

INFLUENCE OF PERSONALITY TRAITS AND GOAL COMMITMENT ON JOB SATISFACTION AMONG TEACHERS OF SELECTED SECONDARY SCHOOLS IN ILORIN, KWARA STATE, NIGERIA

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Abstract

This study investigated the influence of personality traits and goal commitment on job satisfaction among teachers in selected secondary schools in Ilorin, Kwara State, Nigeria. The study sample was made up of 122 teachers made up of 52 males (42.6% of the total sample) and 70 females (57.4% of the sample). Participants' ages ranged from 24 years to 44 years with a mean age of 33.66years. Personality was examined along the dimensions of Locus of Control and Self-Efficacy; Locus of Control was further measured along "internal" and "external" dimensions; Self-efficacy was examined along "High" and "Low" dimension; and Goal Commitment was examined along "High" and "Low". Three hypotheses were stated: Internal, rather than External locus of control is positively and significantly related with job satisfaction; High, rather

than Low levels of Self-Efficacy are positively and significantly related with job satisfaction; High, rather than Low levels of Goal Commitment are positively and significantly related with job satisfaction among secondary school teachers in Ilorin, Kwara State. Results showed that "internal", rather than "external" locus of control orientation was more significantly and positively related with job satisfaction; high levels of self-efficacy were more positively related to job satisfaction ($r = .448$; $p < 0.01$) than low levels of self-efficacy ($r = -.135$; $p < 0.01$); and high levels of goal commitment were significantly and positively related with satisfaction ($r = .424$; $p < 0.01$) while low levels of goals commitment were negatively related with job satisfaction ($r = -.128$; $p < 0.01$). These results confirm the three study hypotheses. Implications; limitations; as well as recommendations for further study were highlighted.

Keywords: Personality Traits, Goal Commitment; Job Satisfaction; Locus of Control; Self-Efficacy.

Introduction

Organizations often seek to be adequately efficient in achieving its set goals and objectives. To attain this state of affairs, work managers and sundry authorities within work systems must pay very keen attention to the organizational human capital; the ones that operationalize and execute the firm's procedures and policies. The reason for this is not far-fetched; as the human resource in any organization remains most critical to organizational health and effectiveness.

The human resource is characterized by its complex nature and uniqueness. It is capable of nursing aspirations, exhibiting some keen

sense of justice, as well as exhibiting a broad spectrum of behaviours and attitudinal dispositions depending upon the subsisting industrial climate. A fundamental contrast existing between the human resource and the other resources is that while the latter is incapable, the human resource is capable of growing in its capacity to serve.

For an organizational employee to sustainably grow in his capacity to serve toward efficient attainment of the firm's objectives, he must, among other factors, enjoy certain levels of satisfaction with the various facets of the job he is doing. Job satisfaction represents the overall positive effects or feelings that the employee has towards their jobs. It is the amount of pleasure or contentment he associates with his job.

Job satisfaction is the emotional reaction of the employee to the job itself. As Mathis and Jackson (2000) posited, job satisfaction reflects the pleasurable emotional state resulting from the positive appraisal of one's job experiences. Employee job satisfaction has been linked with developments of commitments toward set goals, the job and the organization (Luthans, 2002). Employees who are relatively satisfied with their jobs are very likely to be committed to their set goals, jobs and organizations (Igbeneghu & Popoola, 2011).

A number of factors within the individual has been identified as capable of eliciting this work outcome. Indeed certain individual characteristics such as personality traits have been implicated in the development of job satisfaction (Lau, 2012) in employees. Personality refers to relatively enduring personal characteristics in the sense of generalized and basic conduct tendencies which reflect long term, pervasive individual uniqueness in emotional style (Gosling, 2008).

Employee job satisfaction in the workplace has been identified as one of the most

important objectives of human resources managers for better performance and productivity (Gangali, Mahakud & Sharma, 2016). Understanding predispositional characteristics of employees therefore, and their impacts on such work outcome as their job satisfaction is crucial not just because it contributes to the theoretical basis of the construct, but very importantly also, because it provides managerial insights regarding the appropriate deployment of its human capital for optimality in performance.

Personality traits represent specific dimensions along which individual personalities differ in consistent ways. Issues concerning personality traits in various work places and work communities have sparked interests across economies and climes (Lau, 2012; Furham & Eracleous 2009; Zaidi, et al., 2012). Increasing attention is being given to the factors of individual characteristics on employees' attitudes; as well as their relationship with job satisfaction (Rambur, McIntosh & Palumbo, 2005). Empirical support for the effects of personality traits on job satisfaction is well documented (Chiu & Francesco 2003; Dormann, Fay, & Zapf, 2006).

