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**Organisational Commitment and Employees' Personality
as Predictors of Job Performance among Secondary
School Teachers in Ido Local Government, Oyo State,
Nigeria**

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Abstract

This research examined how organisational commitment and employees' personality could predict job performance of secondary school teachers. The study adopted a survey research design. The participants for the study were 205 (male = 97, female = 108) secondary school teachers from Ido Local Government, Oyo State, Nigeria. Their ages ranged between 22 years and 55 years with the mean age of 38.56 years. Three valid and reliable instruments were used to assess organisational commitment, employees' personality and job performance of teachers. Pearson's product moment correlation and multiple regression analysis were used to analyse the data. The result revealed that organisational commitment and employees' personality were the potent predictors mildly associated with job performance. The study has implications for the employers of labour to take employees' welfare more seriously in order for them to be more productive. Necessary incentives such as conducive working environment, opportunity for career advancement and other monetary incentives should be put in place to motivate the employees to put in their best in their work place.

Keywords: Organisational commitment, Employees' personality, Job performance, Teachers

Introduction

The level of education an individual has determines who his/her peers would be and social gathering he/she belongs to. According to Lincoln and Kalleberg (1990), education is a key indicator of social position as well as major factor in variations in status and financial rewards. In order to have solid foundation, parents decide the type of school their wards attend which could either be government or private-owned secondary schools. One of the factors that determine parents' choice of school for their wards is how committed the school is, in imparting all round training to the students particularly in terms of work force (teaching staff). The performance of students at the external or internal examinations at the end of school programme could determine the (is a measure of) performance of the teachers in their job in such schools together with other factors. Job performance is a commonly used concept in industrial and organisational psychology. It is the branch of psychology that deals with the workplace. It is also part of human resources management. It is most commonly refers to whether a person performs his/her job well or not.

There is confusion over how job performance could exactly be defined. Performance is an extremely important criterion that relates to organisational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of Campbell (1990). Coming from a psychological perspective, Campbell (1990) describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organisational performance or national performance which are higher level variables.

Campbell McCloy, Oppler and Sager (1993) agree that when conceptualizing performance, one has to differentiate between an action (i.e., behavioural) aspect and an outcome aspect of performance (Campbell, 1990; Kanfer, 1990; Roe, 1999). The behavioural aspect refers to what an individual does in the work situation. It encompasses behaviours such as teaching basic reading skills to elementary school children, or performing heart surgery. Not every behaviour is subsumed under the performance concept, but only behavior which is

relevant for the organisational goals: "Performance is what the organisation hires one to do, and do well" (Campbell *et al.*, 1993, p. 40). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (Ilgen & Schneider, 1991; Motowidlo, Borman & Schmit, 1997). Moreover, only actions which can be scaled, i.e. measured, are considered to constitute performance (Campbell *et al.*, 1993). Ibrahim (2004) also define job performance as an important activity that provides both the goals and methods to achieve the organisational goals and also provide the achievement level in term of out-put.

Viswesvaran, Ones and Schmidt (1996) describe it in terms of observable and non-observable behaviours which can be appraised while Rothmann and Coetzer (2003) describe it as how one completes a task, focusing on efficiency, skills used, initiative and utilised resources. Job performance is an action that involves process and product (final output) (Gryn, 2010).

However, the outcome aspect refers to the consequence or result of the individual's behaviour such as pupils' reading proficiency, or number of successful heart operations. In many situations, the behavioural and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behaviour. For example, imagine a teacher who delivers a perfect reading lesson (behavioural aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance) (Harry, Joe-Akunne & Oguegbe, 2013). For performance to yield the expected outcomes there are other factors to be considered, one of these is organisational commitment.

Organisational commitment has been one of the areas of interest in literature. There seems to have been an unprecedented increase in the number and kinds of organisations that are springing up to meet different needs which gives rise to study on how committed these organisations are to their goals. Some of these organisations are in the education, health, financial, the telecommunications, transportation, agricultural sectors, and a host of others. One of the many factors that have enhanced

the functionality of these organisations is the individuals who work in such organisations (i.e. the employees). Due to the importance of employees in organisations, their commitment may go a long way in determining how well organisations achieve their set goals and objectives. It therefore follows, that a responsible organisation would strive to provide enabling work environment and make sure that the organisational framework gives shape, support and satisfaction to its employees that will enhance employee's organisational commitment (Tella, Ayeni & Popoola, 2007) because happy employees are productive employees (Saari & Judge 2004).

