

## Organizational Commitment and Job Satisfaction as Determinant of Primary School Teachers Turnover Intention

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### Abstract

This study examines the predictive power of organizational commitment and job satisfaction on primary school teacher's turnover intention. Two hundred primary school teachers participants were selected from 20 primary schools out of one hundred primary school in Ijebu north local government area of Ogun State through stratified and simple random sampling techniques the school were selected from two (2) constituencies in Ijebu north local government area which are Ifelodun and Ijebu-Igbo. Seven (7) schools were selected from Ifelodun and thirteen (13) public primary schools were randomly selected from Ijebu. Ten (10) teachers (male and female) were randomly selected from each school making a total of two hundred (200). The selection of the schools was based on the population and the geographical territory of the consistency. Three instruments, Turnover Intention Scale, organization commitment scale and intrinsic motivation inventory were utilized in the study. Multiple regression (stepwise) and simple percentage were used for analysis. Findings showed that the two determinant variables (organizational commitment and intrinsic motivation) when taken together, determined the criterion variable (turnover intention). Finding also indicated that organization commitment was the most potent contributor to the prediction of turnover intention of primary school teachers. The implications of these findings for the government, policy makers and employers of labor, who are interested in effective functioning and retention of workers, were discussed.

**Key words:** Organizational commitment; Job satisfaction; Turnover intention; Primary school teachers

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### INTRODUCTION

Education is basic to the development of any country and the teacher it's focal point. Teacher is the core of educational project as excellent teacher mean good education and this at present, raised serious concern about Teachers' Turnover Intention. Today, few scholars would disagree that teacher is the most influential school related factor affecting the quality of education a student receives (Darling-Hammond, 1999; Sanders & Rivers, 1996). Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classroom with qualified teachers, Ingersoll, (2001). This however is not unconnected with shortage of teachers. (Ingersoll, 2001) discovered that the rate of turnover on account of retirement is relatively low when compared to turnover associated with other factors, such as job dissatisfaction, and pursuing other jobs. Turnover intention among the primary school teachers' especially teachers in rural primary schools, which seriously affects the quality of rural education. Over the past two decades a substantial body of empirical analysis has focused on teacher turnover intention which has to do with the departure of teachers from their teaching jobs (Grissmer & Kirby, 1987, 1992, 1997; Heyns, 1988; Murnane, 1981; Murnane, 1987; Ingersoll, 2001).

Turnover intention has been described as the last in a sequence of withdrawal cognitions, a set of cognitions include thinking of quitting and the intent to search for alternative employment (Mobley, Horner, & Hollingsworth, 1978; Tett & Meyer, 1993). Teacher

turnover possibility factors, includes factors tied to organizational characteristics, which are considered as variables of this study such as organizational commitment and job satisfaction. If the characteristics of the working environment satisfied staff needs, teachers reported low turnover intentions (Bright, 2008). Ingersoll (2001) suggested that after controlling the characteristics of both teachers and schools, inadequate support from the school administration, student discipline problems, limited faculty input into school decision-making, and to a lesser extent, low salaries, were all associated with higher rates of turnover intention. This however might not be too distant from whether the teacher concern is committed to his/her duties or not. This is connected to organizational commitment which is an important employee's job related behavior that is also the focus of this study.

Organizational commitment has been defined as a psychological link between the employee and the organization that makes it less likely that the employee will voluntarily leave the system (Allen & Meyer, 1996). Meyer and Allen (1991) empirically synthesized organizational commitment research into multidimensional models which include affective, continuance, and normative commitment. Affective commitment is an employee's emotional attachment to, identification with, and involvement in an organization. Affective commitment has been found to be favorable for individual and organizational outcomes in terms of satisfaction (Gautam, Van, & Wagner, 2004; Trimble, 2006). Continuance commitment is an employee's perceptions of the costs associated with leaving an organization. Continuance commitment arises from the recognition that one would lose valued benefits, such as pension and insurance premiums, upon leaving the organization (Becker, 1960). Normative commitment usually denotes a willingness to remain with an organization due to a sense of moral obligation (Tett & Meyer, 1993; Wiener, 1982).