The personality construct in many research works is often measured using the Big Five inventory (BFI). In the present study however, this construct was measured along the dimensions of "Locus of Control" and "Self-Efficiency". Locus of control orientation can be regarded as a combination of one's values, beliefs, past experiences and cultural influences on one's life and behaviour.

The extent to which a person feels able to control his or her own life is concerned with a person's internal-external orientation. People have personal conceptions about whether events are controlled primarily by themselves, which indicate on internal orientation; or by outside forces such as their social and physical environments - which indicates an external orientation. Persons

with internal locus of control orientation believe that they control their own fate or destiny. In contrast, externals believe that much of what happens to them is beyond their control and is determined by environmental forces such as luck, chance and sundry powerful forces.

Locus of control orientation is a very vital parameter for gaining understanding into employee job satisfaction. Generally, employees with a strong belief in internal control are more confident and assertive (Mahajan & Kaur, 2012). Individuals with an internal locus of control tend to have more job-satisfaction and are more likely to be successful in organizations (Spector, 1982, 1988). Also, individuals with internal locus of control orientation are likely to be more committed to their organizations than externals (Kinicki & Vecchio, 1994).

Although the locus of control orientation of employees have been found to strongly influence the extent to which they experience job satisfaction, studies have also shown that self-efficacy is another key parameter that can aid in the understanding of development of job satisfaction by employees (Lau 2012, Blackburn & Robinson 2008; Tojjari, Esmaeli & Bavandpour, 2013).

Self-efficacy refers to people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance (Niu, 2010). It is an individual's confidence about his or her abilities to mobilize the motivation, cognitive resources and courses of action needed to successfully accomplish a specific task within a given context (Yakin & Erdil, 2012).

Generally speaking, employees with high levels of self-efficacy tend to be more goal-oriented, are more satisfied with their jobs, and tend to demonstrate higher levels of goal, job, and organizational commitments (Raghuram, Weisenfeld & Garud, 2003). Conversely, those with low levels of self-efficacy are less goal-oriented, less satisfied

with their jobs, and generally tend to exhibit low levels of commitment (Pinquart, Juang & Silberisen, 2003).

The present study conceptualized the self-efficacy construct as a relatively stable generalized belief that an individual can galvanize the resources needed to deal with the challenges confronting him or her. Because general self-efficacy is typically viewed as reflecting one's perceptions of one's fundamental ability to cope with exigencies, it represents a core self evaluation; and it is a trait-like belief in one's competence (House, Shane & Herold, 1996). Apart from locus of control and self-efficacy variables, Lent and Goal (2006) have argued that goal-setting and progress are key agent of routes to work satisfaction. Goal commitment reflects one's determination to reach a goal. It represents the capacity to extend efforts toward goal attainment; persistence in pursuing the goal over time; and an unwillingness to lower effort-investment or abandon the goal – even in the face of daunting challenges.

Statement of Problem

For quite some time experts in the domain of work psychology have painstakingly searched to unearth the real reasons why individuals vary in their motivation to work and how individual differences interact with organizational and situational factors to influence individual motivation and satisfaction on the job (Furham, 2002). Although it is believed that personality traits play significant roles in the development of satisfaction among employees (Furham & Eracleous, 2009), and that the extent of the commitment to goal an individual is capable of mustering is related to the level of satisfaction experienced (Lau, 2012), the respective strengths of the relationship of each of these variables with job satisfaction remain a research gap and this is precisely the concern of the present study.

Research Questions

1. Is Locus of Control Orientation significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State?
2. Is Self-Efficacy significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State?
3. Is Goal Commitment significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State?

Research Objectives

The objectives of this research are to:

1. Examine the relationship between locus of control and job satisfaction among secondary school teachers in Ilorin, Kwara State.
2. Investigate the relationship between self-efficacy and job satisfaction among secondary school teachers in Ilorin, Kwara State.
3. Assess the relationship between goal commitment and job satisfaction among secondary school teachers in Ilorin, Kwara State.

Significance of Study

Employee job satisfaction in the workplace is one of the very important objectives of employers and sundry workplace superiors, for better performance. Job satisfaction is a psychological state of the human mind. It is subjective to individual experiences and expectations; and it is, by and large, influenced by personality traits.

Research works have examined the impact of self efficacy on satisfaction of employee (Blackburn & Robinson, 2005); impact of the Big-Five Personality traits on job satisfaction (Furnham & Eracleous, 2005); effect of self-efficacy on job satisfaction (Tojjari, Esmaeli & Bavandpour, 2013); as well as relationship between self efficacy and work engagement

and the effects on job satisfaction (Yakin & Erdil 2012), among others. However to the best of this researcher's knowledge, there are no studies yet on the impacts of goal commitment and personality traits (measured along locus of control and self-efficacy dimensions) among primary school teachers in Nigeria. The present study therefore contributes toward the research on employee job satisfaction particularly among primary school teachers in Nigeria.

