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**THE RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANIZATIONAL
COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG
SECONDARY SCHOOL
TEACHERS IN KATSINA STATE**

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Abstract

The purpose of this study is to examine the relationship between Job Satisfaction, Organizational Commitment and Organizational Citizenship Behavior, among secondary school teachers in Katsina State Nigeria. The study also examines which among the independent variables (Job Satisfaction and Organizational Commitment) best predicts Organizational Citizenship Behavior. The study uses questionnaires to collect the needed data. The questionnaires were adopted and adapted for this study. In all 370 secondary school teachers were used as sample. Descriptive statistics and multiple regression were used in analyzing the data collected using Statistical Package for Social Science research (SPSS) version 20.0. Findings indicate that the two independent variables (Job Satisfaction and Organizational Commitment) predict Organizational Citizenship Behavior (OCB) ($R^2 = .31$). Moreover, among the independent variables Organizational Commitment best predicts Organizational Citizenship Behaviors of secondary school teachers (standardized coefficient = .44). The findings contribute to the existing literature as before now, few studies were conducted on the area in Katsina State in particular and Nigeria in general. As implication for this study school managers as well as other stake holders should try and enhance school climate, so as to improve teachers' job satisfaction and commitment to enable them exhibit Organizational Citizenship Behaviors.

Keywords: Job Satisfaction, Organizational Commitment, Organizational citizenship Behavior, Secondary School Teachers, Nigeria

Introduction

The need for leadership to provide a good atmosphere where employees will feel satisfied and committed cannot be overstressed. As without satisfied and committed workers organizations can hardly achieve their objectives. Aydogdu and Asikgil (2011) argue that Technological advances and other changes we are witnessing make it necessary for organizations to work hard and improve

workers satisfaction and commitment, as the success of such organizations to a large extent depend on the commitment of their members.

In school setting the situations is not different; as without satisfied and committed teachers the school will not be able to achieve it's objectives of effective teaching and learning (Salisu 2014). Moreover, it has been argued that in schools where there are dedicated and

committed teachers' quality education can easily be realized through effective teaching and learning (Graham 1996, Razak, Darmawan and Keeves 2009).

Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior means willingness of employees to exert effort beyond formal obligations of their positions (Dipaola, and Wayne 2005). Organizational citizenship behavior is a behavior not directly related to contractually defined duties (Odoch and Nangoli 2013). Additionally, organizational citizenship behavior entails willingness of employees to go above and beyond the call of duty to contribute for successful change in an organization (Dipaola & Mendes da Costa Neves 2009, Belogolovsky and Somech 2010). Moreover, Jha and Jha (2010) assert that Organizational citizenship behaviors are discretionary, in other words it's not obligatory on the part of employees to exhibit such behaviors. Employees exhibit OCB with little or no expectation of recognition or reward, as mostly, the rewards are at best indirect and uncertain. Additionally, OCB is a matter of individual choice and failure to exhibit such behavior is not generally regarded as cause for punishment (Zeinabadi 2010).

One of the main reasons for interest in OCB is that it reduces the need for organization to utilize scarce resources to maintenance factors, thus, freeing up much needed resources for activities that will assist the organization to achieve its objectives (Dipaola, and wayne 2005), it assist in enhancing the welfare of the individual, group and or organization (Oplatka 2009), lead to organizational success (Dipaola and Mendes da Costa Neves 2009), its positively related to organizational efficiency, productivity improvement, effectiveness and overall performance ((Jha and Jha 2010, Mohamed, Habib and Alias 2011, Gupta and Singh 2012) and organizations can

hardly achieve their objectives without employees OCB (Adoch and Nangoli 2013).

Relationship between Job Satisfaction and Organizational Citizenship Behavior

Job satisfaction is the feeling of inner fulfillment and happiness achieved when performing a particular task (Swaminathan and Jawahar, 2013). Job satisfaction is an important factor that determines employee's behavior towards its organization. It's mostly viewed in both humanistic and financial terms. Moreover, it has been argued that employees who are satisfied usually do quality work and are more dedicated to the organization, when compared with employees who are dissatisfied (Arif and Chohan 2012).

