

JOB INVOLVEMENT AND ORGANIZATIONAL COMMITMENT AS DETERMINANTS OF JOB PERFORMANCE AMONG EDUCATIONAL RESOURCE CENTRE PERSONNEL IN OYO STATE, NIGERIA

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Abstract

The study investigated the relationship among job involvement, organizational commitment and job performance of the educational resource centre personnel in Oyo state, Nigeria. Seventy-eight educational resource centre personnel were purposively sampled in all the thirty-three local government areas of Oyo state made up of 25 males and 53 females. The instrument used for collecting data for this study was a researchers' developed questionnaire which contained structured items that included job involvement, organizational commitment and job performance scales. Three null hypotheses were tested at 0.05 level of significance. Results showed that job involvement and age were correlated with job performance ($r=.106$; $r=.147$). The implications of these findings for educational managers, head teachers and ministries of education were discussed. It was suggested that to develop a more job involving, and organizationally committed employees systems, educational resource centre should be more stimulating and challenging to the personnel by providing required facilities for efficient performance

Introduction

The concepts of job involvement and organizational commitment have received increased attention in recent times due to their importance for understanding and predicting turnover and absenteeism (Huselid & Day, 1991). It is however needed to be pointed out that relatively limited research exists on the predictive power of job involvement and organizational commitment on job performance (Mathieu & Zajac, 1990; Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989).

Meyer and Herscovitch (2001) defined commitment as a force that binds an individual to a course of action that is of relevance to a particular target. Commitment is a more responsive approach by an organization. Organizational commitment, therefore, is defined as the strength of individual's identification with and involvement in a particular organization'. It can be assumed that greater organizational commitment increases job satisfaction which in return enhances performance of the individual. Meyer and Allen (1997) define the general concept of organizational commitment as a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization. More recently, several researchers have categorized the concept of organizational commitment into three major themes: affective, normative, and continuance commitment (Fields, 2002; Laschinger, Finegan, Shamian, & Casier, 2000; Manion, 2004; Meyer & Allen, 1997). Affective commitment is the "employee's liking for an organization, and related to involvement with the organization" (Fields, 2002); normative commitment designates the feeling of obligation of needing to continue employment; and continuance commitment is created by high costs associated with leaving the organization, and creates a feeling of needing to continue employment (Van de Hooff & de Ridder, 2004).

Clearly, research literature is paying increasing attention to the concept of commitment as managers and organization analysts are continually seeking ways of increasing employee retention and

performance. Interest in organizational commitment has therefore, been stimulated largely because it is evident that commitment reduces turnover and increases performance.

Job performance can be defined as 'ability to perform effectively which requires understanding of a complete and up-to-date job description of a position, and job performance requirement and standards that are expected to meet'. It means a work performance in terms of quantity and quality expected from each employee. A number of factors have been identified to predict job performance. These factors include job involvement and organizational commitment. In this study, an individual's performance is assessed in terms of effort, either day to day, or when there are extraordinary circumstances. What then is job involvement? Job involvement is a popular construct in psychological research. Job involvement has emerged as an important variable in organizational research. It has drawn the attention of management scientists and organizational psychologists. This variable is being studied with different perspective in the organization. It has a great importance and significance in organizational development. This is due to its importance in predicting such job outcomes as job performance turnover and absenteeism (Keller, 1997; Huselid & Day, 1991). Job involvement has been defined in various ways. The definitions have ranged from the degree to which one is engaged in one's present job, to the degree to which one is engaged in carrying out the specific tasks in the present job environment, to the degree of importance that work plays in one's life. The latter definition emphasizes the centrality of job in people's life and it is from this conceptualization that the term work centrality has been coined. Job involvement and organizational commitment had been found to interactively predict turnover and absenteeism (Brown, 1996; Huselid & Day, 1991). The interaction hypothesis anchored on the belief that worker who is both involved in his job and committed to his organization will tend to stay with his organization and be committed to it.

Though studies have been carried out on the use of educational resource centres regarding the level and the perception of teachers towards the programmes and services provided, none has focused on job involvement and organizational commitment of resource centres' personnel in Nigeria. This study can help in bridging this gap. It is hoped that its findings will help educational resource centre administrators make materials more useful, accessible and relevant to all users.

Consequence upon the above, there is need to ask a question on what determines educational resource centre personnel performance? An individual in a work setting experiences simultaneously varying degree of commitment toward several aspects of working life, such as the employing organization, the job or task, and personal career. Performance, therefore, may be better understood as a function of all such commitments combined, rather than as a function of one commitment type or another separately. Hence, an educational resource centre personnel may perform better if he is involved in decision making and/or if he devotes more personal time to work related activities such as making materials more useful, accessible and relevant to the users and also stay beyond the required working hours. Also, if an employee is loyal to his duty and not willing to leave his job, he will tend to perform better. This is because he will try as much as possible to contribute his own efforts to the success of his organization.

