

## Effect of Affective Commitment on the Relationship Between Job Satisfaction and Job Performance of Public School Teachers in Yobe State, Nigeria

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### ABSTRACT

The main objective of this study is to investigate the mediating effect of affective commitment on the relationship between job satisfaction and teachers' job performance in Yobe State. Two hypotheses were formulated for testing. The study design used in this research is a survey design. Sample size of 412 was arrived at, after taking into consideration the extent of variability in the population. Data analysis was done using Statistical Package for Social Science (SPSS) and Partial Least Square-Structural Equation Model (PLS-SEM) i.e. Pls3. The questionnaire items were all reported to have some degree of dependability and legitimacy. The results failed to support both the direct and the indirect null hypotheses revealing the empirical evidence that job satisfaction has significant effect on teachers' job performance. Affective commitment was found to mediate the relationships between job satisfaction, and teachers' job performance. Furthermore, the study recommend that Government, through it ministry of education should identify various ways that would increase teachers' affective commitment such as shared value, fairness and trust with the view to improving their job performance.

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## **INTRODUCTION**

In today's contemporary world, education is given more attention as a means for introducing nations into the realm of science and technology and the consequent prospect of human progress on living circumstances and environmental development. Education is acknowledged as a tool for sustainable development. This makes government and other players in emerging economies, including Nigeria, to make large investments in education (Yusuf & Ogbudinkpa, 2017).

Nigeria is a developing country that has attempted to explore education as a tool to accelerate its potentials in growing the economy. However, this can only be achieved through professional and creative teachers with the mastery of their fields of study. Teachers are one of the major factors that determine the quality of education (Goldhaber & Hansen, 2010). They are regarded as an essential human resource and in fact, a major aspect of the educational system, beyond the quality of equipment and resources and the quantity of funding (Yusuf, 2016). Nakpodia (2011) further said that the success of the teachers resides in educational system.

Performance is connected to timeliness, quality result, work attendance, efficiency and quality of teachers (Hajiali and Fara 2022). Therefore, it can be said that employee performance is central to organization overall success because it reveals the work outcome in terms of effectiveness, efficiency and efficacy. That is why Andreas (2022), posited that employees performance is the result of work in quality and quantity achieved by carrying out his functions in accordance with the responsibilities given to him. According to Ghulam et al (2022), nothing has greater impact than hiring the right people and having them developed simultaneously with the organization's own growth which therefore gives room for continuity of management and knowledge with a view to creating an environment for employee to thrive and grow. This means, organizational effectiveness is a product of its employee's job performance.

However, it is worrisome that Nigerian education is faced with major issues because many of its teachers have been questioned about their work. Lower teacher work performance resulted in slowing down work, excessive absences, low productivity and high turnover rates (Achuonye & Ajoku, 2007). Some criticize the government for this problem and stressed that the government did not do enough to develop, encourage and support teachers professionally, to lead them to a greater performance (Oluwakemi, 2012). About 20 percent of the teaching workforce currently in government elementary school in Nigeria is considered to lack necessary skills, knowledge and competencies (World Bank, 2016).

Yobe state was not excluded from the scenario above, as the results of questionable competences poor performance in both primary and secondary education, the State government through its Education ministry, declare state of emergency on education indicating recently that there is problem with the performance of teachers in the state. The State Universal basic Education Board revealed that more than 50% have low qualification and poor mastery of their subject whereas less than 40% are considered competent to teach (Adekunle

2021). This is a sign that primary and post primary school teachers in Yobe state, have problems with their performance. It was also reported by a top official in Yobe State however, that an average number of pupils ranging from primary 3 to 6 could not read fluently and simply do arithmetic, in public primary schools in Yobe State.

## LITERATURE REVIEW

The ideas are discussed in this part in relation to the study's variables. In particular, the dependent variable—work performance—and the independent variable—job satisfaction—as well as the mediating variable—ffective commitment—are conceptualized and explained in this section. The chapter also demonstrates how affective commitment acts as a mediator between the independent and dependent variables, as found in the literature. The link between the independent and dependent variables will be supported by social exchange theories. A research model was suggested based on the theory employed and the examination of empirical literature.