Apart from the fact that the study findings will effectively intervene to narrow the indentified knowledge gap, these outcomes will also avail employers and other authorities in the primary school systems, factors to look out for and work upon in their organizational human capital for the efficient facilitation of enhanced job satisfaction; and ultimately, optimal organizational productivity.

Review of Related Literature

Theoretical Review

Mahajan and Kaur (2012) describe job satisfaction as the fulfilment or gratification of desires, feelings, happiness and optimism. Job satisfaction refers to inner contentment of an employee engaged in an assigned job. It can be described as a positive emotional state resulting from evaluating one's job experiences. Dissatisfaction occurs when expectations are not met (Mathis & Jackson, 2000).

An employee with a high level of job satisfaction holds positive attitudes towards his job and tends to be willing to invest necessary effort toward the efficient accomplishment of assigned tasks. It follows therefore that getting to understand and appreciate factors within the organization and the individual employee, that effectively elicit positive job evaluations are quite

crucial. According to Dorman and Zapt, (2001) about 30% of employee job satisfaction depend on personal dispositional characteristics and genetic factors. O'Reilly, Parlett, and Bloom (1980) had argued that individuals significantly differ in the way they perceive their jobs, even if the job description and the tasks they had to perform remained constant; thus suggesting that personality traits may indeed have an influence on work attitudes.

Research has demonstrated that individuals' behaviours and attitudes show durable dispositions across seemingly unrelated domains (Gray & Watson, 2001; Gosling, 2008). Thus personality reflects relatively enduring personal characteristics in the sense of generalized and basic conducts - propensities which underline long-term pervasive individual difference in emotional style and general influence on emotional responses (Warr, 1999).

A profound knowledge of pre-dispositional characteristic or traits and their impact on employees job satisfaction is very crucial not only for its contribution to the theoretical basis of the construct, but very importantly too, on how best workplace authorities should manage their human resource base for sustainable organizational effectiveness and productivity. In other words, it will help to develop a theoretical framework and a direction to solve managerial problem of job satisfaction and employee performance. In the present study, personality traits were examined along the dimensions of locus of control orientation and self-efficacy.

Locus of Control and Job Satisfaction

Locus of control orientation reflects the degree to which people believe that their actions are responsible for what happens to

them (Williams, 2007). It is a personality measure that indicates the extent to which people believe that they can exercise control over events in their life. Locus of control could be categorized as internal locus of control and external locus of control.

Individuals with internal locus of control are called 'internals'. They believe that they possess control over their destinies. They tend to be convinced that their own skills, abilities and efforts determine most of their life experiences. Individuals who have external locus of control are called 'externals'. They believe that their destinies are controlled by powerful forces such as luck, chance, fate, or powerful others (Adas, 1999).

Certain characteristics between 'internals' and 'externals' in many work communities have been highlighted (Gangai, Mahakud & Sharma, 2016). 'Internals' tend to do better in jobs where they can set the pace. As leaders, they tend to have more participative management styles. 'Internals' engage more in activities that will improve their situation; and are more active in seeking information and knowledge concerning their situation. They emphasize the striving for achievement; work hard to develop their knowledge skills and abilities; and are generally more inquisitive to figure out why things turned out the way they did.

On the other hand the 'externals' tend to stay longer in jobs they are dissatisfied with. They always feel victimized by stressful situations and illnesses. They are more readily influenced by social surroundings and give up all-too-easily without making efforts to confront the challenging situations. 'Externals' are usually humble and agreeable; acknowledge and shower praises

on others and they tend to love to comply with detailed directives.

According to Leones and Burns (2000), locus of control is related to job satisfaction. 'Internals' tend to have a strong belief that outcomes such as rewards are under their control. According to the Cognitive Consistency Theory, individuals who have perceived personal control to leave a situation and still chose to stay on, often tend to re-appraise their situation favourably in order to retain consistency between their attitudes and behaviors (Hoffman, Novak & Schlosser, 2003). The principal reason 'Internals' tend to enjoy higher levels of satisfaction with their jobs is that they possess the requisite capacity to exercise control over their situations.

