

INFLUENCE OF LEVEL OF EDUCATION AND PAY INEQUITY ON JOB INVOLVEMENT AMONG TEACHERS.

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Abstract

The study examined influence of level of education and pay inequity on job involvement among teachers. Two hundred and fifty teachers were selected from five public (co-educational) post primary schools in Awka South Local Government Area of Anambra State. The participants comprised 119 males (47.6%) and 131 females (52.4%) within the age range of 24 to 51 years; and mean age of 35.3 years and standard deviation of 6.6. The instrument used was a 20-item job involvement scale. Two-way ANOVA statistics was employed to test the hypotheses. The results of the study confirmed the hypotheses which stated that teachers with low educational level would reveal higher involvement in their job than the teachers with higher educational level $F(246, 1) = 18.48, p < .05$. Also that inequity in pay would be significant $F(246) = 6.12, P < .05$. An interaction effect was identified between educational level and pay inequity on job involvement $F(246, 1) = 5.48, P < .05$, and was also significant. This indicated that level of education and pay inequity when combined influence job involvement. Therefore, organizations should structure their work environment to manifest at acceptable level in order to accommodate employees with varying degrees of educational qualification so that there would be too little distractions since low job involvement of employees lead to low organizational performance, low productivity and low organizational efficiency.

Keywords: Job Involvement, Level of Education, Pay Inequity



Introduction

Human behaviour plays a significant role in maximizing organizational effectiveness, regardless of technological development. In particular, any effort to maximize organizational effectiveness requires a higher degree of job involvement among members of an organization (Elankumaran, 2004). It is hypothesized that involved employees exert considerable efforts for achieving the goals and objectives of the organization. These kinds of employees are highly productive and they produce better results as compared to the employees who are not involved with their job. These employees work for the organization with their hands, heads and hearts. Many researchers claimed that the employee involvement clearly forecast employee outcomes, organizational performance and organizational success (Bates, 2004& Richman, 2006).

In the educational system, teachers are the important instrument to manage and empower to actively contribute towards better performance for the growth and development of the system. This is because they are the pivot on which the educational process hangs. Teachers play a major role in the whims and caprices of the educational system. They are the facilitators of knowledge and play a vital role in nation building. They can influence the teaching- learning outcomes either positively or negatively because they determine the quality of instructional delivery. They are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002). Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness, efficiency and involvement in the educational and school system.

Job involvement is viewed as a fixed variable which critically control the employees' working attitude, such as job satisfaction, tendency to resignation and organizational commitment.

Lodahl and Kejner (1965) defined job involvement as the degree to which a person's self-esteem was influenced by his or her work performance.

Hung (2008), stated that job involvement is one's cognitive needs' fulfillment, which assists him or her to work harder and boost up his or her performance. Indeed, a higher degree of job



involvement among the members of an organization is essential to enhance the organizational effectiveness. Ishfaq and Talat (2011) noted that there are four ways to categorize job involvement which are:

- a) Active contribution to the job.
- b) Work as the central life of interest.
- c) Performance compatibility with the self-concepts, and
- d) Performance as central to self-esteem.

They also stated that employees who view their work as the central life of interest will have greater opportunity to fulfill their major needs. Employees who participate actively in their job that provides the chance to make decisions and play an essential role in the organizations' goals will assist them to obtain high self-esteem and self-regard.

Chughtai (2008) opined that people who have higher self-esteem in their job mostly would be the individuals who are highly involved in their job. As a result, these individuals would like to perform well because the job has already become part of their lives. He also asserted that at times, employees with high job involvement would not be late or absent from their work. A highly job involved individual would have fewer excuses (such as illness or transportation problems) and pay more attention in their job and hence reduced absenteeism and turnover intention.

Research efforts on the concept of job involvement, undoubtedly have been soaring lately. Despite this increase, there certainly has not been any respite in understanding of job involvement and the various factors that stimulate this aspect of job behaviour, especially in the educational sector. According to some Nigerian authors and researchers such as Ezekwesili (2006), Azikiwe (2005), Ukeje (2005) and so on, there has been a continuous fall in the standard of education in Nigeria. This is as a result of lack of involvement and commitment among teachers in their places of work. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of



economically productive human capability, which is a product of innate abilities and investment in human being.

