

Staff Commitment and Job Satisfaction of Academic Employee of College of Education Gidan-Waya, Kaduna State, Nigeria

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Abstract

This study tried to investigate the impact of staff commitment and job satisfaction of academic employee of College of education Gidan-Waya, Kaduna State, Nigeria. The study objectives is to examine the association between responsibility of students and academic employee; to evaluate the association between teaching responsibility and academic employee, to analyze the association between school responsibility on academic employee and to ascertain the association between teaching profession and academic employee of College of education Gidan. This study used a survey method with the population of 653 academic staff and the study used 243 academic staff as sample size which was obtained base on Krejcie and Morgan determining sample size. Structural questionnaire were develop on four point scale on strongly disagree with scale of one and strongly agree with a scale of four as the research instrument which was utilized to gather the primary data for this study. Mean, standard deviation, skewness and kurtosis was used informed of descriptive statistic as method for data analysis, hypothesis were test using regressions, and coefficient was used as well. This study found that academic employee responsibility has a significant relationship between student responsibilities, teacher responsibility has a significant relationship with academic employee, school responsibility has a significant relationship with academic employee, and teaching profession responsibility has a significant relationship with academic employee in College of education Gidan-Waya Kaduna State, Nigeria. The study conclude that to ascertain how staff commitment affected academic employees' work satisfaction ensure high level of commitment of academic staff will give raise to quality of education in institution of high learning. It's was recommend that institutions of higher learning should give more attention to academy employees and policy maker had to use this result as instrument for effective solution to other research work.

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Introduction

Institutions' obligations are still key in determining the organization's development and continued existence. Since motivated employees are crucial to an institution's performance, building organizational commitment may be influenced by understanding individuals in their

workplace and what motivates them. Job satisfaction is correlated with one's emotional response to the workplace. How content a worker is with their employment largely determines their commitment to the business. Institutions must do their duties to maintain and draw in a talented talent pool. Since it is crucial to goal attainment,

innovation, and organizational stability, organizational commitment has acquired significance in management discourse. Fostering more trust among staff members, managers, owners, units, and other interested parties improves the climate of any organization and fosters stronger connections between superiors and subordinates. Since the beginning of time, institutions of higher learning have prioritized education institutions where there are few or no course offerings that differ. The university management raises the bar for academic performance (Sadler, 2005). This is especially true in higher and the professors at the higher education institution has a duty to share their methods for getting the highest academic performance possible from the students. Using confirmatory factor analysis, Bojuwon & Bojuwon (2015) identified four aspects of staff commitment: the commitment of the lecturer to teaching, the commitment of the lecturer to students, the commitment of the lecturer to schools, and the commitment of the lecturer to professions.

However, it appears that academic employees concur that the success of students' academic performance depends on a higher institutional setting, an academic environment with empirical and theoretically grounded evidence highlighting the rational factor as a universal dimension, and employee commitment to this goal. The academic accounting staff's efforts to improve the Nigerian educational system are therefore represented in their responsibility to students, commitment to their learning environment, dedication to their studies, and dedication to their academic and professional careers (Thien, Razak, & Ramayah, 2014)". According to Adeyemi & Adeyemi (2014), it has been demonstrated that the effort made by the lecturers has an impact on a student's academic

achievement. This paper is extremely important because of the connection between work satisfaction and employee of colleges of education. Many aspects of private and public education can affect an employee's performance, including job security, pay, contingent rewards, favourable working conditions, association with coworkers, promotions, supervision, fringe benefits, effective teamwork, and the nature of the job. Employee has a positive attitude towards his work duties as a result of his level of job satisfaction. Additionally, workers have personal and professional concerns about their universities, including striving for excellence, making informed decisions about the paper schedule and course load, and providing a healthy balance between "work life, obligations to the job, and family life." Employee performance will suffer as a result of work unhappiness, and they won't be able to contribute to the educational sector. This study focuses on the impact of staff dedication on academic employees' work satisfaction at Kaduna State College of education Gidan-Waya because the institution from immemorial was facing with decay in working environment, poor salary structure which will lead to lack of commitment of academic employee in the institution which prompted this study.