Studies have actually shown that a relatively strong correlation exists between internal and external locus of control orientations and employee job satisfaction (Aghaei et al, 2013; Fushami, 2013; Singh & Dubey, 2011; Dharani & Peters, 2012; Carrim et al., 2006; Wang, Bowling & Eschleman, 2010; Igbeneghu & Popoola, 2011). Further the studies have demonstrated that having an internal locus of control orientation is more conducive for the development of job satisfaction than with an external locus of control disposition (Chabra 2013; Hans et al, 2013).

Locus of Control Theories

Although a number of theories such as the Rotter's Social Learning Theory (Rotter, 1954), and the Theory of Learned Helplessness (Seligman, 1975) exist for the understanding and explanation of the locus of control orientation, the present study takes anchorage on Seligman's (1975) theory of learned helplessness.

Theory of Learned Helplessness (Seligman, 1975)

According to this theory, an event is perceived as controllable when a person's voluntary responses have an impact on the event. Seligman (1975) views controllability as a function of two parameters: the probability that an event will occur when a certain voluntary behavior is performed which the person believes is within his controls; and the probability that the events will occur in absence of the actions. Loss of control sets in because there is a lack of contingency between behaviour and outcomes. This often leads to motivational, emotional and cognitive deficits which ultimately eventuates a state of learned helplessness, depression and sometime reactance. Consequently, when primary school teachers have persistently invested efforts at achieving certain important work-related tasks, and are consistently met with non-appreciation by workplace supervisors, overtime, through the principle of self-fulfilling prophesy, they tend to acquiesce, blaming their situation on fate with a cessation of further effort investments; and this negatively impacts their prospects of job satisfaction.

Self-Efficacy and Job Satisfaction

Self-efficacy refers to people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance (Niu, 200). It is the individual's confidence about his/her ability to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context (Stajkovic & Luthans, 1998).

Self efficacy is thus an individual's conviction in his or her capacity to galvanize

the requisite cognitive, motivational and behavioural wherewithal to accomplish situational demands (Bandura, 1984).

Further, Bontis, Hardie and Serenko (2008) conceptualized the general self-efficacy as a relatively stable generalized belief that an individual can mobilize the resources needed to effectively address the challenges that he/she experiences in life. Because general self-efficacy is typically viewed as a reflection of perceptions of one's fundamental ability to cope with life experiences, it represents a core self-evaluation, and is a trait-like belief in one's level of competence (Scherbaum, Cohen-Charash & Kem, 2006).

Self-efficacy is actually one of the factors that influence job satisfaction. It means confidence in one's capability in implementing a certain behavior successfully; and that the expected outcomes are obtained (Tojjari et al., 2013). It is believed that a sense of self-efficacy is formed in people as a result of withstanding challenges as well as in the regularity of the practice of the needed behavior. Self-efficacy represents the core concept of Bandura's Social Cognitive Theory, and refers to one's perceived abilities in dealing with a problem by performing an appropriate action.

The concept of self-efficacy persuades to the effect that the cognitive, motivational, emotions, and functional processes are effectively controlled and managed by the personal belief (Scherbaum et al., 2006). High levels of self-efficacy are positively associated with positive thoughts, self-esteem, high goals, high levels of mental well-being, positive emotions and good physical conditions; while low levels of self-efficacy are associated with anxiety, depression and low levels of mental well-

being (Giltay, Geleijuse, Zitman, Heekstra & Schoutem, 2004).

Employees with strong sense of self-efficacy believe that they are able to effectively control the outcomes of events in their life. This perception tends to impact on them, a different perspective from those with a weak sense of self-efficacy. This is largely due to the fact that such feelings of incompetence (on the part of low efficacious persons) directly confluence their behavior. Thus, self-efficacy can be a crucial factor in employees' success or failure in their respective work communities (Luszczynska, Gutierrez-Dona, & Schwarzer, 2005).

Generally speaking, people who are high on self-efficacy, tend to also report higher levels of commitment and job satisfaction (Tojjari et al., 2013) compared with those who a low on self-efficacy. The reason for this is not far-fetched; individuals high in self-efficacy have strong belief regarding their competence to achieve. This perception tends to provide the motivation for tenacity and persistence on assigned tasks and set goals. With tenacity, persistence and focus on intended accomplishment, the individual with high self-efficacy stands a stronger chance of achievement consequently (and thus enjoys satisfaction) than one who is low in self-efficacy (Lau, 2012).

Self-Efficacy Theories

Numerous theories, prominent amongst which are the Social Cognitive Theory and the Self-Efficacy Theory, have respectively demonstrated their impressive capacities at explaining the concept of self-efficacy. Nevertheless, the present study is founded upon the *Self-Efficacy Theory* which argues that self-efficacy is what an individual is convinced that he or she can achieve using

his or her skills under given circumstances. Self-efficacy is thought to be a task-specific version of self-esteem (Lunenburg, 2001). Strictly speaking, individuals are more likely to engage in activities for which they have high Self efficacy and less likely to engage in those they do not.