There are considerable evidences which reveal that job satisfaction is positively related to OCB. (Zeinadadi 2010, Mohammed, Habib & Alias 2011) In addition, a study conducted by Arif and Chohan (2012) on Job Satisfaction and OCB in Pakistan reveals that there is statistically significant relationship between Job Satisfaction and OCB ($R^2 .32$). Moreover, a study conducted by Adoch and Nangoli (2013) in Uganda reveal that reward system which is a component of job satisfaction influences employees OCB. Additionally, Mehboob and Bhutto (2012) in their study on Job Satisfaction and OCB found that Job satisfaction is a weak predictor of OCB and has partial influence on some dimensions of OCB.

Relationship between Organizational Commitment and Organizational Citizenship Behavior Organisational commitment implies that members of an organization agree to be active players in that organization, have an impact on what is going on in it, feel that they have high status within it and are willing to contribute beyond what is expected of them (Bogler & Somech, 2004). Additionally, Mowday, Steers and Porter (1979) view commitment as the

degree to which an employee identified and involved with a particular organization.

In school setting the need for effective and committed teachers cannot be over emphasized, as without committed teachers, the school can hardly achieve its objectives of effective teaching and learning (Salisu 2014). Razak, Darmawan and Keeves (2009) argue that quality education can hardly be achieved without the efforts and contributions of dedicated and committed teachers. Moreover, Graham (1996) asserts that teachers' organizational commitment is a critical and important factor that affects effective teaching and learning in schools.

Studies previously conducted indicate that organizational commitment is positively and significantly related to organizational citizenship behaviour (OCB). Schappe (1998) in his study on the relationship between Job satisfactions, Organizational Commitment and Fairness perceptions on OCB found that Organizational commitment account for substantial amount of variance in Organizational citizenship behaviour. Similarly, Alotaibi 2001 in his study on antecedents of Organizational citizenship behaviour found that there is statistically positive relationship between organizational commitment and OCB. Jha and Jha (2010) in their study on determinants of OCB assert that Organization commitment is linked with OCB. Study in Taiwan by Chen Huang, Sing You and TeinTsai (2012) on ethical climate, job satisfaction and organizational commitment reveal that organizational commitment influences organizational citizenship behaviour.

The objective of this study is to examine the relationship between job satisfaction (JS) organizational commitment (OC) and organizational citizenship behavior (OCB) among secondary school teachers in Katsina state. To achieve the above objective three research questions and hypotheses were advanced. These are:

Rq1. Is there statistically significant

relationship between job satisfaction, and Organizational Citizenship Behavior?

RQ2. Is there statistically significant relationship between organizational Commitment and Organizational Citizenship Behavior?

Rq3. Do Job Satisfaction and Organizational Commitment strongly predict Organizational Citizenship Behavior?

H1. There is statistically significant relationship between job satisfaction and Organizational Citizenship Behavior?

H2. There is statistically significant relationship between Organizational commitment and Organizational Citizenship Behavior?

H3. Job Satisfaction and Organizational Commitment strongly predict Organizational Citizenship Behavior.

Methods

Research Design

The study used survey research design to get the needed data. Creswell (2010) describes survey research design as a process in quantitative study whereby researchers conduct a survey on relatively few people drawn from the population or to the entire population, for the purpose of identifying the attitudes and opinions of the population. It is worth noting that survey design is categorized into two. These are longitudinal and cross-sectional designs. In explaining the two designs Wiersma (1995) notes that longitudinal design entails gathering the needed data over a period of time and at a specified point in time, whereas, cross-sectional design entails gathering the data needed at one point in time from relatively few individuals or animals from the population of the study. However, this study employed a cross-sectional design in getting the needed data.

Population

The population of this study were teachers

of public senior and junior secondary schools in Katsina state. In all there were five thousand and eighty three secondary school teachers in Katsina state (Katsina state Ministry of Education 2010). This consists of 1912 and 3171 senior and junior secondary school teachers respectively. Using 95% confidence and 5% margin of error with Krejcie and Morgan (1970) table of sample selection as a guide, the study used 370 respondents as sample. The sample is slightly higher than recommended by Krejcie and Morgan, in order to meet the requirements for using the software packages used in analyzing the data collected. The study employed stratified random sampling technique to arrive at sample used.