### *1. Concept Of Employees Performance*

Work performance in industrial and organizational settings has been explored as a significant variable (Prasetya, & Kato 2011). They state that, in certain situations, worker performance is seen as the result reached by skilled workers. Mathis and Jackson (2009) perceive performance as ageless, quality and amount, participation/represence in the job, effectiveness and efficiency in the workplace. Noorazem, Sabri and Nazir (2021) states that employee performance is the degree to which an organizational member contributes to achieving the goals of the organization. Yimam (2022) conceptualized the performance of employees as a means of measuring the morale, effective, efficient working conditions and completion, as defined by the employer, of universally acceptable tasks. For this study, the work performance of employees is considered to be the benchmark for a job.

Hulin and Judge (2003) suggested that the enjoyment of an individual's job includes multifaceted physiological reactions and that these personal responses usually involve cognitive, attitudinal, and conductual factors. Thus according them, the affective work satisfaction is a subjective structure that represents an emotional feeling people are working while the more objective and logical analysis of different aspects of a work is behavioral job satisfaction. However, behavioural component has to do with the way employees act or react towards their job. This means, employees' job satisfaction is dependent on many factors. Spector (2007), for example, has highlighted a few other variables which influence the satisfaction of employees. This included appreciation, communication, employees, benefits at the margins, working conditions, working conditions, organization and personal growth, policies and procedures, opportunities for promotion, recognition, security and supervision.

Practically, it can be impossible to articulate the action part of performance with no connection to the consequence element. Since actions important to organizational objectives constitute performance, one requires a framework for determining the degree to which an individual's performance matches the

organizational goals. Thus, the emphasis on success being an activity does not fully fix all the difficulties (Ndulue & Ekechukwu, 2016). In this perspective, performance may be regarded as job related behaviour and the ensuing consequences ( Lopez et al 2022; Ali & Jadoon, 2012; Fitzgibbon, Ward & Enticott, 2014). (Ali & Jadoon, 2012; Fitzgibbon, Ward & Enticott, 2014).

In the education system, Usman's (2019) posited that instructors' performance may be assessed in terms of successful teaching judged by students' academic success in exams and accuracy in school and in class. John and Manabete (2015) asserted that human factor characteristics are the most important aspect in teaching profession. This means, performance of teachers is critical to the achievement of educational objectives and goals. Noorazem, Sabri and Nazir (2022) argue that employee performance refers to individual worker performance in order to meet the organization's goals. Overall, an employee's performance is seen to include quality and quantity of production, workplace presence, the accommodating and helpful attitude and timeliness of output (Shahzadi, 2014). However, in this study, teachers' performance is translated as employees' performance because; teachers are employees of educational institutions.

## **2. Concept Of Job Satisfaction**

Gathungu and Wachira (2013) report that contentment with the workplace is characterized as a positive attitude of a person towards his/her professional role. Robbins (2003) regards job satisfaction as an individual's general approach to his work. Usmanova et al (2022) define work satisfaction as an employee's contentment and contentment with the job. In terms of their interconnections with other main aspects such as overall wellbeing, work stress and job monitoring, the home work interface and working circumstances, job satisfaction in Tomažević, Seljak & Aristovnik (2014), Consequently, work satisfaction focuses on how effectively the expectations of a person at work reflect the results (Dodanwala & shrestha 2021). Manzoor, Usman, Naseem and Shafiq (2011) argue however that job satisfaction is an emotional response to a job situation that is so often made a decision by how well the results meet or exceed expectations, for example, if employees think they are mistreated and are paid less, they are more likely to be unfairly affected by work, supervising or colleagues.

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working conditions, organization and personal growth, policies and procedures, opportunities for promotion, recognition, security and supervision.

### **3. Determinants of job Satisfaction**

Many management and behavioural authors have identified various factors of job satisfaction (e.g Grobler Warnich, Carrell, Elbert & Hatfield, 2011; Luthans, 2005; Shah & Jalees, 2004; Tomažević, Seljak & Aristovnik, 2014). However, this study shall consider the following factors which influence job satisfaction as posited by Luthans (2005). They are: wages and salaries, working condition, promotion, interaction with peers, work itself and supervision.

#### **a. Wages and Salaries**

Wages and salaries according to Bull (2005) refers to the monetary compensation received by an individual and the degree to which it is thought to be fair following the completion of a task at work over a specific amount of time. Previous empirical researches (e.g Bajpai & Srivastava, 2002; Kaplan, Ogut, Kaplan & Aksay, 2012; Marginson, 2003) have shown that wages and salaries are important determinant of job satisfaction.