Statement of the Study

It was believed that employee work satisfaction significantly affects the institution's overall performance. Academic staff satisfaction is a requirement for academic performance and, indirectly, for the caliber of any education. A purposeful policy, integrating employee work commitment could enhance value and performance which becomes necessary for institution should advance but find it difficult to adhere. There is an issue of lecturers obligation or commitment to their

job which arise that academic staff find it difficult in assume they full responsibility, either to the institution, to their students, and their teaching profession. On that note poor salary structures could lead to low academic performance, lack of school authority should assume their full responsibilities in checkmating there academic staff was deeply affected and inability to handle teaching profession as skill became an issues which drain academic performance in Nigeria. Impact of staff commitment and job satisfaction on academic employee at Kaduna State College of Education Gidan-Waya, Kaduna state as a driving force behind this study at this end most of this study were conducted in university and polytechnic and none of this study was conducted in sister institution like college of education that is why the choice of the study called for this research.

Objective of the Study

The main purpose of this paper is to evaluate the impact of staff commitment on job satisfaction of academic employee of College of education Gidan as the paper focus area. The specific objectives to:

1. Examine the relationship between students responsibility and academic employee of the Kaduna State College of Education
2. Evaluate the relationship between teaching responsibility and academic employee of the Kaduna State College of Education
3. Analyze the relationship between school responsibility and academic employee of the Kaduna State College of Education
4. Ascertain the relationship between teaching profession and academic employee of the Kaduna State College of Education

Hypothesis of the Study

HO₁ There is no significant relationship between student's responsibility and

academic employee of the Kaduna State College of Education

HO₂ There is no significant relationship between teaching responsibility and academic employee of the Kaduna State College of Education

HO₃ There is no significant relationship between school responsibility and academic employee of the Kaduna State College of Education

HO₄ There is no significant relationship between teaching profession and academic employee of the Kaduna State College of Education

Literature Review

According to Jafar, Kavousian, Beigy, Emami, and Hadavizadeh (2010), there are five major components of job happiness: "job satisfaction, supervisor satisfaction, colleague satisfaction, wage satisfaction, and promotion satisfaction." Job satisfaction is one of the most important characteristics that any office setting relies on to create a dynamic and effective atmosphere. Furthermore, numerous studies have demonstrated that academic staff satisfaction is largely influenced by independence, the challenging nature of teaching, and the development of warm, personal associations with students. In contrast, workload, low pay, and low recognition are the primary causes of dissatisfaction (Amazt & Idris, 2011). Employee an vital aspect of an employee's work life is job satisfaction. Not only does job happiness improve employee performance, but it also has an impact on other areas of their lives. De Lourdes Machado et al., (2011) connected employee attitudes and job satisfaction with labour market conduct. They also said that an employee's satisfaction at work influences their health and wellness.

Sonsteng (2007) states, "lecturers who are committed to their students would

cultivate a favourable association with their pupils via hard effort.” This may be accomplished in the lecture hall and by providing a new academic style of lecturing, such as practical expertise and an efficient technique utilizing information technology resources. According to Thien et al. (2014), in tertiary institutions, instructors' commitment is believed to represent professors' high expectations for student achievement. According to Yorke and Longden (2004), lecturers' obligations to their students have an impact on their performance by failing to comprehend them, having little tolerance with them, and becoming impatient with the educational system”. This study conceptualizes lecturers' commitment to students as their engagement or accountability for students' academic performance in a tertiary institution.

According to Oni (2012), “lecturers' dedication to teaching at tertiary institutions greatly influences how long they continue to work as academics or in the academic sector. In conclusion, locators' readiness to participate in academic labor is conceptualized as lecturers' commitment to teaching”. The method by which each individual demonstrates how seriously they have participated in lecturing is known as the lecturer's commitment to their teaching work (Rawls & Herman, 2009). As a result of these definitions “it is possible to draw the conclusion” that instructors who are passionate about their job would see it more favourably than those who are less dedicated to it.

Duty to the profession, according to Jepsen, Varhegyi, & Edwards (2012), “is the pursuit of specified professional goals and the persistence required to attain them.” Academics' commitment to professional engagement helps the profession or way of life associated with lecturers' identities and

pleasure (Ekundayo, 2008). According to Langely and Jacobs (2014), regardless of the academic context, each student may build the knowledge and connections needed to continue a successful academic career because of the commitment of accounting lecturers to their profession. It may also be seen as a measure of a lecturer's drive and commitment to put in extra effort and improve in their area of expertise, understanding, and teaching skills.

Akanbi and Itiola (2013) researched the link between organizational commitment and work satisfaction in the Nigerian health industry, focusing on the medical staff in Ekiti State. The study's results showed that the interaction of separate variables (reward system, job-related stress, job meaning, training, and supervisory role) together and independently predicted organizational commitment and indicated a statistically significant association between reward system and organizational commitment. Additionally, it showed that institutional duty and training were significantly distinct from one another. Empirical finding of difference authors has given this paper a flash to understand how importance students and lecturers relate academically; in this note, the several result highlighted in above empirical review could be able to compare with the current result obtained wither it will agree in this study or not. The review was able to cover the gap in this paper.