Individual disposition to job is another factor that enhances job performance. This is when the issue of employee personality comes in. Personality is one of the constructs in psychology which has to do with the sum totality of individuals. It reveals aspects of an individual's character or psychological makeup. Gleitman, Fridlund and Reisberg (2004) define it as the total pattern of behaviour, unique to each individual and manifests in that person's values, beliefs, attitude, expressions and actions. Personality is a reciprocal relationship between the ways a person views himself, his experiences and his actual social and interpersonal experiences.

Employees' personality such as (skill variety, task identity, task significance, autonomy, feedback from the job, feedback from the agents and dealing with others) may have a high influence in the level of commitment among workers (Cable & Judge, 1994; Chiu & Chen, 2005). Motivating job characteristics such as meaningful work, autonomy and feedback maximise the possibility for internal motivation. According to Jernigan and Kohut (2002), satisfaction with autonomy (perceived independence), status (sense of importance) and policies (satisfaction with organisational demand) are all significant predictors of commitment. Thus, specific characteristics of a job could increase an employee's sense of attachment to the organisation.

Job performance could be affected by situational factors, such as the characteristics of the job, the organisation and co-workers (Hackman & Oldham, 1980; Strumpfer, Danana, Gouws & Viviers, 1998), and by dispositional factors. Dispositional variables can be described

as personality characteristics, needs, attitudes, preferences and motives that result in a tendency to react to situations in a predetermined (predisposed) manner (House, Shane & Herrold, 1996).

Job performance is influenced by aptitude, need for achievement, self-regard, locus of control, affective temperament and the interaction between these constructs (Boshoff & Arnolds, 1995, Wright, Kacmar, McMahan & DeLeeuw, 1995). Recent research showed that personality dimensions are related to job performance (Wright *et al.*, 1995; Rosse, Stecher, Miller & Levin, 1998).

In this research, employee's personality disposition is studied from a trait perspective, and more specifically the five-factor model of personality dimensions as conceptualized by Costa and McCrae (1992). The five-factor model of personality represents a structure of traits, developed and elaborated over the last five decades. Factors are defined by groups of inter-correlated traits, which are referred to as facets (McCrae & Costa, 1997). The five factor model of personality as measured by the Neo-Personality Inventory Revised (NEO-PI-R) includes Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness (McCrae & Costa, 1997). The reason for deciding on this conceptualisation is because the validity of broad personality dimensions is superior to narrowly defined dimensions (Ashton, 1998).

The results of various studies and meta-analyses (Hough, Eaton, Dunnette, Kamp & McCloy, 1990; Barrick & Mount, 1991; Tett, Jackson & Rothstein, 1991; Salgado, 1997; Vinchur, Schippmann, Sweizer & Roth, 1998) showed that various big five personality dimensions are related to job performance. Barrick and Mount (1991) and Salgado (1997) found that conscientiousness is one of the best predictors of job performance in the United States of America and Europe. Tokar and Subich (1997); Vinchur, Schippmann, Switzer and Roth (1998); De Fruyt and Mervielde (1999) and Schneider (1999) conclude that Extraversion and Conscientiousness could predict job performance in various occupations.

As touching employees' personality, researchers agree that almost all personality measures could be categorised according to the five-factor model of personality (also referred to as the "big five" personality dimensions) (Goldberg, 1990;

Hogan, Hogan, & Roberts, 1996). Personality trait refers to cognitive and behavioural patterns that show stability over time and across situations. It is reasonable to expect that personality trait influences personal values and attitudes, as most recent empirical research has demonstrated (Bozionelos, 2004; Kauer, Prinzessin & Schaffer, 2007; Boone & Hendriks, 2009). Research also shows that the five personality factors have a genetic basis (Digman, 1989) and that they are probably inherited (Jang, Livesley & Vernon, 1996). The five dimensions of the five-factor model of personality are: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness.