#### **b. Working Condition**

The situation of working environment in which an employee works determines his or her level of satisfaction with job. The working condition/environment include cleanliness of the working place, lightening, adequate tools and equipment, all these enable employees to carry out jobs effectively and efficiently (Altinoz, Cakiroglu, & Cop, 2012). A research study carried out by (Tsigilis et al., 2006) indicated that poor work situations have negative effect on job satisfaction. This is similar to Bull (2005) research where it was found that most teachers were concerned about the inadequate supply of teaching and learning materials and equipment.

#### **c. Promotion**

Opportunities for promotion may contribute to factors influencing job satisfaction. .. For example, Tshitangano's (2013) study revealed that nurses were less satisfied with pay than they were with the absence of prospects for career advancement and advancement. These results are in line with past research that demonstrated the importance of professional status and lack on nurses' happiness.

#### **d. Supervision**

Empirical researches have shown that superior's attitude to employees goes a long way in influencing their level of job satisfaction (Malik Nawab, Naeem & Danish, 2010). A manager who acknowledges the sentiments, well-being, and achievements of his or her subordinates plays a key part in the development of employee satisfaction (Suma & Lesha, 2013).

#### **e. Nature of the Job**

Employees with high levels of skill selection, autonomy, responsiveness and job relevance have more work satisfaction than employees with jobs that are less attributable to these jobs. (Rehman, Rehman, Shaif, Khan, Nawaz & Rehman, 2013). Robbins (2005) says that employees choose employment which gives them possibilities and psychiatric stimulants to perform their skills in a range of activities. In Robbins support (2013), Lacey, Cox, Lorfing,

Teasley, Carroll, and Sexton (2007) said that people have become more content with the workplace when they participate in cognitively and physically exciting duties since occupations that lead to boredom and dissatisfaction are unchallenged.

**f. Interaction With Coworker**

Bull (2005) posits that there exists a correlation between job happiness and the possibilities that employees have for interacting with coworkers. This implies that unpleasant, impolite, or unfriendly coworkers may have an impact on an employee's degree of job satisfaction. This is corroborated by Altinoz et al. (2012), who found that peer contact plays a significant role in overall job satisfaction. A research conducted in the automotive industry showed that lone workers felt dissatisfied with their occupations. In a similar vein, it was discovered that just 43% of the "isolates" in work groups had a high level of job satisfaction. This further supports the idea that people are social creatures who need to communicate honestly with one another in order to maintain a positive work environment. Hence, employee's happiness is more strongly associated to the content of their job and the association with colleagues and supervisors (Hiroyuki et al., 2007).

**4. Relationship Between Job Satisfaction And Employees Performance**

The research in Nigeria on the impact of satisfaction with jobs on employees performance in Nigerian Breweries Company, Kadauna, has been carried out by Ndulue and Ekechukwu (2016). The findings of research show a positive connection between employee satisfaction and employee performance at the organization (work quality, reward and job security). Also, Saranya (2014) explored effects of job satisfaction on workers performance. The findings reveal unit-level and individual-level job satisfaction trends have distinctive multilayered implications on turnover above and beyond static levels of job satisfaction. Khan, Nawaz, Aleem and Hamed attempted to examine the influence of motivation on employee performance in independent Medical Institutions of Pakistan. The results of the study show a positive relationship between these factors such as salary, promotion, occupational safety and security, conditions of employment, self-employment, coworker relations and supervisory connections, and the nature of employment and employee performance. Pushpakumari (2008) has similarly carried out an investigation of the effects on work performance of work fulfillment in Istanbul. Study findings show that the association between pleasure at work environment and employee performance is beneficial.

**5. Concept Of Affective Commitment**

The concept of organizational commitment has received considerable attention from scholars in the field of management, particularly in studying employees' workplace behaviours and attitude. According to studies in this field, there exists no single human factor that has impacted tremendously on organizational outcomes more than organizational commitment (Adzeh, 2013; Chen, Wang & Sun 2012; Meyer & Herscovitch, 2001; Joo & Park, 2010).

Begram (2010) defines corporate commitment as the individual employee feeling duty to remain with the organization. It represents an employee's psychological attachment to the employers. Therefore, it consists of three components: emotive engagement, sustainability engagement and regulatory commitments (Meyer & Allen, 1991 & 1997). The most recognized and consistent, most widespread and strongest projective for turnover and the most essential explanation for organizational engagement are part of the three aspects of organizing involvement (Meyer & Herscovitch, 2001; Joarder, Sharif & Ahmmed, 2011; Wasti, 2003).

