



**PSYCHOSOCIAL FACTORS AS PREDICTORS OF JOB INVOLVEMENT AMONG  
SECONDARY SCHOOL TEACHERS IN ILE-IFE, NIGERIA**  
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## ABSTRACT

The predictive influence of incentives, staff discipline, religiosity, self-esteem, and length of service on job involvement among secondary school teachers was examined in this study. A descriptive research design was employed and data was collected through a structured questionnaire. Eighty (80) teachers comprising of 31 males and 49 females selected through simple random sampling technique participated in the study. The results revealed that incentives, staff discipline, religiosity, self-esteem and length of service significantly jointly predicted job involvement, ( $F(5, 74) = 12.545$ ;  $p < .001$ ). Incentives ( $\beta = .45$ ), staff discipline ( $\beta = .35$ ), and self-esteem ( $\beta = .40$ ) significantly contributed individually to job involvement. Religiosity, and length of service however, did not have significant contribution to job involvement.

**Keywords:** Job Involvement, Incentives, Staff discipline, Religiosity, Length of service, and Self-esteem.

## INTRODUCTION

Job involvement is the degree to which a person is identified psychologically with his work, or the importance of work in his total self-image (Stoner, & Gallagher, 2010). The concept of job involvement was first introduced by Lodahl and Kejiner (1965). They related the job involvement to the psychological identification of an individual with the work or importance of work in the individual's self image. It has a direct correlation with job satisfaction and also influences the work performance, sense of achievement and unexplained absenteeism (Robinowitz and Hall, 1977). However, there is a significant difference in the level and extent of job involvement in different types of work (Tang, 2000). Highly job involved individuals make the job a central part of their personal character. Besides, people with high job involvement focus most of their attention on their job (Hackett, Lapierre, & Hausdorf (2001). Job involvement has become a topic of paramount importance to the whole world because to a large extent, job involvement can influence the economic state of an organization, a group of individuals, a nation and the world at large. If a substantial population of the world population can attain the status of high job involvement, it will go a long way in solving the major economic problems of the world because the more the number of job involved individuals in an organization, the higher the production will be which in turn may enhance the economy of the country

The subject matter of job involvement can also be highlighted as a solution (direct or indirect), to the many of social vices such as drug abuse, kidnapping, rape, armed robbery etc that in the recent times are on the increase in Nigeria. An individual whose level of job involvement is low and gets dismissed at the long run might find succour in engaging in some of these acts. Job involved individuals may see their job as a source of



joy or sadness which may make or mar them. In turn individuals that sees his/ her job as source of joy may put in more hours or efforts while those who sees it as burdensome may become truants or manifest laziness in his/her work.

Job involvement of an individual in any work setting may be enhanced or decreased by various factors which may be internal or external is the individual. Psychological factors such as individual's attitude, self-efficacy, self-esteem, personality traits, are considered as internal, while the length of service, incentives, staff discipline etc are considered external in the present study.

In the past two to three decades, various works have been done on workplace attitude which includes job involvement. In a research conducted by Olagboye (1998), about eighty five (85%) percent of the 120 lecturers he interviewed claimed that a discipline environment would help staff to be happy in their job. Olagboye (1998) added that since school discipline dictates the tone of the school, it enhances school and staff discipline. Though lecturer's levels of discipline are related to job satisfaction, the satisfaction one gets for himself depends on the individuals levels of discipline. Depending on such moderating variables, the person (lecturer) may also adopt many different strategies to cope with discipline situation to enable him derive satisfaction in work environment. However, in another recent finding it was observed that that employee discipline do not influence workplace attitude (Ebuara and Coker, 2012).

Shema (2003) reported a positive relationship between lecturers' (staff) recognition and job satisfaction. He noted that school recognition and motivation of staff is the first step towards job satisfaction which in turn, promotes the levels of discipline and work attitude among workers. He further observed that when an employee is not properly motivated through recognition, chaos is likely to set in due to dissatisfaction. For instance, as an employee develops a negative attitude towards a particular aspect of the job such as job satisfaction, the employee develops a negative attitude towards other aspects such as job involvement. Shema (2003) further stated that since workers look happier when efforts were recognized, it therefore means that they derive satisfaction in their work. Hence, lecturer high level of commitment and attitude to work will significantly correlates with job satisfaction. Corroborating this opinion, Ibanga (2004) stated that a lecturer (staff) attitude to work correlates with his satisfaction or dissatisfaction because a happy worker makes sure he puts in his best while a disgruntled lecturer is known to be unproductive or produces below his potential capacity or ability. It is therefore this assuming importance of the role discipline and attitude in staff job satisfaction that this study intends to examine.