Satisfaction can come from learning, problem-solving, inter-group cooperation, and doing a good job. All of these relationships imply that jobs with a high degree of employee involvement increase satisfaction (Mohr & Zoghi, 2008). This suggests that job satisfaction is also a pertinent variable that could likely influenced the individual decision either to remain or leave an organization.

Dessler (1978) refers to job satisfaction, „as the degree of needs satisfaction that is derived from and or experienced on the job. He affirms to the ability of employees in an organization aspirations, feeling happy doing their job with the hope that their needs will be achieved. Consequently, the inability of employees to achieve their needs will amount to dissatisfaction which could eventually lead to turnover intention of workers. Job satisfaction was seen to follow a U-shaped relationship with respect to tenure in current position (Shields & Ward, 2001), while no relationship has also been indicated

with years of experience (Bedeian, Farris & Kacmar, 1992; Bertz & Judge, 1994; Ma, Samuels, & Alexander, 2003). However, research has also shown that overall job satisfaction increased as the years of experience increased (Chambers, 1999; Herrera, 2003).

Investigating employee job satisfaction is therefore a step toward creating a healthy psychological contract for people at work (Schermerhorn, 1996). Thus employees who are satisfied with their workplace / work environment are less likely to want to leave their organization. Most studies have focused on the impact of attitudinal factors such as emotional dissonance and organizational commitment on turnover intention, (Abraham, 1999) perceived corporate reputation, affective commitment and job satisfaction on turnover intentions (Alniacik, Cigerim, Akein, & Bayram 2011). However, there appear to be dearth of research efforts on turnover intentions with organizational commitment and job satisfaction as independent variables, especially with primary school teachers. Therefore, this study examines the contribution of organizational commitment and job satisfaction on turnover intentions of primary school teachers through the following hypotheses tested at 0.05 level of significance.

(a) There would be significant combine effect of organisational commitment and job satisfaction in the prediction of turnover intention of primary school teacher in ijebu north local government, Ogun State.

(b) There would be significant relative effect of organisational commitment and job satisfaction in the prediction of turnover intention of primary school teacher in ijebu north local government, Ogun State.

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## 1. METHOD

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### 1.1 Design and Participants

The study employs survey research design of ex-post-facto type. This is because the independent variables being investigated have already occurred and the researcher is only interested in knowing the influence of the independent variables (organizational commitment, and job satisfaction) on dependent variable (Turnover Intension) without necessarily manipulating the independent variables.

Participants of this study were two hundred (200) teachers selected through the use of stratified and simple random sampling techniques from one hundred (100) public primary schools in ijebu north local government Ogun State, Nigeria. The first stage of stratification was represented by the two (2) constituency in ijebu north local government (i.e. ifelodun; Ago-iwoye, ilaporu, oru, mamu and Ijebu Igbo; oke-sopen, oke-agbo, japara, Atikori, Osun Omen). Seven (7) and thirteen (13) public primary school were randomly selected from ifelodun and ijebu igbo consistency respectively with ten (10) teachers (male and female) being randomly selected from

each schools making total of two hundred (200). The selection of the schools was based on the population and the geographical territory of the constituency.

### 1.2 Instrumentation

Three instruments were used to collect data for the study. The instruments are described below:

**(a) Turnover intention scale.** This study used a briefer version of the turnover intention scale designed by Meyer et al. (1993). The scale has 3 items these three items were “I will actively look for a new job in the next year”; “I often think about quitting” and “I will probably look for a new job by the next year”. Responses were recorded on 5 point likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale showed very good Reliability (= .94).

**(b) Organizational commitment scale.** The scale was developed by Meyer and Allen (1991). Organizational commitment has three dimensions and each dimension is measured by six items on a 5 point scale ranging from strongly disagree (1) to strongly agree (6). Items were standardized in Turkish by Wasti (2000). She found Cronbach-alpha reliability score as .93. The Cronbach-alpha Reliability score of the original scale was .94 (Meyer & Allen, 1991).