Norizan, (2012) looked at the association between organizational commitment variables and job satisfaction among employees at higher education institutions in Kelatan. The findings indicated that there was no substantial positive link between emotional, continuance, and normative commitment and work satisfaction. To understand how

organizational commitment and work satisfaction affect employees, Loya Pandey and Khare (2012) carried out a study focusing just on the industrial and service sectors” the outcomes showed that organizational commitment and job satisfaction had a big impact on employee loyalty.

Mathur and Salunke, (2012) examined the connection between organizational commitment and work satisfaction. The study's findings showed that having a devoted workforce strongly correlates with job satisfaction. In the Peshawar region of Pakistan's banking industry, Batool and Ullah looked at the connection between organizational commitment and job stress in 2013. It was determined that reducing workplace stress would raise organizational commitment, increasing productivity, decreasing turnover, and improving performance for both the organization and the workers. The results showed a conflict between organizational commitment and occupational stress.

In Labuan, Suki and Suki (2011) examined how workers' perceptions of their loyalty to the company and job satisfaction varied by gender. According to the regression analysis, employees' perceptions of their commitment to the company and degree of job satisfaction are similar for both male and female employees. Lumley, Coetzee, Tladinyane, and Ferreira (2011) used a cross-sectional survey of 86 employees from four South African information technology companies to examine the connection between employees' satisfaction (as measured by the job contentment survey) and organizational commitment as measured by the company's dedication scale”. Both stepwise regression and correlational analysis revealed several significant associations among the two variables.

In Pakistan's public sector universities, Malik, Nawab, Naeem, & Danish (2010), investigated how teachers' satisfaction with various aspects of their jobs impacted their perceptions of organizational commitment. They also looked at how committed these teachers were to their institutions and how satisfied they were with various aspects of their work. The results showed that the quality of supervision, pay satisfaction, and job satisfaction all substantially impacted organizational commitment.

Noor Harun (2010) examined organizational commitment and job satisfaction among Malaysian university librarians, and documented five workplace characteristics: “Job autonomy, performance feedback, conflict, clarity, and engagement. Role conflict and clarity were shown to substantially predict the variance in job satisfaction.” In contrast, three of the five related to work variables—role clarity, job autonomy, and job involvement—were found to have a statistically significant connection with organizational commitment. It was also demonstrated that workplace characteristics more strongly impacted organizational commitment than job satisfaction.

Methodology

A quantitative research design was used for this investigation. It methodically asked respondents about their devotion to their jobs and their happiness with them as academic employees at the College of Education Gidan-Waya. With this technique, the researcher was able to get respondents' views on relevant contemporary concerns. This paper used a population of 653 academic staff members out of which 243 academic staff was opting as sample size of the study base on Krejcie and Morgan table. Questionnaires were employed as the research tool in this study

to gather the data. Regression analysis was used as the primary statistical analysis method for the test, and a descriptive analysis was used as the driving force behind the analysis.

$$AE = a_0 + a_1 RLS + a_2 RT + a_3 RS + a_4 RTP + e$$

Where:

a = Constant

AE = Academic Employee

RLS = Responsibility of Lecturers to Students

RT = Responsibility of Teachings

RS = Responsibility of the School

RTP = Responsibility to Teaching Profession

e = Error term

Data Analysis

Table 1 Descriptive Statistics

Variables	Mean	Std. Deviation	Skewness	Kurtosis
AE	26.21	4.633	-.157	-.660
RLS	16.58	2.679	-.099	-.456

Table 2 Regression

Model	Sum of Squares	Df	Mean Square	F	Sig.	R ²	Adj. R ²
Regression	2342.030	4	585.508	61.305	.000	.593	.584
Residual	1604.514	239	9.551				
Total	3946.5454	243					

SPSS

Table 2 displays the outcome in relation to the model's significant value when the model summary of regression are used. There are a total of 120 (N-1) degrees of freedom. At $F(4, 168) = 61.305, p.000$, the regression impact of the four predictors is statistically significant. This shows that the four variables operate as the dependent

RT	11.02	1.744	-.074	-.654
RS	21.08	4.428	-.948	1.582
RTP	10.91	2.646	-.871	.522
SPSS				

The overall findings show skewness and kurtosis are between -1 and +1, and neither is above 3.00. Data on academic staff members' obligations to (students, the school, teaching, and the profession) concerning students' academic achievement was gathered. The following order represents the interpretation output. Table 1 provides extensive details on each variable's mean and standard deviation. The range of the mean value was 10.91 (RTP) to 26.21 (AE), while the range of the standard deviation was 1.744 (RT) to 4.633 (AE). Furthermore, the results of skewness and kurtosis are, respectively, between -.074(RT) and -.948(RS) and -.456(RLS) and 1.582(RS), respectively.

variable's deciding factors. By listing the R² and Adjusted R² values, which are R² = .593 and Adjusted R² = .584, the model summary gives a general picture of the outcome. But the weighted average of the four variables, when combined, explained 58% of the variance in academic employee.