Age is one of the factors affecting job performance. Different studies conducted show that older workers are more satisfied and performed well. Kose (1985) found a significant relationship between the age and job performance; age and professional experience (Hamshari, 1986) educational level (Hamshari, 1986; Well-Maker, 1985). In spite of these positive results from age, little or no research has been carried out on age and job performance of education resource centre personnel.

Statement of the Problem

Educational resource centre provide resources for knowledge acquisition, recreation, personal interest and interpersonal relationship for all categories of users. The willingness of the educational resource centre personnel to provide the available learning resources is being continually undermined and called into question by individual commitment. In spite of the fact that educational resource centre plays significant roles in attainment of the goals of an academic institution has been observed that various educational resource centres in Oyo state are not providing services as expected of them. In the light of this, this study examined the influence and interactive effects of job involvement and organizational commitment on the performance of educational resource centres' personnel in Oyo state.

Purpose of Study

The purpose of study was to investigate job involvement and organization commitment as determinants of job performance of educational resource centre personnel.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significant in the study:

1. There will be no significant relationship between job involvement and job performance of educational resource centre personnel.
2. There will be no significant relationship between organizational commitment and job performance of educational resource centre personnel.
3. There will be no significant relationship between age and job performance of educational resource centre personnel.

Methodology

The research design adopted for this study was survey research method in which questionnaire were utilized in collecting data on the variables investigated - job involvement, organizational commitment, age and job performance.

All the thirty-three educational resource centres' personnel in the service of Oyo State government, made up of 25 males and 53 females, in Oyo State were purposively sampled for the study. The participants' educational qualifications run thus, 34.55% NCE, while 61.36% had University degree, and 4.09% had certificates in Library Studies. Their levels of experience range from 5 to 18 years.

The instrument used for collecting data for this study was a questionnaire. It is made up of two sections. The first section sought demographic data while the second section contained structured items that were developed through extensive review of literature which included job involvement scale developed by Lodahl and Kejner (1965) for assessing the importance of job in the life of each participant; organizational commitment scale by Meyer and Allen (1991) to assess the commitment of an employee to its employing organization; and job performance with Employee's Performance Rating Scale (EPRS).

Job involvement was measured with six items from the Lodahl and Kejner (1965) scale with correlation coefficient alpha of 0.78 selected on the psychometric analysis of Hunt, Osborn, and Marthin (1981). These items focused on one's involvement in the present job and the importance of work in general. A 4-point response scale, ranging from strongly disagree (1) to strongly agree (4) was used. The instrument had also been used by Adedapo (2001), in predicting the performance of scientists and engineers. Organizational commitment was measured by organizational commitment scale developed by Meyer and Allen (1991). It is a scale designed to assess the extent of one's commitment to an employing organization. The scale consisted of five items with coefficient alpha of 0.79. Job performance was measured by Employee's Performance Rating Scale (EPRS) that

consisted of 16-item. It has a reliability correlation co-efficient of 0.79 obtained from a test-retest of sample of subjects carried out within an interval of eight (8) weeks. The response anchor ranges from very poor (1) to very good (4).

Copies of the questionnaire on completion were coded and entered with the aid of computer. Frequency tables were generated for the variables tested. Also, multiple linear regressions were applied to test for statistical association between the dependent and independent variables (job involvement, organizational commitment, age and job performance). For all the statistical analysis, P.value was set at 0.05 significant level.

Source of Variance	SS	dF	MS	F	P
Regression	735.505	4	147.101		
Residual	11258.604	73	52.610	2.796	S
Total	11994.109	77			

Results

Table 1: Summary of ANOVA of Correlation of Variables to Predict Job Performance among Educational Resource Centres' Personnel.

Analysis of Variance

Multiple R.	=	.248
R Square	=	.061
Adjusted R ²	=	.039
Standard Error of estimate	=	7.25

Table 1 shows that the use of independent variables to predict job performance among educational resource centres' personnel in Oyo State yielded a coefficient of multiple regression (R) of .248, multiple correlation square (R) of .061. The table also shows that the analysis of variable of the multiple regression data yielded an F-ratio of 2.796 (Significant at 0.05 level). From this, it can be concluded that there is significant relationship between the independent variables and job performance.