Sample

Four hundred and fifty questionnaires were

distributed to secondary school teachers in Katsina state in order to get the needed data for the study. Out of the 450 questionnaires distributed 387 equivalent to 86% were returned. The questionnaires returned were carefully perused and those with much missing information and outliers were not included in the study. Outliers were not included in the study because Pallant (2007: 149) asserts that “Outliers can either be deleted from the data set or, alternatively given a score for that variable that is high but not too different from the remaining cluster of scores”. In all, the study uses 370 respondents, as sample of the study.

Table 1 Respondents Background Informations

SN	Characteristics	Frequency	Percentage
1	Gender		
	Male	303	82%
	Female	67	18%
	Total	370	100%
2	Age		
	20-30	129	35%
	31-40	141	38%
	41+	100	27%
	Total	370	100%
3	Working Experience		
	1-5	148	40%
	6-10	141	38%
	11+	81	22%
	Total	370	100%

Table 1 above shows the respondent's background information. Of the 370 respondents, 303 or 82% of the respondents were male, while 67 or 18% of the respondents were female. Regarding the age of the respondents 129 or 35% are between 20-30 years. 141 or 38% are between 31-40 years while 100 equivalents to 27% are above 40 years. Moreover, 148 or 40% of the respondents have 1-5 years working experience, 141 or 38% and 81 or 22% of the respondents have 6-10 and

more than 11 years working experience respectively. In all the working experience of the respondents ranged from 1-35 years with an average of ten years.

Instruments

In this study three questionnaires were used to get the needed data. The questionnaires were adopted and adapted. The questionnaires are Job satisfaction questionnaire (JSQ), Organizational Commitment Questionnaire (OCQ) and Organizational Citizenship Behavior

Questionnaire (OCBQ). The Job satisfaction Questionnaire was adopted from Hackman and Oldhan (1975) and consists of three items. One of the items reads thus; you are satisfied with your job currently. The Organizational Commitment Questionnaire (OCQ) was adopted and adapted from Mowday Steers and Porter (1979). The questionnaire has 15 items. Six of the items were negatively worded while the remaining nine items were positively worded. These nine items are also known as short version. According to Mowday et al. (1979) the researcher has the option of using the 15 items (long version) or the nine items (short version) as the psychometric properties i.e. validity and reliability of the two different versions are almost the same. For this study the short version was used because of the simplicity of the items to the respondents among others. The questionnaire is uni-dimensional.

The OCB questionnaire was adopted and adapted from Smith, Organ and Near (1983) and consists of five items. The questionnaire like OCQ is uni-dimensional. All the three questionnaires used in the study were rated on seven point Likert's scale. The rating is 1= strongly disagree (SD), 2= Moderately disagree (MD), 3= slightly disagree (SD), 4= Neither agree nor disagree (N), 5= slightly agree (SA), 6 = moderately agree (MA) and 7= strongly agree (SA).

Data analysis

The data collected for this study was analysed using descriptive statistics and

multiple regression analysis. The descriptive statistics was used in screening the data and analysing the demographic information of the respondents. Multiple regression analysis was used to find whether; there is relationship between job satisfaction, organizational commitment and teachers' organizational citizenship behaviour. SPSS version 20.0 was used to analyze the data collected.

Findings

The result as depicted in Table 1 below shows the mean, standard deviation and correlations of the Job satisfaction and Organizational commitment (independent variables) as well as Organizational citizenship behaviour (dependant variable). Among the independent variables job satisfaction has the highest mean (M= 5. 85), followed organizational commitment (M = 5.59). Additionally, the Pearson correlation matrix indicates that job satisfaction and organizational commitment (independent variables) were statistically and positively correlated with organizational citizenship behaviour (dependant variable). The correlation between job satisfaction and organizational citizenship behaviour and between organizational commitment and organizational citizenship behaviour is 0.43 and 0.54 respectively.

Table 1 Descriptive Statistics and Correlations

Variable	Mean	S.D	1	2	3
1.OCB	5.72	.914	1.000	.436	.546
2.JS	5.85	1.039	.436	1.000	.595
3.COM	5.59	.868	.546	.595	1.000