Most organizations today, use education as an indicator of a person's skill levels or productivity (Benson, Finegold&Mohrman, 2004). They frequently employ it as a prerequisite in hiring decisions. Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Education however, has a close relationship with the world of work. Human capital theory postulates that human capital is accumulated through formal schooling or on the job training. According to this theory, workers with more years of education or longer on the job training accumulate more sense of involvement (Kawaguchi, 2006).

Mathew and Stephen (2002) opined that individual employees who are better qualified both in education and years of experiences enjoy high remuneration and as a result are likely to be more involved in their respective jobs. They also tend to be happier and/or more satisfied with their jobs. In a similar vein, Crow and Ponder (2000) asserted that employees' wages seem to correspond with their academic qualification in various vocations, with employees who are highly educated enjoying higher pay than their counterparts who are less educated. Crow and Ponder (2000), equally opined that workers who receive higher pay tend to be strongly involved in their jobs. Thus, according to them, the fear of a probable loss of a lucrative job enkindle in employees more commitment to their jobs. Kawaguchi (2006), recently observed that academic qualification cannot be clearly separated from wages. Kawaguchi (2006) cited the case of skilled labourers who expended energy and other resources cannot be rewarded the same way with unskilled workers.

In our society today, educational qualifications are necessary prerequisite for entry into many jobs and are used by the employers for selection and placement of employees. On the other hand, workers want economic advancement and economic security for himself and his family. Workers need to be treated with respect and to receive tangible benefits in exchange for their

greater effort and involvement (Tsui, Jone, Lyman & Angela, 1997). Payment to the worker for his work performed is based on the assumption that it is easiest to be induced to work hard when you can see a direct relation between your own output and its reward. Anderson and Pearson (1999) opined that negative reduction in workers benefit can be a source of frustration and chronic dissatisfaction. Ohiwerei (2007) opined that a frustrated staff in an office is like a lunatic, wounded lion that is easily emotionally unstable and always uninterested in all the office activities and willing to frustrate the management's job except having at his disposal information relating to solving the cause of his frustration.

The deteriorating quality of education which has continued unabated impinges heavy traumatic effects on Nigerian citizens and the nation as a whole (Alumode, 2006 and Ezenwafor, 2006). As noted by Gidado (2003), indicators of declining quality and wastages include high dropout, failure rates, rampant examination malpractices and low performance in national survey of achievement.

Many studies have reported teachers' dissatisfaction with teaching (e.g., Van den Berg, 2002, Scott, Stone & Dinham, 2001). Some of the reasons proffered for low teacher job satisfaction include lack of professional autonomy, poor salaries and unavailability of teaching resources. The effects of teacher job dissatisfaction on teaching/ learning process include- lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor student performance. Other effects of teacher job dissatisfaction include leaving the profession suddenly in search of greener pastures (Huberman, 1993) and inefficiency on the part of teachers (Tshannen-Moran & Hoy, 1998). Olorunsola and Oyebanji (2011) reported the presence of operational and managerial problems. These problems ranging from greatest monster of fund, unavailability to total absence of Herzberg motivator- hygiene incentive packages, especially the material and the monetary. The poor salary package and the irregular mode of payment adversely affect teachers' performance and involvement in the classroom. Efficiency wage theories affirm that paying higher wages can sometimes increase employees' productivity. Pay practices influence



employees' work and turnover as well. A higher wage and equity in payment increase effort by increasing employees' loyalty to the firm which may be especially important in system that requires greater discretionary effort from employees and problem solving in which effort and output are costly to monitor, such as in the educational or school systems.