The emotional attachment, identification and participation of the employees in its organization according to Aydin, Sarier, and Uysal (2011) is characterized as an affective undertaking. This indicates that employees stay because they want to with the organization. Employees with great commitment to affectivity are therefore emotionally connected to the organization and its principles and so act in the best possible way for the organization (Namasivayam & Zhao, 2012). Heery & Noon (2001) also held that an emotional commitment is when employees stay with a certain organization because they share their beliefs and goals and experience a feeling of loyalty. Farzad, Nahavandi and Caruana (2008) agreed with Heery and Noon (2001) that the company has strong emotional commitment, since they consider its aims and values as tangent with the company's.

Manetjie & Martins (2009) have said that workers who are affectively engaged to the organization are more eager than workers who are normally dedicated to their connection with the organization. That is why Meyer and Allen (1997) said that affective commitment may well be the most ideal way of engaging and that organisations, because employees have an emotional link with the organization, are more likely to instil in their workers. In this regard, affective commitment to improve emotional ties with an organization has been found. Karriker & Williams, 2009 (Ansari, Bui, & Aafaqi, 2007).

Liou (2008) also contends that if an employee shows an emotional commitment, it is probable that the organization's operative activities would increase. Improvements include improved happiness and participation as well as improved work performance. The implications of work engagement are also crucial to organizations, because employees with a strong emotional connection are more attached to the organization and have a greater motivation and desire to make a significant contribution to the organization than staff members with a weak work engagement (Meyer & Allen 1997).

Moreover, the studies of Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard and Van (2009) have revealed that employees with strong affective commitment are essential for any business organization, if they are to attract, motivate and retain key talent. More importantly, affective commitment has been linked to several important organisational behaviours relevant to the success of organisations, such include; greater job satisfaction, performance improvement, job involvement, and occupational commitment, as well as lower levels of employee turnover and absenteeism (Abdeljalil & Syed 2014; Meyer et al., 2002; Janet, Cadwallader & Busch 2008; Darwish 2016; Mishra, Lee & Grubb 2015).

## 6. Theoretical Framework

### *Social Exchange Theory*

Social exchange theory was commonly utilized as a basis for understanding attitudes and conduct in response to organizational and management activities in the context of the working environment (e.g., Masterson, Lewis-McClear, Goldman & Taylor, 2000; Scott Colquitt, & Paddock, 2009). This theory hinges on law of social norms or reciprocity. Theories suggest that individuals who think their company appreciates might sense high position in the company (Fuller, Barnet, Hester, & Relyea, 2003). Employees that have a reciprocal reciprocity of resources, information, respect and authority with management, are highly autonomous and would thus be content with the oversight's resources, information and assistance and work. As a consequence, they would remain and perform well in the organization.

The idea says that workers get high levels of corporate support when they are well treated and when they respect their employee contributions and welfare and are obliged to reciprocate via increased performance in their jobs (Dawley et al., 2008; Shoss, Eisenberger, Restubog, & Zagenczyk, 2013). On this basis, those who feel content with their work might be claimed that they are more likely to repay the act of kindness. The reciprocal behavior of the workers might entail greater emotional commitment and work performance.