Table 3 Unstandardized and Standardized Coefficients

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.478	1.752		1.414	.159		
RLS	.407	.093	.267	4.358	.000	.645	1.549
RT	.547	.129	.240	4.256	.000	.759	1.317
RS	.427	.061	.422	7.044	.000	.674	1.485
RTP	.232	.100	.115	2.316	.022	.986	1.015

SPSS

Table 3 provides data on the raw and standardised regression coefficients of the staff commitment on job satisfaction predictors. The table below shows the r-values for each independent variable and the dependent variable (academic employee). With ($\beta = 0.407$, $p = 0.01$), the RLS coefficients are significant at the 1% level. This makes clear that there is strong evidence for a connection between academic employee and responsibility of lecturers to students. As a result, H1 is not accepted as a hypothesis. Additionally, at the 1% level of prediction, the RT and RS coefficients exhibit significance. It therefore suggests that there is a statistically significant association between academic employee, school responsibility, and teaching responsibility. As a result, with ($\beta = 0.547$, $p = 0.01$) and ($\beta = 0.427$, $p = 0.01$), respectively, we reject hypotheses H2 and H3. The result for hypothesis four H4 shows that it is significant at 5% ($\beta = 0.232$, $p = 0.05$). Based on the results of the study, this indicates that Responsibility to the Teaching Profession is the main predictor of academic employee. As a result, we reject the hypothesis when the significant value is 5%. Though there is a substantial correlation between some of the predictors, none of them have correlations that are more than the cutoff value of 0.8 from Table 4 in the study's correlation results, indicating that there is no multicollinearity among the variables.

Result Discussion

The first finding reveals that the responsibility of students has a significant association to academic employees. It implies that students have a responsibility to learn from their lecturers, work on the assignment given to them, attending to their lectures, having good moral behaviour with their lecturers and these became part of students responsibility as academic activities. The study was in line with Yorke and Longden's (2004) claim that lecturers' commitment to their students intends to influence their success by way of their academic impact by ensuring effective quality of teaching, and patience with the students in all ramifications. Second finding reveals responsibility of teaching has significant association to academic employee. This implies that teaching related to academic became tools of impacting knowledge to students. This obligation gave lecturers the ability to impact idea, though, knowledge to the learners as their commitment in service. According to Oni (2012), the results of this study on dedication to teaching in tertiary institutions have a big impact on how long a lecturer works as an academic or in the academic sector. The third finding demonstrates that there is a strong connection between the school and academic employees. This suggests that because managing students and academic activities is part of the school's role, the

institution should make more of an effort to ensure that kids are receiving the right attention from their professors. The loyalty of professors to their individual institutions has both favourable and unfavourable effects on their students' capacity to succeed in college, according to Adeyemi & Adeyemi (2014) study. The final outcome demonstrates that academic employees at College of Education and the responsibilities of the teaching profession are significantly related. This suggests that the system will be satisfied when academic staff members take ownership of their teaching profession and conduct themselves successfully and efficiently. Additionally, the study is consistent with (Ekundayo, 2008), which shows that lecturers' dedication to their profession has a good impact on their career or way of life in terms of their identity and happiness.

Conclusion

The purpose of this study was to ascertain how staff commitment affected academic employees' work satisfaction ensure high level of commitment of academic staff will give raise to quality of education in institution of high learning. The first finding indicates a significant relationship between student responsibility and academic employee. The second finding indicates a significant relationship between teacher responsibility and academic employee. The third finding indicates a significant relationship between school responsibility and academic employee. The final finding indicates a significant relationship between the teaching profession and academic employee of the Kaduna state college of education Gidan-Waya, Kaduna State, Nigeria.

Recommendations

From the conclusion, the study recommends that;

1. Institutions of higher learning should give more attention to academy employees in the aspect of motivation; by doing so, they will assume their responsibility as an obligation to service effectively.
2. Policymakers should use this research's result as an effective solution to similar questions and contexts.

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