In the context of the *Self efficacy theory*, people tend to behave in ways that execute their initial beliefs; thus self efficacy functions as a self-fulfilling prophecy (Lunenburg, 2011). The theory persuades to the effect that self efficacy has influence over people's ability to learn, their motivation, and their performance; as people will often attempt to learn and perform only those tasks for which they believe they will be successful (Lunenburg, 2011), leading ultimately to experiencing satisfaction.

Apart from the locus of control orientation of employee as well as their respective levels of self-efficacy toward experiencing feelings of job satisfaction, the employee's commitment toward set goals equally contributes to whether or not he/she experiences job satisfaction.

Goal Commitment

Goal commitment can be defined as one's determination to reach a goal (Locke & Latham, 1990). Without such commitment, goals will be irrelevant to workers' performance. Goal commitment has been identified as a crucial conditional since a goal on its own will not generate the requisite motivation to improve performance if there is no commitment escorting it (Freund, 2005). The mustered commitment thus tends to be dynamogenic in nature to the concerned individual. It provides the requisite collateral to spur the engaged individual into success-guaranteeing action.

Goals are often treated as predictors of performance (Lau, 2012). Commitment remains one of the widely-cited conditions necessary to hold the relationship between goal and performance (Freund, 2005). Steers (1975) had suggested that goal commitment may be predictable from the degree to which attainment of the goal is perceived to be instrumental in the acquisition of various other attractive outcomes. Oklham's (1975) finding of the positive relationship between goal attainment and goal commitment reinforces this position.

Relationship between Goal Commitment and Job Satisfaction

Goal commitment and job satisfaction have been found to be significantly related to each other (Lau, 2012). Works on job satisfaction often regard its relationship with job performance (Lau, 2012). Some studies have been able to find strong relationships while some others reported weak relationships (Iaffaldano & Muchinsky, 1985; Morrison, 1997).

An employee in a state of high goal commitment is more likely to invest all resources at his disposal to promote the facilitation of the goal attainment and less likely to search for job alternatives outside the organization (Brief & Aldag, 1980). Hindera and Josephson (1998) have shown through their study that an employee who feels committed to the organizational goals may have an easier time managing conflicting demands and will consequently have better performance which will ultimately lead to satisfaction on the job.

Goal Commitment Theories:

The Goal-Setting Theory

Many theories actually exist in the understanding of the propagation of the

mechanism of goal commitment but the present study is driven by the Goal-Setting Theory which represents the process for developing, negotiating, and formalizing the target or objectives that a person is responsible for accomplishing. The goal setting theory represents a framework for linking goals to performance (Locke & Latham, 1999) using elements of expectancy theory to help clarify the implications of goal-setting for performance while taking into account, possible moderating conditions such as ability and task complexity.

The goal setting theory specifies several variables that should affect employee performance such as goal difficulty, goal specificity, and commitment to goal. Locke (1986) found strong and consistent evidence of a positive relationship between goal commitment and productivity. The basic identity behind goal setting is that people's behaviour are guided most directly by their intentions; and that intentions in organizations are revealed through personal performance goals.

According to this theory, goals serve a number of functions important to employee motivation. First, goals provide direction i.e. goals clarify what needs to be accomplished. Secondly, goals provide for behaviour energization, allowing workers to judge the effort requirement for tasks accomplishment. Thirdly, goals provide for the sustenance of task behavior i.e. workers tend to adjust their effort levels based on feedback in order to achieve set goals. Lastly is the provision of commitment to goal without which goals tend to lose their very fundamental essence. According to the goal setting theory, if workers are committed to set goals, possess the requisite skills to perform at goal levels, and receive prompt and adequate

performance feedback, specific and difficult goals will result in better performance than less specific and easier goals. It is believed that difficult goals affect performance through the high standard or achievement norms that they convey to workers. The level of goal difficulty thus implies that certain standards of performance are expected. Given easy goals, workers are likely to assume that a relatively low level of performance will be adequate and as such the workers are unlikely to invest much effort.

Empirical Review

Furnham and Eracleous (2009) conducted a study among 202 full time employees in retail, manufacturing and health care companies to investigate the extent to which personality and demographic variables contribute to motivation and job satisfaction. Findings of their study indicated that personality, particularly the dimension of conscientiousness was a significant predictor of job satisfaction.

Igbeneghu and Popoola (2011) examined the influence of personality traits (locus of control) on organizational commitment among medical records personnel in University Teaching Hospitals in Nigeria. Their study outcome showed that there was a significant but inverse relationship between work locus of control and organizational commitment among the employees – indicating that the great majority of the employees were of the external locus of control orientation.