Recent cognitive formulations of the impact of pay on organizational performance have stressed the need to understand employees' perception regarding the linkage between pay and performance. More so, perceptions of pay equity and fair treatment in any organizational setting help in promoting organizational performance through higher motivation and involvement to work. If employees perceive pay inequity, low level of performance is likely to ensure- a state of dislike arises and tension sets in. Employees try to wriggle out by engaging in withdrawal behaviours designed to relieve that tension, in order to re-establish equality. As the employees engage in withdrawal behaviour, overall productivity of the organization may most likely decline. Adams (1963) equity theory of motivation explains how employees strive for fairness and justice in social exchanges or give and take relationships. Research on equity theory emphasizes the need for managers to pay attention to employees' perceptions of what is fair and equitable. Employees are most likely to accept and support organizational change when they believe it is implemented fairly and when it produces equitable outcomes (Cobb, Folger & Wooteh, 1995). Employees determine equity by comparing their contributions (Job inputs) and rewards (job outcomes) to those of their compatriots. This comparison takes the form of the following ratio, when the ratio is in balance, equity is perceived. Inequity is experienced when the ratio is out of balance. Input in this regard refers to any and all of the factors that employee perceives as being their "Investment" in the job and include one's education, intelligence, training, skills, age, seniority, sex, social status and effort expended on the job. While outputs are represented by pay, fringe benefits, rewards intrinsic to the jobs, status symbols and other factors that the employee perceives to have utility or value and which accrues to them from their job relationship. Adams (1963) stated that inequity exists for an employee whenever his perceived job inputs and/or outcomes stand psychologically in an adverse relation to what he



perceives are the inputs and /or outcomes of others. Consequence of inequity include the following among others- low morale which produces reduced performance; and /or reluctance to take extra duties, leaving the organization; attempting to reduce the performance of others; attempting to reduce the performance of others; attempting to increase one's pay; altering reward and or contributions; low productivity.

The pleasure from pay satisfaction is an important thing that is linked to some administrative outcomes and success. Some evidence proposes that dissatisfaction with pay or inequity in payment can lead employee to decreased job satisfaction; decreased interest of working, motivation and performance; increased absenteeism and turnover and more pay-related grievances. It is also extensively studied that pay satisfaction positively influence overall job contentment, motivation and enactment, performance and lead to less absenteeism and turnover behaviours (Judge, Cable & Higgins, 2000). As studied by Sweet, Nelson & Moberg, (2006), there is positive influence of pay satisfaction and it can obviously be observed in every field of life.

Consequently, the need to probe into the exact causes of low employee involvement in Nigeria organizations especially post primary school teachers cannot be overemphasized. Results of empirical studies have shown that perceptions of fair treatment promote organizational commitment, job involvement and work motivation and help reduce withdrawal behaviour among employees (Cobb et al, 1995). Nigerian workers are not equitably paid. All industrial impasses and all unethical work behaviour are usually occasioned by demands aimed at ameliorating perceived inequity and injustices noted to them by their employers. It is against this background that this study will in specific terms try to find out the influence of level of education and pay inequity on job involvement among teachers. What are the factors that are responsible for hired and trained employees who later resort to low job involvement.



Researches lately are on the rise concerning the concept of job involvement. Despite this increase in research efforts, a conceptual understanding of job involvement and the factors that stimulate this aspect of job behaviour have not been achieved. Because of this reason, this study examined the influence of levels of education and pay inequity on job involvement among post primary school teachers in Awka South Local Government Area, Anambra state.

Objectives of the Study are:

To determine whether level of education of post- primary school teachers influence their job involvement in their places of work.

To ascertain the extent to which teachers' perceived pay inequity would influence their involvement to their work.

To examine the joint influence of educational attainment level and pay inequity on teachers job involvement.

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Literature Review

Theoretical Framework

This study is anchored on Adam's Equity theory of job satisfaction. Adam's theory combines the notions of cognitive dissonance with those of social exchange to analyze the effect of money on work behaviour. Adams developed a theory that attempts to explain behavior on the basis of the norms of equity. Equity theory suggests that an employee compares his pay and other job outcomes to those of other employees with a similar job or with similar qualifications. Comparisons with subordinates or with employees in different organizations may also occur. An employee will perceive his job outcomes to be equitable only if they are in the same ratio to his job inputs. Input in this regard refers to any and all of the factors that individuals perceive as being their "Investment" in the job. This includes one's education, intelligence, training, skills, age, seniority, sex, social status and effort expended on the job. "Outputs" are represented by pay, fringe benefits, reward intrinsic to the jobs, status, symbols and other factors that the



individuals perceive to have utility or value and which accrues to them from their job relationships.