Table 2: Testing the significance of regression weights on relative contribution of independent variables to the prediction

S/N	Variable Description	B	SEB	BETA	T	Sig. T
	Constant	50.219	5.939		8.455	.000
1.	Age	.334	.142	.347	2.352	.020
2.	Job Involvement	.373	.142	.177	2.631	.009
3.	Organizational Commitment	-.199	.138	-.097	-1.451	.148
4.	Years of Experience	-.207	.132	-.230	-1.564	.119

Table 2 shows the relative contribution of the independent variable to performance. The standardized regression weight (B), the Standard Error of Estimate (SEB), the Beta, the t-ratio associated with two variables (age & job involvement) is significant at the 0.05 level. The table shows that organizational commitment ($B = -.097$) and years of experience ($B = -.230$) have low contribution to job performance, while variables age (0.20) and job involvement (0.009) have significant contribution to job performance.

Table 3: Mean, standard deviation and the correlation matrix of the predictor variables and job performance

S/N	Variables	Job Performance	Age	Job Involvement	Organizational Commitment	Years of Experience
1	Job Performance	1				
2	Age	0.106	1			
3	Job Involvement	0.147	-	1		
4	Organizational Commitment	-0.075	0.002	0.061	1	
5	Years of Experience	0.048	0.892	-0.154	-0.021	1
	Mean	65.84	37.79	19.7	18.49	12.03
	Standard Deviation	7.4	7.69	3.52	3.6	8.25

N = 78, Correlations greater than $\pm .1946$ are significant at $P < .05$.

From Table 3, it is observed that correlation ($r = 0.147$, $p > 0.05$) was not established between job performance and job involvement. Hence, the hypothesis one which states that there will be no significant relationship between job involvement and job performance among educational resource centre personnel was hereby accepted. Hypothesis 2, which states that there will be no significant relationship between organizational commitment and job performance among educational resource centre personnel was accepted since no significant correlation exist between the variables ($r = -.075$, $p > 0.05$).

Discussion

The first hypothesis, which states that there will be no significant relationship between job involvement and job performance of educational resource centre personnel, was rejected. The result showed that there was significant relationship between job involvement and job performance among educational resource centre personnel.

The result agrees to the findings of Geschman (1977) who found out that job involvement contributes to greater effort and performance. Results found by Rotenberry and Moberg (2007) indicated that employees that were more involved in their job were good performers as compared to the employees who were not involved. Also, Baugh and Roberts (1994) found out that committed employees had high expectations of their performance and therefore performed better. The findings contradict the result of Akanbi (1986), who reported that job involvement did not contribute significantly to the explanation of job performance variations of teachers in a survey conducted using Kwara State Teachers' Training College of Nigeria.

The second hypothesis, which states that there will be no significant relationship between organizational commitment and job performance, was accepted. The result obtained from the multiple regression analysis showed that there was no significant relationship between organizational commitment and job performance. The result of the findings agrees to those of Steers (1977) who found out that workers performance not to relate to organizational commitment. However, the result is not in support of Mowday, Steers and Porter (1979) who reported that the role of personal characteristics and experiences that a person bring to an organization can predict individual commitment to the organization. Plausible reasons why performance and commitment may not be related might be due to factors which include the seriousness with which supervisors value the appraisal process, the value of job performance by resource centre and the amount of employee control over outcome.

The third hypothesis, which states that there will be no significant relationship between age and job performance among educational resource centre personnel, was rejected. The result showed that there was significant relationship between age and job performance among educational resource centre personnel. The result of significant relationship agrees to different studies conducted that found out a meaningful relationship between the age and job performance (Kose, 1985; Hamshari, 1986). The researchers were unable to locate a study that reported no significant relationship between age and job performance among the resource centre personnel. There are however other studies that reported no significant relationship between age and organizational commitment. Irving, Coleman and Cooper (1997) found that age was not related to organizational commitment. Also, Meyer and Allen (1997) reported that age was not correlated with organizational commitment. One possible explanation for this findings is that age might be correlated with job performance by postulating that it serves as proxy for seniority.

Conclusion and Recommendations

The results of this study have revealed that out of the three independent variables, job involvement and age have stronger relationship with job performance. Organizational commitment though, has relationship with job performance, its effect was low. However, since the study focused only on three variables out of the many variables influencing job performance further studies need to be carried out to include more variables influencing job performance. The sample used in the study is limited to Oyo State. For more generalizable result effort should be made to extend it to a larger population. Representation may be drawn to include a larger sample to cover more states.

Furthermore, realizing that job involvement and organizational commitment have important implications for job performance, educational managers, state and federal ministries of education in Nigeria need to develop a more job involving, and organizationally committed employees. This can be done through the provision of incentives and opportunity for on-the-job training, and prompt payment of employees' salaries. Since recognition is associated with identification, involvement and loyalty, schools should be made stimulating enough and challenging to the personnel by providing required facilities for efficient performance.

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