## 7. Research Model

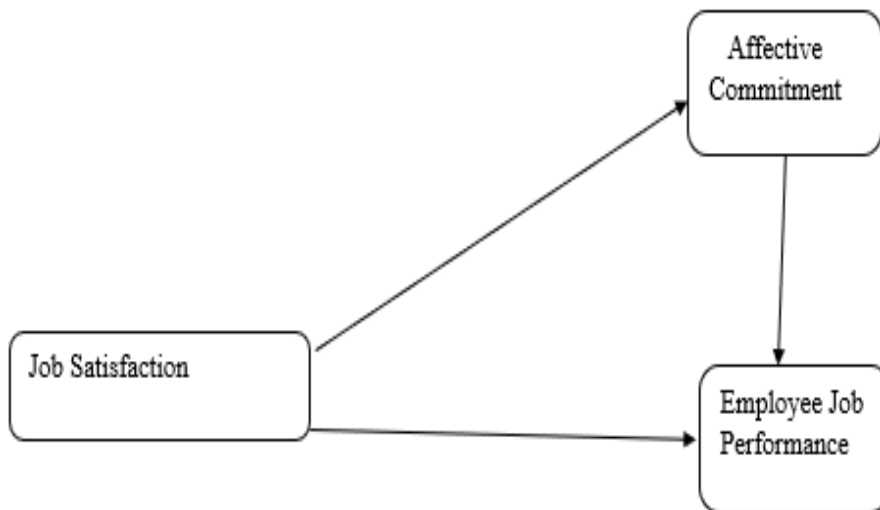


Figure 2.1: Research Model

## 8. Hypotheses Of The Study

Based on the literature reviewed, the following hypotheses were formulated;

H01 – Job Satisfaction has no significance effect on teachers job performance in Yobe state

H02 – Affective Commitment does not mediate the relationship between Job Satisfaction and Teachers Job Performance in Yobe state

## METHODOLOGY

The research approach, policy, and study viewpoint that form the basis of the study are all explicitly described in the study method that was used. The study design employed in this research is a survey because surveys are a very important tool for assessing opinions and trends; they can be very precise, give researchers the option of choosing who to ask questions of, and allow researchers to provide details on anything they are unsure of. Four hundred twelve (412) was the final sample size determined after accounting for the population's degree of variability, time constraints, and the study's completion timeline. A pilot study served as the foundation for compiling the primary data for this investigation. Since primary data's uniqueness is important for this study project, it was acquired. Respondents provided information at their convenience. It was said that all of the approved questionnaire items had some degree of authenticity and dependability. However, a number of these instruments' wordings were altered for the purpose of making the changed tool's term easier to understand in order to ensure the tool's practical application in the study field. Percentages were used to assess the specific data that was gathered for the study. Research hypotheses were tested via SPSS on Smart PLS-SEM 3.0

### Response Rate

Table 3.1  
*Response Rate Analysis*

<b>Response</b>	<b>Frequency/Rate</b>
No. of distributed copies of questionnaire	447
No. of returned copies of questionnaire	423
Response rate	94.6%

## RESEARCH RESULT AND DISCUSSION

### 1. *Data1 Screening and Preliminary Analysis*

It is significant to carry out some preliminary analysis before structural equation modeling. As such, scholars such as Pallant (2010) claimed that a quality and significant outcome from the data collected by the researcher rely on its initial cleaning and screening. Hence preliminary data screening is very crucial in any multivariate analysis

### 2. *Missing Values*

The lack of data is one of the most persistent data analytical challenges (Tabachnick & Fidell, 2013). Often, all returned surveys are seldom filled in particular to address people as responders (Pallant, 2013). Therefore, checking for missing values in the data collection is always crucial. Hair et al. (2014) are suggested that 10 percent should be utilized as a reasonable threshold for missing

results by researchers. The results demonstrate that 11 of the 11,536 data points obtained, which are 0.09 percent, are randomly missing. It is regarded that the percentage lacking in this study is unimportant because it is lower than the 10% criterion. Fundamentally, as the missing values happened randomly and not based on any systematic pattern, the researcher may choose to replace any values missing in the data set (Pallant, 2010 & Schafer, 1999). Therefore, the missing values were replaced using mean substitution. Mean substitution is the most commonly used method for replacing missing values (Hair et al., 2014).

### 3. Assessment of Outliers

Hair et al. (2010) explained outliers as the values that have uncommon attributes and vary totally from other values. This implies that outliers are out-of-range values in a given data set. Given this fact, it is held that the presence of irregular observations in the dataset, which is meant for regression analysis, can adversely affect the estimates of regression coefficients and consequently render the results inaccurate (Verardi & Croux, 2008). Specifically, presence of outlier in a dataset can be due to wrongful data entry.

In this study, detecting outliers includes some stages. The first stage was the calculation of frequency through SPSS in which frequency was created. The frequency table showed that no observation was found to be out of normal range. Additionally, standardized values with a cut-off of  $\pm 3.29$  ( $p < .001$ ) through observation of Z-score as a criterion for outlier treatment was calculated, as recommended by Tabachnick and Fidell (2007), in order to spot any univariate out-of-range value in the data set. Established on the Tabachnick and Fidell's (2007) standard, none of the observations was found to be univariate outlier. Following the univariate outliers test, Mahalanobis distance (D2) was conducted to find multivariate outliers. Mahalanobis distance (D2) denotes the gap between a case and the centroid of the rest of the cases contained in a dataset.