In the context of social comparison process therefore, job satisfaction is regarded as a function of the difference between the amount of reward an individual believes he should receive and the amount of reward which the individual actually receives. The greater the disparity between these two amounts, the greater the tension or disequilibrium/imbalance experienced by the individual. Thus, satisfaction results when equity is perceived to exist. On the contrary, dissatisfaction sets in when inequity is perceived or experienced. Adams (1963) consequently stated that inequity exists for a person whenever his perceived job inputs and/or outcomes stand psychologically in an adverse relation to what he perceives are the inputs and/or outcomes of other.

Adams (1965) suggests that a person can reduce inequity as far as possible in a manner that will yield him greater outcomes. A feeling of inequity causes tension, which is an unpleasant experience. The presence of inequity therefore motivates the person to remove or to reduce the level of tension and the perceived inequity. The magnitude of inequity determines the level of tension. The level of tension created determines the level of motivation and job involvement. Adams identifies six broad types of possible behaviour as consequences of inequity. They are: Changes to input, Changes to outcomes, Cognitive distortion of inputs and outcomes, Leaving the field, Acting on others, Changing the object of comparison.

The employers of labour may seek to remove or reduce tension and perceived inequity among employees by influencing these types of behavior.

Teachers are expected to render a very high job performance and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work, commitment and involvement from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contents of



educations' motivational methods and tools cannot be underemphasize because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2005). Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal and general performance and contribution to organizational objectives and goals.

Equity and fairness in the work place have been found to be a major factor in determining employee motivation and job satisfaction (Lewis Goodman & Fandt, 1995). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by Mckenna (2002) confirmed equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

Equity theory has wide-reaching implications for employee morale, efficiency, productivity and performance. Akuoko and Donkor (2012) suggested seven practical implications of equity theory.

- 1) It provides managers with another explanation as to how beliefs and attitudes affect performance.
- 2) It emphasizes the need for managers to pay attention to employee's perceptions of what is fair and equitable.
- 3) Managers benefit by allowing employees to participate in making decision about important work outcomes.
- 4) Employees should be given the opportunity to appeal against decisions that affects their welfare.
- 5) Employees are more likely to accept and support organizational change when they believe it is implemented fairly.



6) Managers can promote co-operation and team work among group members by treating them equally.

7) Employees denied justice at work is turning increasingly to arbitration and the courts.

The implication of this theory to the Nigerian workers is that once they perceive fairness and /or justice vis-à-vis what is obtainable in comparable organization, they may exhibit the right attitude towards their job.

This study suggests that Adams equity theory which matches the notion of ‘a fair day’s work for a fair day’s pay’ be applied in all sectors of the economy as equity and fairness in work places have been found to be a major factor in determining employees motivation and job satisfaction (Lewis et al, 1995). Therefore, the plight of the Nigerian teachers should not be over looked.

Hypotheses

1. Teachers with low educational level would be significantly more job involved than teachers with high educational level.
2. There would be significant difference between teachers with high level of education and teachers with low level of education on job involvement.
3. Teachers with low pay would be significantly more job involved than teacher with high pay
4. There would be significant difference between teachers with high pay and teachers with low pay on job involvement.
5. There would be significant interaction between educational attainment and pay inequity on job involvement.

Participants:

A total of two hundred and fifty (250) teachers served for the study. The participants comprised 119 males (47.6%) and 131 females (52.4%) with age ranging from 24 to 51 years, mean age of



35.3 years and standard deviation of 6.6. They were drawn from five public (co-educational) post primary schools in Awka South Local Government Area of Anambra State. These five schools were selected by simple random sampling method from ten public (co-educational) post-primary schools in Awka South Local Government Area of Anambra State.