**(c) Job Satisfaction Survey (JSS).** It is an 18-item scale developed by Spector (1995) to assess employee attitude about certain aspect of their job. Samples of the items include the following” I feel I am being paid a fair amount for the work I do”, “Am not satisfy with the benefit I receive”, “I sometimes feel my job is meaningless” the scale had been widely used by researchers in Nigeria which proof the internal consistency. The JSS scale has been used in various studies in human services organizations. Public and private sectors having an internal consistency of 0.96. The scale was measured on a

4-point Likert scaling model, ranging from 1 - 4. A higher score indicate high job satisfaction of the respondent.

### 1.3 Procedure

The researchers employed the help of two research assistants who are master student from Olabisi Onabanjo University, in administering the questionnaire to respondents in the two (2) constituency in ijobu north local government (i.e. ifelodun; Ago-iwoye, ilaporu, oru, mamu and Ijobu Igbo; oke-sopen, oke-agbo, japara, Atikori, Osun Omen). Seven (7) and thirteen (13) public primary school were randomly selected from ifelodun and ijobu igbo constituency respectively with ten (10) teachers (male and female) being randomly selected from each schools making total of two hundred (200) A total of five weeks and 2 days were used for the administration and collection of the questionnaires. Out of the two hundred (200) questionnaires that were administered, only 192 were considered valid and 8 others were considered invalid due to some errors. The data resulting from the scoring of the instruments and coding of the demographic items were then subjected to multiple regression (stepwise) statistical analyses.

## 2. RESULTS ANALYSES

Two issues were addressed by the present study. One of the issues was to know the contributions of organizational commitment and job satisfaction to the prediction of primary school teachers’ turnover intentions. The second issue of concern was to find out the variable that is most potent in predicting primary school teachers’ turnover intentions. The results of the data analysis are presented in the Tables 1 – 3 below:

**Table 1**  
**Model Summary of the Multiple Regression Analysis for the Combined Effect of Organizational Commitment and Job Satisfaction to the Prediction of Turnover Intentions of Primary Schools Teachers**

Regression		ANOVA				
Model		Sum of squares	df	Mean square	F	Sig.
R = .602	Regression	459.070	3	153.023	35.543	.000(a)
R Square = .362	Residual	809.409	188	4.305		
Adjusted R square = .352	Total	1268.479	191			

Note. a. Predictors: (Constant), Organizational Commitment, job Satisfaction; b. Dependent Variable: Turnover Intention.

The result in table 1 (Model Summary) reveals that there exist positive and significant relationship between the combined predicting variables (Organizational commitment, Job satisfaction) and the dependent variable (turnover intention of primary school teachers of primary school teachers).. The value of the coefficient of determination (( $R = .602$ ;  $R^2 = 0.362$   $F_{(3,191)} = 35.543$ ;  $P < .05$ ) implies that Organisational commitment and Job satisfaction contribute about 36.2% of the turnover

intention of primary school teachers in Ijobu North Local Government in Ogun State. This suggests that the first hypothesis that there would be combined effect of organizational commitment and job satisfaction on turnover intention of primary school teacher is accepted. To determine the contribution of each of the predictor variables to the prediction of the criterion variable, a stepwise regression analysis was undertaken. Results are as indicated in Table 2 below:

**Table 2**  
**Model Summary of the Stepwise Multiple Regression Analysis for the Combined Effects of Organisational Commitment and Job Satisfaction on Turnover Intention of Primary School Teachers**

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. f change
1	.486 <sup>a</sup>	.236	.232	2.25873	.236	58.630	1	190	.000 <sup>a</sup>
2	.569 <sup>b</sup>	.362	.317	2.13031	.324	42.255	2	189	.000 <sup>b</sup>

Note. (a) Predictors: (Constant), organizational commitment; (b) Predictors: (Constant), organisational commitment, job satisfaction.