The effect of non-monetary incentives on employees' job performance has empirically been proven. Lewis (2013) posits that praise and recognition are effective ways of motivating employee behavior in the organization as they are considered the most important rewards. Aktar, Sachu & Ali. (2012) contend that non- monetary incentives which are represented by recognition, learning opportunities, challenging work and career advancement, have been found to be an effective tool in motivating workers and consequently increase their performance. This incentive is highly appreciated probably due to the opportunity it offers in terms of skill development of the workers which in the long run could be translated to higher monetary reward.

Erbasi and Arat (2012) examined the impact of financial and non-financial incentives for food sectors in the central Anatolian region in Turkey and found that both



financial and non-financial rewards are important elements of job performance. Nonetheless, monetary rewards are considered more important in terms of motivating workers to increase their performance compared to non-monetary rewards. Agwu (2013), assessed the impact of the fair reward system on employees' job performance among employees of an oil company in Nigeria and concluded that fair implementation of rewards significantly influenced employee job performance. Hence, non-monetary incentives positively influence job performance.

Internal and personally controllable factors have been previously identified to influence positive work outcome among job involved individuals (Liao and Lee, 2009). Self-efficacy has also been found to significantly influence job involvement. For instance, Shih, Hsieh & Lin (2009), indicated that there is a significant relationship between self-efficacy and job involvement of internal auditors. There was a positive linkage between self-efficacy and job involvement.

According to Moorhead and Griffin (1995), job involvement might be derived from personal factors such as age and years of service; it might also be due to organizational elements, such as participation in decision making process and job security. There appears to be a conflicting postulations about the influence of employee's length of service on job involvement. For instance, Rabinowitz, Hall & Goodale (1977) asserted that length of service added significantly to the prediction of job involvement, while Al-Otaibi (2000) on the other hand reported that length of service does not have a significant association with job involvement.

The purpose of the present study is to examine if incentives, staff discipline, religiosity, self-esteem and length of service will significantly predict job involvement among secondary school teachers

## **METHOD**

### **Design/setting**

The study is a descriptive survey to investigate the variables of interest among secondary school teachers in some selected secondary schools in Ile-Ife. Incentives, staff discipline, religiosity, self-esteem, and length of service constitute the study independent variables while the dependent variable is job involvement.

### **Participants**

One hundred (100) secondary school teachers who were randomly selected participated in the study. 61.25% of the respondents were females, while the remaining 38.75% were males. Analysis of the participants' highest level of education shows that 3% had Ph.D., 11% had Master degree, and 86% had Bachelor degree. Further observations show that 16% of the respondents are in the age group of 18 – 29 years, 28% are in the range of 30 – 39 years, 32% aged between 40 - 49 years, the remaining 24% are of 50 years and above. Descriptive analysis of the length of service revealed that 35% of the respondents have been in service for 1 – 5 years, 28% have been in service for 6 – 10 years, 15% have been in service for 11-15years with above 20years having the lowest with 9%.

### **Instruments**

The instrument used for data collection for this research is a well structured questionnaire consisting of 6 sections – A, B, C, D & E



**Section A:** It was designed to elicit information on demographic characteristics of the participants in terms of gender, age, religion, marital status, cadre at work, staff discipline and length of service.

**Section B –** contain 6 items that seeks to gather information on the influence of incentives on job involvement. It was developed by the researchers. The scale is measured on a five-point Likert scale, namely 1= strongly disagree, 2=disagree, 3= neutral, 4=agree, 5= strongly agree. To determine the score of this scale, ratings within each item are summed and divided by the total number of items in that particular scale. Negative statement items on the instrument were reverse-coded so that a high score on the instrument indicates a high degree of influence of incentives on job involvement for the employee. Coefficient alpha of 0.86 and Guttman split-half reliability of 0.83 was established in this study.