A study related to locus of control and its impact on job satisfaction in public sector organizations was conducted by Lakshman and Vishalkumar (2011). The result showed that there was a positive correlation between internal locus of control and job satisfaction,

as well as between external (others) locus of control and job satisfaction. In the cases of the external (chance) locus of control and job satisfaction, there existed just partial positive correlation.

Mahajan and Kaur (2012) examined the relationship between locus of control of College teachers and their job satisfaction. A sample 150 teachers was selected from the different Colleges of Amristar City in Punjab, India. The study revealed a significant relationship between locus of control orientation and job satisfaction of the College teachers.

Also, in a study conducted by Lau (2012) examining the mediating impact of goal commitment on the relationship between personality traits and job satisfaction among 219 students in a University in the South-West, United States, and the result showed that a positive relationship exists between goal commitment and job satisfaction.

Yakin and Erdil (2012) in their study examined the relationship of self-efficacy and work engagement and the effect on job satisfaction among 161 financial advisors. The outcome of their study showed that self efficacy and work engagement affect job satisfaction. The job satisfaction of these Certified Public Accountants, according to the study findings, was directly predicted by self-efficacy and work engagement.

Hans, Mubeen and Ghabshi (2013) also investigated the relationship between locus of control orientation and job satisfaction in semi-Government organizations in the Sultanate of Oman, using a sample of 100 middle level management respondents drawn from 25 Companies. Their study findings revealed that locus of control was

significantly related in a positive way with the level of satisfaction of the middle level managers. Also, Tojjarri, Esmaeili and Bavandpour (2013) investigated the effect of self-efficacy on job satisfaction among 188 randomly selected referees of the Islamic Republic of Iran Football Federation. Their results indicated that the general self-efficacy of the football referees has a signified effect on both intrinsic and extrinsic dimensions of job satisfaction.

Hypotheses

- 1 Internal, rather than external locus of control is positively and significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State.
- 2 High, rather than low levels of Self-Efficacy are positively and significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State.
- 3 High, rather than low levels of Goal Commitment are positively and significantly related to job satisfaction among secondary school teachers in Ilorin, Kwara State.

Method

Participants

The participating schools were selected through stratified random sampling; while participating teachers were then drawn through simple random sampling in each of the schools.

Table 1: Distribution by School and by Gender

School	Male	Female	Total
St. Anthony's Secondary School, Offa Road, Ilorin.	05	10	15
Cherubim and Seraphim College, Sabo-Oke, Ilorin.	06	11	17
Queen Elizabeth School, Taiwo - Oke, Ilorin.	08	11	19
Government Secondary School, Maraba Road, Ilorin.	06	10	16
Government High School, Adewole Estate, Ilorin.	10	8	18
Government Day Secondary School, Tanke Road, Ilorin	08	10	18
Ilorin Grammar School, Sawmill, Ilorin. .	09	10	19
Total	52	70	122

Source: Authors' Computation

Sample

The study sample was made up of 122 teachers comprising 52 males (representing 42.6% of the total sample) and 70 females (representing 57.4% of the sample). Participants' ages ranged from 24 years to 44 years with on men age of 33.66years.

Instruments:

All measures used in this study were anchored on a five-point Likert-type scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Some measurement items were adapted from already established standardized measures. A pilot study was employed making use of 33 teachers from two non-participating secondary schools in Ilorin, Kwara State to re-establish the reliability of the instrument. Reliability coefficients of the instrument ranged from 0.786 to 0.88 (LOC, $\alpha = 0.76$; S-E, $\alpha = 0.86$; GC, $\alpha = 0.81$; JS, $\alpha = 0.88$).

Locus of control

Locus of control among respondents was measured with items adapted from Spector (1988). The scale assesses the generalized expectancy that rewards, reinforcements, or outcome in life are controlled by one's own actions (internality) or by others (externality). Moreover, this Locus of control scale has been used by Igbeneghu and Popoola (2011); and Akintayo (2012) in certain Nigerian settings. Cronbach alpha for the Locus of Control Scale was 0.78.

Self efficacy

Self efficacy was measured with items adapted from Chen, Gully and Eden (2001). The instrument was derived from Sherer and Adam's (1983) 17-item measure that has been used and cited by more than 200 published studies around the globe, including Nigeria (Chen, et al, 2001). This new one-dimensional Scale consistently yielded high levels of Content Validity. Additionally, this new scale is relatively shorter, which makes it a more appealing measure for use in this study. The self-efficacy scale was used by Nweke (2007) among Bank employees in Ibadan, Oyo State. Cronbach's alpha for this self efficacy scale was 0.86.