Neuroticism

This is a dimension of normal personality indicating the general tendency to experience negative effects such as fear, sadness, embarrassment, anger, guilt and disgust. A high neuroticism score indicates that a person is prone to having irrational ideas, being less able to control impulses, and coping poorly with stress. A low neuroticism score is indicative of emotional stability. These people are usually calm, even-tempered, relaxed and able to face stressful situations without becoming upset (Hough, Eaton, Dunnette, Kamp & McCloy, 1990). (Hormann & Maschke, 1996; Salgado, 1997; Judge, Higgins, Thoresen & Barrick, 1999). Neuroticism is found to be a predictor of performance in various occupations. Dunn, Mount, Barrick and Ones (1995) showed that emotional stability (the opposite of Neuroticism) is the second most important characteristic that affects the employability of candidates.

Extraversion

This includes traits such as sociability, assertiveness, activity and talkativeness. Extraverts are energetic and optimistic. Introverts are reserved rather than unfriendly, independent rather than followers, even-paced rather than sluggish. Extraversion is characterised by positive feelings and experiences and is therefore seen as a positive affect (Clark & Watson, 1991). It was found that extraversion is a valid predictor of performance in jobs characterised by social interaction, such as sales personnel and managers (Barrick &

Mount, 1991; Lowery & Krilowicz, 1994; Vinchur, Schippmann, Switzer & Roth, 1998; Bing & Lounsbury, 2000).

Openness to Experience

It includes active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual curiosity and independence of judgment. People scoring low on openness tend to be conventional in behaviour and conservative in outlook. They prefer the familiar to the novel, and their emotional responses are somewhat muted. People scoring high on openness tend to be unconventional, willing to question authority and prepared to entertain new ethical, social and political ideas. Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals. Research has shown that openness to experience is related to success in consulting (Hamilton, 1988), training (Barricket *al.*, 1991; Vinchuret *al.*, 1998) and adapting to change (Raudsepp, 1990; Horton, 1992). In contrast, Hayes, Roehm and Castellano (1994) and Johnson (1997) found that successful employees (compared with unsuccessful employees) obtained significantly lower scores on openness.

Agreeableness

An agreeable person is fundamentally altruistic, sympathetic to others and eager to help them, and in return believes that others will be equally helpful. The disagreeable/antagonistic person is egocentric, skeptical of others' intentions, and competitive rather than co-operative. Agreeableness is a significant predictor of job performance (Tett, Jackson, & Rothstein, 1991; Salgado, 1997). The co-operative nature of agreeable individuals may lead to success in occupations where teamwork and customer service are relevant (Judge, Higgins, Thoresen & Barrick, 1999).

Conscientiousness

It refers to self-control and the active process of planning, organising and carrying out tasks (Barricket *al.*, 1993). The conscientious person is purposeful, strong-willed and

determined. Conscientiousness is manifested in achievement orientation (hardworking and persistent), dependability (responsible and careful) and orderliness (planful and organised). On the negative side, high conscientiousness may lead to annoying fastidiousness, compulsive neatness or workaholic behaviour. Various researchers (Barricket *al.*, 1991; Barrick, Mount & Strauss, 1993; Sackett & Wannek, 1996; Ones & Viswesvaran, 1997; Frink & Ferris, 1999) reported significant correlations between conscientiousness and job performance. The relationship between Conscientiousness and job performance could be attributed to the conceptual relationship between Conscientiousness and integrity (Sackett & Wannek, 1996).

In the light of this, the present study sought to investigate the significant relationship, joint and relative contributions of organisational commitment and employee personality to the prediction of job performance among secondary school teachers.

Hypotheses

Taking into consideration, the set objectives of this study, it is hypothesized that:

1. There would be no significant relationship exists among organisational commitment, employees' personality and job performance of secondary school teachers?
2. There would be no joint contributions of organisational commitment and employees' personality to the prediction of job performance of secondary school teachers?
3. There would be no relative contributions of organisational commitment and employees' personality to the prediction of job performance of secondary school teachers.

Methodology

Research Design

The study adopted a descriptive research design in order to explore the prediction of job performance from organisational commitment and employees' personality of teachers

Population and Participants

The target population for the study was all Secondary school teachers in Ido Local Government, Oyo State. A total of 205 secondary school teachers (male = 97, 47.3 per cent, females = 108, 52.7 per cent) randomly selected from Ido Local Government participated in the study. A stratified random sampling technique with a ratio of 4:1 allocation was employed in selecting 164 teachers from government-owned schools and 41 from private-owned schools. The teachers were randomly selected using dip hand method for each type of school, their ages ranged between 22 years and 55 years with the mean age of 38.56 years and standard deviation of 1.22.