**Section C:** Consist of 6-items Centrality of Religiosity Scale (CRS) which was designed by Huber & Odilo (2012) to measure religiosity, with a 5-point Likert response format ranging from 1= strongly disagree, 2=disagree, 3= neutral, 4=agree, 5= strongly agree. The authors reported a coefficient alpha of 0.83 for the scale while a revalidation for the purpose of this study produced a coefficient alpha of 0.82 and Guttman split-half reliability of 0.78.

**Section D** contains 10-items self esteem scale designed by Rosenberg (1965). The scale is measured on a five-point Likert scale, namely 1= strongly disagree, 2=disagree, 3= neutral, 4=agree, 5= strongly agree. The Rosenberg self-esteem scale presented high ratings in reliability areas; Internal consistency was 0.77, minimum coefficient of reproducibility was 0.90 (Rosenberg, 1965).

**Section E:** Job involvement was measured by 20 item questionnaire which measures job involvement. The scale was developed by Lodahl & Kejner (1965). Each item was measured on a five-point scale where a value of one corresponded to “Strongly Disagree” and a value of 5 corresponded to “Strongly Agree”. The scores obtained on each of the 20 items were averaged to produce a single score for job involvement. Brown (1996) on the basis of his meta-analytic study contends that the job involvement scale developed by Lodahl and Kejner (1965) is a reliable and useful measure of job involvement and as a result this scale was utilized to measure the construct of job involvement in the present study.

### **Procedure**

Permission was taken from the relevant authority of the schools to conduct the study among the teaching members of staff. Recruitment of participants follow a multi-stage sampling procedure. First, six secondary schools were selected using a stratified sampling technique after the secondary schools in Ife central and Ife north local government have been put into strata. Simple random sampling was then applied to select 60% of the teaching staff population of each of the schools as this study's participants. A total number of 100 questionnaires were administered and all were found usable for data entry and analysis. Data were collected over a period of four (4) weeks. Confidentiality of response provided was also assured by the researchers. Data collected were subjected to the Statistical Package for Social Scientist version 20. Multiple regression and independent sample t-test analyses were used to test the hypotheses.



**RESULTS**

**Hypothesis one**

Hypothesis one stated that incentives, staff discipline, religiosity, self-esteem and length of service will significantly jointly predict job involvement. The hypothesis was tested with multiple regression analysis. The obtained result is presented in table 1.

Table 1: Multiple regression analysis of Incentives, staff discipline, religiosity, self esteem and length of service on job involvement

Predictor	Beta (β)	t-value	P	R	R <sup>2</sup>	F	P
Incentives	0.454	7.389	.001				
Staff discipline	0.349	2.937	.004	0.611	0.397	12.545	<0.001
Religiosity	-0.153	-1.488	.140				
Self-esteem	0.395	4.842	.002				
Length of service	-0.026	-0.249	.804				

The result obtained in table 1 revealed that incentives, staff discipline, religiosity, self-esteem and length of service significantly jointly predicted job involvement, (F (5, 74) = 12.545; p<.001.) The results shows that incentives, staff discipline, religiosity, self esteem and length of service yielded a coefficient (R=0.61) and (R<sup>2</sup> = 0.40). This shows that about 40% of the total variance observed in job involvement was accounted for by the linear combination of the five independent variables.

However, only incentives, staff discipline and self-esteem made significant independent contribution to the prediction of job involvement. Incentives (β = 0.45, p<.001); staff discipline (β = 0.35, p<.01) and self esteem (β = 0.40, p<0.01) were significant independent predictors of job involvement. Religiosity and length of service were not significant independent predictors of job involvement.

**Hypothesis two**

Hypothesis two stated that job involvement of teachers with high incentives will be significantly higher than that of their contemporaries with low incentives. The hypothesis was tested with t-test of independent samples. The result obtained is presented in Table 2.

Table 2: T-test showing the Difference between teachers with High Incentives and those with Low Incentives on Job involvement.