### 4 Reliability Test

Table 4.1

*Measurement Model: Reliability and Convergent Validity*

Construct	Items	Loadings	AVE	CR
Employee Performance	EP1	0.855	0.595	0.897
	EP2	0.766		
	EP3	0.820		
	EP4	0.716		
	EP5	0.801		
	EP6	0.652		
Job Satisfaction	JS1	0.772	0.568	0.868
	JS2	0.740		
	JS4	0.738		
	JS5	0.803		
	JS6	0.711		
	Affective			

Commitment	AC1	0.719	0.571	0.888
	AC2	0.803		
	AC3	0.811		
	AC4	0.724		
	AC5	0.779		
	AC6	0.690		

Note: CA means Cronbach Alpha; CR means Composite Reliability; AVE means Average Variance Extracted

From the table 4.1, all items measuring individual construct loaded well. According to Sekaran (2009), the minimum benchmark for items loading is 0.5. However, items that failed this benchmark were deleted; they include POS5, for perceived organizational support, AC1 for affective commitment while JP4 and JP5 for job performance. Thus all the constructs in the study met the composite reliability benchmark of .7 and average variance extracted of .5.

### 5. Test of hypotheses

Table 4.2 presented the results of direct relationship between job satisfactions and teachers' job performance.

Table 4.2

#### *Path coefficient for direct relationship*

Hypotheses	Relationship	Beta Value	Standard Deviation	T Stat	P-value	Decision
H <sub>01</sub>	JS =>JP	0.115	0.049	2.331	0.020**	Rejected

$$R^2 = 0.612$$

Note: \*\*\* p< 0.01; \*\*p< 0.05; \*p <0.1 while POS represents JS represents Job Satisfaction; AC represents Affective Commitment; JP represents Job Performance

In reference to table 4.2, the direct path regarding relationship between Job satisfaction and teachers' job performance ( $\beta = 0.115$ ,  $t = 2.331$ ,  $p < 0.020$ ) is significant and positive. This implies that a unit increase in job satisfaction will lead to 11.5% increase in teachers' job performance. Thus, hypothesis one (H<sub>01</sub>) which states that job satisfaction has no significant effect on teachers' job performance in public schools teachers in Yobe state is not supported.

### 6 Test of Hypotheses for Indirect Relationships

Table 4.3

#### *Structural Model: Test of Significance for Mediating Relationships*

Relationship	Beta	STDEV	T Stat	P Values	Confidence Intervals	Decision
					2.5%    97.5%	
JS->AC->EP	0.285	0.048	5.989	0.000***	0.189    0.370	Rejected

$$R^2 = 0.381$$

Note: \*\*\* p< 0.01; \*\*p< 0.05; \*p <0.1 while JS represents Job Satisfaction; AC represents Affective Commitment; JP represents Job Performance while NS means Not Supported

Referring to Table 4.3, affective commitment mediates the relationships between job satisfaction and teachers' job performance ( $\beta = 0.285$ ,  $t$ -value = 5.989,  $p$ -value < 0.00). Therefore, H02 which state that affective commitment does not mediate the relationships between job satisfaction and teachers' job performance in public schools in Yobe state is empirically not supported based on path coefficient,  $T$ -value and  $P$ -value

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, of the study, it can be concluded that job satisfaction is a major predictor of teachers' job performance and in the context of mediation, affective commitments was found to mediate the relationships between job satisfaction and teachers' job performance.

The study concludes that the stakeholders in the educational sector particularly government and head teachers should give serious attention to on ensuring that predictors of job satisfaction are provided (socio-emotional resources and tangible benefits) such as respect, caring, fair wages and benefits to enable teachers get satisfied and develop good carrier in the teaching profession. More so, affective commitment of teachers could be enhanced by increasing these socio-emotional resources and tangible benefits given to teachers. By doing so, the level of affective commitment of teachers would boost up resulting to increased job performance.

## ADVANCED RESEARCH

Based on the findings of the study, it is thus recommended that deliberate actions should be made toward enhancing teachers job satisfaction that is, socio-emotional and tangible benefits such as respect, caring, fair wages and compensations should adequately be provided for teachers so as to enhance their job performance.

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