Measures

Demographic information was collected from participants regarding their age, gender, school type and religion. The participants completed the three questionnaires: Organisational Commitment Scale (OCQ) by Mowday, Steers and Porter (1982), Employees' Five Factor Personality Scale by (McCrae & Costa, 1997) and Job Performance Scale (JPS) by Afolayan (2008).

Organisational Commitment Scale (OCS)

It is a most widely used instrument to measure organisational commitment developed Mowday, Steers and Porter (1982). The OCS is a 14 item instrument which were answered on a 7 point scale from 1 = strongly disagree to 7 = strongly agree. It consists of items pertaining to the participant's perception regarding employee's loyalty and identification with the organisation, acceptance of organisational values and goals and willingness to exert extra effort to achieve organisational goals. The OCQ has had high reliabilities of .82 when used with non-English speaking respondents. The test-re-test reliability co-efficient after three weeks was found to be .79

Employees' Five Factor Personality Scale

By (McCrae & Costa, 1997) comprises five sections which were designed to assess the Big Five domains of personality; *Neuroticism, Extroversion, Openness to Experience,*

Agreeableness and *Conscientiousness*. Each section contains five item which was placed on a four-point Likert scale ranging from 1 (Strongly disagree) to 4 (Strongly agree). Internal consistencies (Cronbach's alpha) were 0.90 (Neuroticism), 0.88 (Extroversion), 0.88 (Openness to Experience), 0.89 (Agreeableness), and 0.94 (Conscientiousness).

Job Performance Scale (JPS)

By Afolayan (2008) is a 14 item structure scale designed to measure the job performance of the workers. The internal consistency reliability is ($\alpha = .65$) for the scale. JPS were rated from 1 to 4; using Never (1), Once in a while (2), Sometimes (3) and Always (4).

Procedure

To evoke an interest in the study, all the selected participants were initially informed at the point of administration about the purpose and objectives of the study. The confidentiality, anonymity and voluntary nature of the study were also addressed and assurance given that the information acquired would only be used for research purposes.

Data Analysis

The data were analysed using Pearson's Product Moment Correlation and Multiple Regression analysis in order to establish the relationship between the independent variables (organisation commitment and employees' personality), and the dependent variable (job performance).

Results

The results, based on the research questions are presented below.

Table 1: Intercorrelations between Organisational Commitment, Personality traits and Job Performance (N = 205).

Variables	1	2	3	4	5	6	7
Job Performance	1.00						
Organisational Commitment	.306**	1.00					

Neuroticism	.294**	.231* *	1.00				
Extraversion & Introversion	.609**	.298**	-.061	1.00			
Openness to experience	.429**	.218**	.111	.540**	100		
Agreeableness	.337**	.261**	-.048	.252**	.271**	100	
Conscientiousness	.220**	.174**	.090	.438**	.664**	.082	1.00
Mean	33.94	42.30	18.95	10.19	9.49	9.83	8.45
S.D	14.15	9.47	76.63	2.48	2.61	2.51	2.25

Table 1 above shows mean, standard deviation and correlation among variables. It was observed that there was significant relationship between job performance and organisation commitment ($r = .306, p < .05$), Neuroticism ($r = .294, p < .05$), Extraversion ($r = .609, p < .05$), Openness ($r = .429, p < .05$), Agreeableness ($r = .337, p < .05$) and Conscientiousness ($r = .220, p < .05$).

Table 2: Summary of multiple regression showing the joint effects of the independent variables on the job performance of teacher

R	=	.342			
R²	=	.117			
Adj R²	=	.086			
Std. Error	=	13.53			
ANOVA					
Source of Variation	SS	DF	MS	F-ratio	P
Regression	4804.865	7	686.409	3.748	<.05
Residual	36358.436	198	183.123		
Total	41063.301	205			

Table 2 shows the effects of the six independent variables (organisational commitment Extraversion, Agreeableness, Neuroticism, Openness and Conscientiousness) on job performance yielded a co-efficient of multiple relationship $R = 0.342$; Adjusted $R^2 = 0.86$ accounting for 86% of the variation in the job performance of teachers. The ANOVA results from the regression analysis also indicates the casual relationship

of the independent variables on the dependent variables; ($F_{(7:198)} = 3.748, p < .05$).