The results in Table above indicated that when organizational commitment was entered into the regression model as the first predictor variable based on the strength of its relationship with turnover intention, there was a significant effect to the prediction of turnover intention ( $R = .486$ ;  $R^2 = .236$ ;  $Adj R^2 = .232$ ;  $F_{(1,190)} = 58.630$ ;  $p < .05$ ). By this, organizational commitment alone accounted for 23.6 percent of the variance in

turnover intention. When job satisfaction was introduced into the regression model as the second predictor variable, together with organizational commitment, it revealed a significant effect on turnover intention ( $R = .569$ ;  $R^2 = .324$ ;  $Adj R^2 = .317$   $F_{(2,189)} = 42.255$ ;  $p < .05$ ). This revealed that organizational commitment and job satisfaction together predicted 32.4% of the turnover intention. In effect, job satisfaction was able to add about 12.6 percent to the prediction of turnover intention. Table 3 below

provides detail information on the potency of the predictor variables at predicting the criterion variable.

**Table 3**  
**Beta Coefficients and t Ratio for Relative Effect of Organizational Commitment and Job Satisfaction to the Prediction of Turnover Intentions of Primary School Teachers.**

	Unstandardized coefficients		Standardized coefficients	t-Ratio	Sig.
	B	Std. error	Beta		
(Constant)	5.214	2.917		1.788	.075
Organisational commitment	-.237	.031	-.453	-7.651	.000
Job satisfaction	.073	.013	.322	5.480	.000

Note. (a) Dependent Variable: Turnover Intention.

The results in Table 3 above showed that organisational commitment was the most potent variable follow by job satisfaction for the prediction of turnover intentions of primary school teachers' in other words the independent variables (organizational commitment and job satisfaction) made significant relative contribution to the turnover intention of primary school teachers in ijobu north local government Ogun State. Organizational commitment made the highest contribution ( $B = .453$ ;  $t = 7.651$ ;  $P < .05$ ) follow by job satisfaction ( $B = .322$ ;  $t = 5.480$ ;  $P < .05$ ). This implies that turnover intention to a large extent depends on organizational commitment and the Level of job satisfaction of the primary school teachers.

### 3. DISCUSSION

Hypothesis one of this study, tested for the combine influence organizational commitment and job satisfaction in the prediction of turnover intention of primary school teacher in ijobu north local government, Ogun State. The result shows that there exist positive and significant relationship between the combined predicting variables (Organizational commitment and Job satisfaction) and the dependent variable (turnover intention of primary school teachers) The value of the coefficient of determination implies that Organizational commitment, and Job satisfaction contribute about 36.2% of the turnover intention of primary school teachers in Ijobu North Local

Government in Ogun State. The study suggests that the level of commitment and satisfaction derive on the job by primary school teachers was unfavorable. This is contrary to the belief in certain quarters that job satisfaction and organizational commitment in public primary school is favorable. This is however not the position of Taiwo and Taiwo (2002) who posited that research facilities were inadequate, while Okebukola (2002) discussed physical facilities as over-stretched and decaying. The school of thought here are possibly basing their judgment on the quantity and quality of physical facilities in public schools which is one out of many components that give satisfaction and increase commitment of teachers as indicated in this study. However there are other components of job satisfaction and organizational commitment include information services, motivation, inadequate school facilities like office accommodation, staff quarters, staff room authority-staff relationship, participation in decision making and staff development which are major sources of lack of teachers job commitment which could lead to dissatisfaction on the job. Physical facilities were adjudged to be inadequate in the primary school the situation in the public primary schools could not be too distant from not having some or all of the above mentioned conditions. No doubt then that teachers in the public primary schools will be waiting for slightest opportunity to leave, which suggesting low commitment on their part. The finding of this study is in line with that of Guest (1991) who found out that high organizational commitment is associated

with lower turnover and absence. He further concluded that It is probably wise not to expect too much from commitment as a means of making a direct and immediate impact on performance, It is not the same as motivation. Commitment is a broader concept and tends to withstand transitory aspects of an employee's job.