Variables 1-2 Independent Variables

All correlations are statistically significant $p < 0. 001$

Multiple regression analysis was conducted in order to find out if the independent variables (Job satisfaction and organizational commitment) predict the dependent variable (organizational citizenship behavior). Table 2 below depicts the result of the multiple regression analysis. The analysis reveals that the two independent variables explain 31% of the variance of teacher's organizational citizenship behavior ($F(2, 198) = 45.902, p = .000$). Moreover, examination of the table reveals that among the independent variables Organizational commitment ($\beta .44$) makes the strongest unique contribution in predicting teachers' organizational citizenship behavior, while job satisfaction ($\beta .17$) makes the lowest

contribution. However, the contributions of the two variables were positive and statistically significant. The results support the three hypotheses postulated for this study. The result indicates that the teachers in the sampled schools have strong affective commitment towards their respective schools. Affective commitment entails three things; Identification which means belief and acceptance of organization's values and goals, Involvement which means strong desire to put more effort on behalf of the organization and Loyalty which means a desire to remain a member of the organization (Mowday et al. 1979).

Table 2 Regression coefficients and F-test value for teachers' OCB

Variable	B	SE	β	Sig.	F	R ²
Constant	1.993	.380		.000	2,198 (45.902)	.31
1 JS	.152	.064	.172	.019		
2 OC	.467	.077	.443	.000		

Discussion

The present study examines the relationship between Job Satisfaction, Organizational Commitment and Organizational Citizenship Behavior among secondary school teachers in Katsina state. The study postulated three research hypotheses. These hypotheses are:

H1. There is statistically significant relationship between job satisfaction and Organizational Citizenship Behavior?

H2. There is statistically significant relationship between Organizational commitment and Organizational Citizenship Behavior?

H3. Job Satisfaction and Organizational Commitment strongly predict Organizational Citizenship Behavior.

The study employed Standard Multiple Regression analysis to test the hypotheses postulated. The results as depicted in Table 2 above show that the independent variables i.e. Job Satisfaction and Organizational Commitment strongly predict Organizational Citizenship Behavior ($R^2 .31$). Moreover, Organizational Commitment is strongest predictor ($\beta .44$) of Organizational Citizenship Behavior, when compared with Job Satisfaction ($\beta .17$). This shows that teachers in the sampled schools have strong affective commitment towards their schools. The results therefore support the three hypotheses postulated for the study.

The above results concur with other studies (e.g. Zeinadadi 2010, Mohammed, Habib & Alias 2011, Mehboob and Bhutto 2012, Adoch and Nangoli 2013,

Swaminathan and Jawahar (2013) who in their different studies found that there is relationship between job satisfaction and organizational citizenship behavior. With regard to Organizational commitment and OCB, the results also is in line with similar findings (e.g. Schappe 1998, Alotaibi 2001, Chen Huang, Sing You and TeinTsai 2012), who in their various studies found that organizational commitment has statistically significant relation with organizational citizenship behaviour.

The study has practical as well as theoretical implications. The study highlighted the need for stake holders in education, i.e. ministry of education officials, zonal directorate of education officials, principals among others to provide ground where teacher's satisfaction and commitment would be enhanced to enable them exhibit OCB. It is worth noting that workers who exhibit OCB tolerate reasonable inconvenience without complaint, readily give meaningful suggestions, help colleagues and positively assist towards realization of organizational objectives (DiPaola & Mendes da Costa Neves 2009). Additionally, the study has theoretically contributed to the existing literature, as before now few studies were conducted on the influence of Job Satisfaction, organizational commitment and Organizational Citizenship Behaviour, in Nigeria in general and Katsina state in particular.

Among the limitations of this study is that it was conducted in only public secondary schools in Katsina state. Consequently there is need for caution in generalising the results to all secondary school teachers in Katsina state. Therefore, more research should be conducted on the area to take into consideration private secondary schools and primary schools, to see whether same results would be obtained.

Conclusion

This study was conducted to examine the relationship between job satisfaction, organizational commitment and organizational citizenship behavior among secondary school teachers in Katsina state. Moreover, the study examines which among the two independent variables (Job satisfaction and organizational commitment) best predict dependant variable (Organizational citizenship behavior). The results indicate that Job Satisfaction and Organizational Commitment positively and strongly predict Organizational Citizenship Behavior (R^2 .31). Additionally, Organizational Commitment is strongest predictor (β .44) of Organizational Citizenship Behavior, when compared with Job Satisfaction (β .17). The results therefore support the three hypotheses postulated for the study. The results show that the teachers in the sampled schools have strong affective commitment towards their respective schools which enabled them to identify with the goals of their schools, thus exhibiting OCB.

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