-academic staff. Pearson's product moment correlation was used for data analysis. The result is presented according to each hypothesis.

Hypothesis one

The first hypothesis states that there is no significant correlation between affective commitment and job satisfaction of non-academic staff. The independent variable is affective commitment while the dependent variable is job satisfaction of academic staff.

The items used in measuring this hypothesis were derived from questionnaire items 1-5 of Section B and items 11-20 of section C. Pearson’s Product Moment Correlation Coefficient Analysis test statistic was employed in testing the hypothesis for this study.

The result of the analysis in Table 1 revealed that affective commitment produced a mean score of 11.68 with a standard deviation of 3.17 while job satisfaction of academic staff produced a mean score of 13.87 with a standard deviation of 2.55. The result further revealed that the calculated r-ratio of .033 obtained with a p-value of .892 at 232 degrees of freedom did not meet the condition required for significance at the .05 level. Based on this, the null hypothesis which stated that there is no significant relationship between affective commitment and job satisfaction of academic staff was retained indicating that there is no significant relationship between affective commitment and job satisfaction of academic staff in the study area. The finding of the study is in contradiction with Jalilv and and Nasrolahi (2015) that employees who have a strong affective commitment to an organization will continue their work and will try their best in performing tasks, arguably affective commitment represents the overall commitment of the organization. The finding of the study also contradicts the position of Meyer and Allen (2017) that employees with high affective commitment will be motivated to achieve higher performance and make more meaningful contributions than employees with normative and continuous commitment.

TABLE 1 Pearson’s Product Moment Correlation Coefficient Analysis of the relationship between affective commitment and job satisfaction of academic staff (N=234)

Variables:	\bar{x}	S.D	r	P-value
Affective commitment (x):	11.68	3.17		
			.033	.892
Job satisfaction (y):	13.87	2.55		

*significant at 0.05 level; df= 232

Hypothesis two

The second hypothesis states that there is no significant correlation between continuance commitment and job satisfaction of non-academic staff. The independent variable is continuance commitment while the dependent variable is job satisfaction of non-academic staff. The items used in measuring this hypothesis were derived from questionnaire items 6-10 of Section B and items 11-20 of section C. Pearson’s Product Moment Correlation Coefficient Analysis test statistic was employed in testing the hypothesis for this study.

The result of the analysis in Table 2 revealed that continuance commitment produced a mean score of 13.88 with a standard deviation of 4.88 while job satisfaction of academic staff produced a mean score of 13.87 with a standard deviation of 2.55. The result further revealed that the calculated r-ratio of .028 obtained with a p-value of .765 at 232

degrees of freedom did not meet the condition required for significance at the .05 level. Based on this, the null hypothesis which stated that there is no significant correlation between continuance commitment and job satisfaction of non-academic staff was retained indicating that there is no significant correlation between continuance commitment and job satisfaction of non-academic staff in the study area.

This finding contradicts Allen & Meyer (1990) and Meyer & Allen (1991) that an individual's commitment to the organization is likely to be based on perceptions of employment options outside the organization. For example, an employee may believe that the skills acquired are not marketable or that those skills are insufficient to compete for other positions in the field. Such an employee would feel tied down to the present organization. People who work in environments where the training and skills obtained are very specific to the industry may possibly develop such commitments. As a result, the employee feels compelled to commit to the organization because of the monetary, psychological, social and other costs associated with leaving the organization and these results in job satisfaction.

TABLE 2 Pearson's Product Moment Correlation Coefficient Analysis of the relationship between continuance commitment and job satisfaction of non-academic staff (N=234)

Variables:	\bar{x}	S.D	r	P-value
Continuance commitment (x):	13.88	4.88		
Job satisfaction (y):	13.87	2.55	.028	.765

*significant at 0.05 level; df= 232

Conclusion

Based on the finding of the study, it was concluded that;
 there is no significant correlation between affective commitment and job satisfaction of non-academic staff
 there is no significant correlation between continuance commitment and job satisfaction of non-academic staff

Recommendations

Based on the finding of the study, it was recommended that;

1. Increasing the level of affective commitment of employees to the organization is very important in shaping the policy and determining the direction of the organization to remain relevant in ensuring not to lose valuable assets that are employees.
2. Management of Universities are encouraged to provide fair pay benefits to their workers, as happy workforce tends to work hard by putting in their best to achieve organizational goals.

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