Hypothesis two which stated that there would be significant relative effect of organisational commitment and job satisfaction in the prediction of turnover intention of primary school teacher in ijebu north local government, Ogun State. The results show that the independent variables (organizational commitment and job satisfaction) made significant relative contribution to the turnover intention of primary school teachers in ijebu north local government Ogun State. Organizational commitment made the highest contribution follow by job satisfaction This implies that turnover intention to a large extent depends on the organizational commitment and job satisfaction derive by the teachers in primary schools. The study revealed that high organizational commitment is associated with lower turnover intention.

This coincides with Ololobe (2007) finding which revealed that teachers whose ages fall between 30 and 51 showed greater job satisfaction and commitment. This probably might be because they have benefited more from the job or and it is pretty difficult to engage in a new professional training for another occupation hence, they are left with no other options than to love and be happy with what they are doing. It could be deduced from this that majority of the teachers sampled could be between this age bracket.

It is also palpable from the analysis that greater percentage of teachers (54.35%) with less than six years of service are just satisfied with their job as against (44.93%) who are very satisfied. On the other hand, greater percentage of teachers (64%) with more than five years working experience is very satisfied with their job as against (36%) who is just satisfied. It, therefore, implies that the more years in service the more satisfied with teaching profession and lower turnover intention. This is quite true and not unanticipated because increase number of years in service is closely tied with promotion, salary increase, job stability (in terms of confirmation of appointment), fringe benefits, study leave with pay, qualification to obtain loan, appointment into headship position among others Ololobe (2007). Hence, when teachers have access to these they tend to be happier with their job and their intent of leaving decreased. The finding was in agreement with Adams (1965) who found out that pay, recognition, promotion, social relationship and intrinsic reward, when made available to the workers will in turn reduce the rate of turnover intention.

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## CONCLUSION

This study examined organizational commitment and job satisfaction as determinant of primary school teacher

turnover intention in ijebu north local government. The intention was to investigate whether job satisfaction and organizational commitment are significant variables in influencing intention to quit among primary school teachers the findings provided empirical support that satisfaction with salary, promotion, superior, and the work itself has a significant influence on turnover intention.

In addition, along with many other studies, organizational commitment and job satisfaction has been found to be associated with turnover intention. The findings thus have contributed to addressing primary school teachers' retention challenges by identifying factors influencing their turnover intention. Several recommendations related to human resource practices have been proposed. This study is subject to limitation in terms of sample size and the area covered, thus the findings may not be generalized to other primary school teachers in the state. Studies of similar nature using bigger number of respondents in various public primary school teachers may provide further insight into how to manage and perhaps reduce this growing concern of voluntary turnover among primary school teachers.

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## RECOMMENDATIONS

Recommendation will be made firstly based on the suggestions made by the respondents then followed by what studies have shown to work in situations where employees have an unsatisfactory job satisfaction, low organizational commitment, and intentions to leave. Employees stated that they were not satisfied with their jobs basically because they felt amongst others, that their resources to function effectively were inadequate, they got low salaries, their working conditions were not satisfactory, they sometimes were not clear as to what was expected of them and they needed to attend workshops for their continuous development. The following are recommended:

- Provision of appropriate and adequate resources for conducting daily functioning such as teaching and research.
- Improvement of working environment (by e.g. hiring inappropriate staff, shortage of staff and practice equality in treatment of staff should be discourage).
- Empower employees through attendance of conferences, workshops and any other forms or learning and training.
- Salary increment.

The following recommendations were made to improve organizational commitment.

- Remunerate the employees accordingly to the market trend.
- Provision of support (i.e. appropriate and adequate resources), as well as supervisory support.
- Improvement of supervision.
- Provide resources, especially financial, for

continuous learning and training opportunities. The following recommendations were made to improve retention of staff.

- Develop and implement job evaluation/ appraisal criteria. This implies that an appropriate performance management system needs to be put into place.
- Provide clear career path for employees as most of the respondents were discouraged by the lack of progression/promotion opportunities. Thus, these promotion opportunities also need to be clarified in terms that all employees can understand.
- Motivate employees through performance rewards (i.e. reward performance, praise good workers).
- Improvement of working conditions (i.e. enough working space in the office, old and obsolete equipment should be replaced and environment should be conducive to work).

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