Goal Commitment

Goal commitment was measured using items adapted from Klein, Wesson, Hollenbeck et al (2001). Goal commitment in most studies was typically measured with a single item (Lau, 2012). This new scale pools together previously used single-item measures of goal commitment. Results suggest that this scale is psychometrically sound, construct-relevant and robust. The goal commitment scale has been used among a study sample in Port-Harcourt, Rivers State. Cronbach's alpha for this Goal Commitment Scale in this study was 0.81.

Job satisfaction

Job satisfaction in this study was measured making use of five items taken from Brayfield-Rothe (1951) model of overall job satisfaction. These five items were, “I feel fairly well satisfied with my present job”; “Most days I am enthusiastic about my work”; “Each day of work seems like it will never end” (reverse scored); “I find real enjoyment in my work”, and “I consider my job rather unpleasant” (Reverse-scored). The reliability of this scale was re-established making use of 45 primary school teachers from non-participating schools in Port-Harcourt, Rivers State. Cronbach Alpha for this Scale was 0.88.

Procedure

Upon securing the necessary permission from the authorities of schools visited, copies of the instruments were left with the Study Research Assistants to help distribute to the responding teachers in the schools. From a total of 160 copies of the questionnaires administered, only 122 filled copies were found useable; and these constituted the sample of the study.

Research Design and Statistics

The study was a cross-sectional survey design with two levels of “Locus of Control” (i.e. internal vs external); two levels of “Self-Efficacy” (low vs high); as well as two levels of “Goal Commitment” (low vs high).

Results

Table 2: Zero-Order Correlation of Variables

s n	Variables	1	2	3	4	5	6	7	8	9
1	Int. LOC	-	.021	.250**	-	.416**	-.126	.450**	.156*	.116
2	Ext. LOC		-	.221**	-	.403**	.347	-.171	-.048	.073
3	High SE			-	.071	.681**	-.068	.448**	-.055	-
4	Low SE				-	.062	.804**	-.135	-.074	-
5	High GC					-	.039	.424**	-.052	-
6	Low GC						-	-.128	-.067	-
7	Job Satis.							-	.035	.121
8	Sex								-	.013
9	Age									-

P<0.05, ** p<0.01

These results show that “internal” ($r = 0.450$; $P < 0.01$), rather than “external” ($r = -0.171$; $p < 0.01$) locus of control was more significantly and positively related to job satisfaction; thus confirming the study’s first hypothesis.

Similarly, the correlation matrix revealed that high levels of self-efficacy were strongly related to job satisfaction ($r = .448$; $p < 0.01$) than low levels of self-efficacy ($r = -.135$; $p < 0.01$); and thus confirming the study’s second hypothesis. The implication of this is that the higher the employees’ perception of being able to accomplish specific given tasks and job roles in their work settings, the stronger the feelings of job satisfaction they experience.

A further examination of the table revealed that high levels of employee goal commitment were significantly and positively related to the extent to which they experienced satisfaction on their jobs ($r =$

.424; $p < 0.01$). In contrast, low levels of goals commitment were negatively related with job satisfaction ($r = -.128$; $p < 0.01$); thus confirming the third hypothesis of this study. The import of this is that the more employees are committed to achieving an overall job goal, the stronger the tendency for them to galvanize and deploy all the available resources, (physical and psychological) at their disposal, to accomplish the goal; the outcome of which subsequently generates in them, certain keen feelings of job satisfaction.

Discussions

This research investigated the effects of personality traits and goal commitment on job satisfaction among teachers of selected secondary schools in Ilorin, Kwara, North-Central Nigeria. The first hypothesis of the study had to do with whether internal locus of control orientation would be more positively related to job satisfaction among secondary school teachers, than external locus of control orientation. Result of correlation analysis revealed that internal locus of control orientation was actually more significantly related to job satisfaction ($r = 0.450$; $p < 0.01$) than external locus of control ($r = -.177$; $p < 0.01$). This is consistent with prior works that showed self-efficacy, conscientiousness, locus of control and extraversion to be correlated with self-assessments of job satisfaction (Heller, Judge, & Watson, 2002). The result equally corroborates findings of previous studies by (Lau 2012); Hans, Mubeen and Ghabshi (2013); Gangan, Mahakud, and Sharma (2016) that internal locus of control orientation is strongly related to job satisfaction among workers.

These findings demonstrate that persons acutely inclined to attributing away from

themselves, the outcomes characterizing their situations and circumstances tend to invest less personal efforts towards addressing their challenges, and would rather helplessly acquiesce and abdicate on their expected responsibilities. They are thus overwhelmed by those hobbling events and consequently suffer shrinkages in satisfaction on the job.