Incentives	N	Mean	S.D	df	T	P
Low	42	64.36	7.18			
High	58	64.38	4.78			
				98	-.02	> .05



The result in table 2 showed that there was no significant difference in the job involvement of teachers with high incentives compared to those with low incentives ( $t(98) = -.02, p > .05$ ). The hypothesis stated was therefore rejected.

**Hypothesis three**

Hypothesis three stated that teachers who were high on staff discipline will be significantly more involved on their job than those low on staff discipline. The hypothesis was tested with t-test of independent samples. The result obtained is presented in Table 3.

Table 3: T-test showing the Difference between teachers with High staff discipline and those with Low staff discipline on Job involvement.

Staff discipline	N	Mean	S.D	df	T	P
Low	48	62.67	5.92	98	-2.89	< .05
High	52	65.94	5.43			

The result in table 3 showed that there was a significant difference in the job involvement of teachers who reported high staff discipline compared to those who reported low staff discipline ( $t(98) = -2.89, p < .05$ ). Teachers with high staff discipline reported significant higher job involvement (mean = 65.94) than their male contemporaries who reported low discipline (mean = 62.67). The hypothesis stated was therefore accepted.

**Hypothesis four**

The fourth hypothesis stated that teachers with high self-esteem will be significantly more involved on their job than those with low self-esteem. The hypothesis was tested with t-test of independent samples. The result obtained is presented in Table 4.

Table 4: T-test showing the Difference between teachers with High self-esteem and those with Low self-esteem on Job involvement.

Self-esteem	N	Mean	S.D	df	T	P
Low	69	63.43	4.48	98	-2.43	< .05
High	31	66.45	7.89			



The result in table 4 indicated that there was a significant difference in the job involvement of teachers who reported high self-esteem compared to those who reported low self-esteem ( $t(98) = -2.43, p < .05$ ). Teachers with high self-esteem reported significant higher job involvement (mean = 66.45) than their male contemporaries who reported low self-esteem (mean = 63.43). The hypothesis stated was therefore accepted.

## DISCUSSION

The predictive influence of incentives, staff discipline, religiosity, self-esteem and length of service on job involvement among secondary school teachers was investigated in the present study. Four hypotheses were tested, and three were found significant. First, we found that extent to which secondary school teachers will be involved on their jobs can be predicted putting into perspective the incentives they receive on the job, the measure of discipline put in place by their institutions, their religious stand, self-esteem, and the number of years spent on the job. In this study, about 40% of the change observed in the job involvement of participants was attributed to the above highlighted factors. It was further observed that incentives, staff discipline and teachers' self-esteem stood out in contributing significantly and independently to the job involvement as reported by the participants. Our findings align with previous studies by Lewis (2013) who posited that praise and recognition are effective ways of improving employee motivation in organization. Similarly, Aktar et al, (2012) reported that incentives are effective tools in motivating employees and consequently increase their performance. The present study also supports the findings of Al-Otaibi (2000) which show that length of service did not appear to be related to job involvement, but in contrary to the findings of Rabinowitz, Hall & Goodale (1977) which postulated that length of service added significantly to the prediction of job involvement.

However, despite the predictive influence of incentives on job involvement established in this study, there appear to be no significant difference in job involvement as reported by individuals who receive high incentives and those who receive low incentives on the job. This however, may be attributed to several reasons one of which could be that there may be no appreciable difference in incentives received by the participants across board. Also participants may see the incentives as nothing compared to their actual salaries from the government and thereby sees it as non motivator for job involvement.

On the other hand, our findings that teachers who reported high staff discipline were more involved on their job, contradicts the findings of Ebuara and Coker (2012) which posits that employee discipline do not influence workplace attitude.

It has been asserted that internal factors such as self-efficacy of workers and other personally controllable factors have significant impact on job involvement (Liao and Lee, 2009; Shih et al, 2009). Our findings agree with these assertions as we established job involvement to be more prominent among teachers with high self-esteem.

In conclusion the number of years on a particular job does not always translate into high job involvement. It is therefore pertinent that in order to get the best out of workers, factors that are more associated with employees' wellbeing such as the kind of incentives they get on the job which could be monetary or non-monetary such as social reinforcement, regular update and promotion at appropriate times, should be taken into considerations to enhance better job involvement from the employees.

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