Table 3: Relative effects of the independent variables on the job performance of teachers

Variables	B	Std. Error Beta	Standardized Coefficient	t-ratio	P. Sig.
Organisational Commitment	.40	.109	.265	3.649	<.05
Extraversion & Introversion	.74	.455	.130	1.624	<.05
Agreeableness	.46	.419	.081	1.091	<.05
Neuroticism	.03	.012	.030	.442	<.05
Openness to experience	.02	.425	-.015	-.197	<.05
Conscientiousness	-.57	.468	-.090	-1.209	<.05

Table 3 shows the relative contribution made by the independent variables to job performance of teachers: organisation commitment ($\beta = 0.27, t = 3.649, p < .05$), neuroticism ($\beta = 0.30, t = 30.442, p < .05$), extraversion ($\beta = 0.13, t = 1.624, p < .05$), openness to experience ($\beta = -0.015, t = -0.197, p < .05$), agreeableness ($\beta = 0.081, t = 1.091, p < .05$), and conscientiousness ($\beta = -0.090, t = -1.209, p < .05$). The table further shows that organisation commitment ($\beta = 0.27, t = 3.649, p < .05$), appeared as the most potent contributor to job performance while one of the personality factors — extraversion ($\beta = 0.13, t = 1.624, p < .05$) was the least contributor to job performance.

Discussion

The results the present study shows that organisation commitment had a significant correlation with job performance. This is consistent with some earlier studies (Riggio, 2009; Feather & Rauter, 2004; Mathieu & Zajac, 1990) that established significant relationship between organisation commitment and job performance. The reason for this may be as a result of employees resolution to put in their best for the organization particularly when the

organisation is doing all they could to make their workers happy.

The findings of the present study also confirmed previous empirical studies. For example, Hörmann and Maschke (1996).Dunn, Mount, Barrick and Ones (1995) Judge et al. (1999) indicate that neuroticism is a predictor of performance in various occupations. It is believed that teachers who tend towards neuroticism (i.e. who are prone to having irrational ideas, being less able to control impulses, and coping poorly with stress) perform poorer and are less creative than those who are emotionally stable.

A significant relationship was found between extraversion and job performance. Extraversion is a valid predictor of performance in jobs characterised by social interaction, such as sales personnel and managers (Barrick & Mount, 1991; Bing & Lounsbury, 2000; Lowery & Krilowicz, 1994;Vinchur et al., 1998). This may be explained by the relationship in terms of the high level of interaction in the teaching service of teachers.

Openness to experience was found to be a significant contributor to job performance of teachers. This lends a good credence to several studies which have shown that openness to experience is related to success in consulting (Hamilton, 1988), training (Barrick& Mount, 1991; Vinchur et al., 1998). A possible explanation for the relationship between openness to experience and job performance is that different jobs have different requirements and teachers who are open to experiences show an active imagination, aesthetic sensitivity, attentiveness to inner feelings and a preference for variety, all of which explain why they are rated higher on their performance at work.

The results of the present study have also provided evidences that agreeableness is a significant predictor of job performance. This is in consonance with the work of Salgado (1997) who found that agreeableness is related to training success. The co-operative nature of agreeable individuals may lead to success in occupations where teamwork is relevant.

A significant relationship was found between conscientiousness and job performance. This is in accordance with the findings of previous researchers (Barrick & Mount, 1991; Barrick, Mount & Strauss, 1993; Frink& Ferris, 1999;

Ones & Viswesvaran, 1997; Sackett & Wannek, 1996) who report significant correlations between conscientiousness and job performance. One probable explanation for the relationship between conscientiousness and job performance could be attributed to the conceptual relationship between Conscientiousness and integrity in that the conscientious person is purposeful, strong-willed and determined.

Implication of the Findings

The findings indicated that organisation commitment appeared as the most potent contributor to job performance. This implies that the employers of labour should take the welfare of their employees seriously because happy employee is a highly productive individual. In line with this, management of organisations should put in place necessary incentives such as less supervision, conducive working environment, opportunity for career advancement and other monetary incentives as these will motivate the employees to put in their best in their work.

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