The second hypotheses was that high levels of self-efficacy would be more significantly and positively related to job satisfaction among secondary school teachers in Ilorin, Kwara State than low levels of self-efficacy. Results of the correlation analysis indicated that high ($r = 0.448$; $p < .01$), rather than low ($r = -.135$; $p < 0.01$) levels of self-efficacy were actually more significantly related in a positive way to job satisfaction; thus confirming the second hypothesis.

These results receive support from findings of previous studies by Yakin and Erdil (2012); Luthans, Zhu and Avolio (2006); Nin, Han-Jen (2010); as well as Tojjari, Esmaeili and Bavandpour (2013) that employees with elevated levels of self-efficacy tend to exhibit some keen sense of persistence on task-related engagements because of their belief in the possibility of accomplishment. The poise to achieve is then sustained until the challenges inherent in the task are overcome. Consequently, secondary school teacher with high levels of self efficacy will often engage in tasks for which they are deeply convinced they can be successful at and with their characteristic tenacity and unrelenting persistence, they ultimately enjoy feelings of job satisfaction, upon successful achievement of the set or assigned tasks.

The third hypothesis of this study was that high levels of goal commitment will be more

significantly related in a positive way to job satisfaction among secondary school teachers in Ilorin, Kwara State than low levels of goal commitment. Results of correlation analysis showed that high ($r = 0.424$; $p < 0.01$) rather than low levels ($r = -.128$; $p < 0.01$) of goal commitment were more significantly related to job satisfaction among the secondary school teachers.

This finding is corroborated by outcomes of prior research works by Lau (2012); Klein et al (2001); Oklham (1975); Steers (1975) and Freund (2005) that generally, high levels of goal commitment are significantly related to job satisfaction in a positive direction. This finding is consistent with outcomes of prior works indicating that goal commitment is a strong predictor of job satisfaction (Morrison, 1997; Brief & Aldag, 1980; Hinderla & Joseph, 1998). This tends to suggest that Secondary School Teachers imbued with high levels of goal commitment, will often invest, and are ready to extend, requisite efforts toward the attainment of set or assigned goals; persist over time to accomplish the goal; and without giving up, commit tenaciously to the deployment of efforts necessary for the goal achievement.

Implications of Study

The findings of this study possess a number of theoretical and practical implications in the general world of work- particularly in teaching and learning situations in primary school settings. The outcome of this study will thus be of immense utility in the development of a reliable theoretical framework, as well as a direction to solve managerial problems of job satisfaction and employee performance.

Limitations of Study

One key limitation of this research work is that the study was based on assessments at the cross sectional level; rather than at longitudinal level. Limitation due to common method variance is thus inescapable. Also, the data used in the study were collected from secondary school teachers in Ilorin, Kwara State. This is a source of limitation as the study outcome may have compromised transferable value in other settings.

Similarly, the cultural peculiarities of the people in the geo-political zone (North-Central) where the study was conducted constitute some form of limitation to the study since the study outcome may not have captured the cultural differences that may exist among teachers of other geo-political zones. This ethno-cultural reality puts a question mark upon the generalizability of this study outcome.

Suggestions for Future Research

Future research works in this area should consider conducting longitudinal studies to effectively hedge against the problem of common method variance; and to be able to come up with more reliable and valid findings; this study is expected to be subject to replications among other sectors, professions, geo-political zones, and ethno-cultural settings to see if more useful insights to would be availed. Also, it would be of interest to measure goal commitment as a mediator between personality traits (i.e Locus of Control and Self-Esteem) and job satisfaction.

Summary and Conclusions

A critical examination of the zero-order correlation matrix will reveal the relative strengths of correlation (r – values): the

correlation co-efficient for locus of control (internal), self-efficacy (high levels) and goal commitment (high level) were respectively $r = 0.450$, $r = 0.448$ and $r = 0.424$. These revelations tend to suggest that the personality traits of locus of control (Internal) and self-efficacy (high levels) were relatively more strongly related to job satisfaction than goal commitment (high levels). This is actually in agreement with the extant literature since the extent of commitment to goal attainment is often driven by the personality traits of the individuals concerned (Lau, 2012).

Consequently, employers, consultants, managers and significant others in Nigeria's public and private sectors may find utilities in the outcomes of this study; especially in the area of employment/recruitment. Also, to improve the job satisfaction of employees (in this specific case, secondary school teachers), concerned employers and significant other authorities may need to invest more efforts toward stimulating and enhancing situational variables in the employees' work milieu for improvement of their self-efficacy.

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