Instrument

Job Involvement Scale was used to measure the level of job involvement among teachers. This Scale was developed by Lodahl and Kejner (1965). The Scale consists of twenty (20) items. Lodahl and Kejner (1965) reported a reliability coefficient of the Scale using different groups of workers, namely- nurses, engineers and students. They obtained a split half reliability of $r = .56$ for nurses; $r = .67$ for engineers; and $r = .80$ for students. They also obtained a correlated split half reliability of $r = .72$ for nurses; $r = .80$ for engineers and $r = .89$ for students.

The items were rated on a 5-point Likert format as follow: Strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points) and strongly disagree (1 point) for positive statement. The negatively worded items (as in items 10, 13, 14, 16, 17, 18, 19) were scored from strongly agree (1point), agree (2 points), undecided (3 points), disagree (4 points) and strongly disagree (5 points) in reverse order. The higher the total scores on the questionnaire, the poorer the measured job involvement.

Mogaji (1997) provided concurrent validity by correlating job involvement (JI) with the scales of job descriptive index (JDI) thus: work =0.23; pay =-0.09, promotion =0.09; supervision =-0.09; co-workers =-0.11

Ejiogu (1986) reported a Split-half reliability of $r = .76$ and when the Spearman-Brown was adopted as correction formular, a coefficient reliability index of .86 was obtained with $N=60$,



mean= 36.92 and standard deviation (SD) =5.54. The internal consistency reliability coefficient (Coefficient Alpha) was .77.

For further revalidation of the instrument on the population (teachers), a pilot study using three public (co-educational) post-primary schools in Awka South Local Government Area of Anambra State was carried out. A Cronbach alpha coefficient of .88 was obtained.

Procedure

Two hundred and fifty-eight (258) questionnaires were administered to all the teachers in the schools used. Out of 258 copies of the questionnaires administered, 250 copies were properly filled and were therefore retained for analysis of the data obtained.

Design and Statistics

As a cross-sectional survey study was employed for the study and TWO-WAY Analysis of Variance (ANOVA) was used to analyse the data.

Results

Table 1: Summary table of mean and standard deviation of educational level and pay inequity of the participants on job involvement.

Factors		N	Mean	Std. Deviation
Educational level	High	177	83.274	6.9087
	Low	73	69.090	4.229
Pay Inequity	High	175	82.600	8.0135
	Low	75	69.217	4.0242



Note: The higher the score, the poorer the level of job involvement.

Table 1 above indicates that participants (teachers) with high educational level scored higher (Mean=83.274, SD=6.9087) than their counterparts with lower educational level (Mean=69.090, SD=4.2229). The result in the table also indicated that teachers with high pay scored higher (Mean=82.600, SD=8.0135) than those with low pay (Mean=69.217, SD=4.0242).

Table 2: Summary table on ANOVA showing the Influence of level of Educational Attainment, Pay Inequity and their Interaction effect on Job Involvement.

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Intercept	10556.651	3	3518.884	134.922	.000
Educational level	Pay	62692.052	1	62692.0522	2403.757	.000
Inequity		482.055	1	482.055	18.483	.000
Educationallevel*PayInequity	Error	117.89	1	117.89	6.126	.014
Total	corrected	142.930	1	142.930	5.480	.020
Total		6415.893	246	26.081		
		1357704.000	250			
		16972.544	249			

a. R Squared = .622 (Adjusted R Squared = .617)

The first hypothesis which stated that there would be significant difference between teachers with high level of education and those with low level of education on job involvement was accepted, $F(246,1) = 18.483, P < .05$. Table 1 above showed that the mean score for teachers



with low level of educational attainment was lower (Mean =69.090, Std. =4.229) than those with high level of educational attainment on job involvement (Mean =83.274, Std. =6.9087). This shows that teachers with low level of educational qualification were more involved in their job than teachers with higher qualification.

The second hypothesis that stated that there would be significant difference between teachers with high pay and those with low pay on job involvement was accepted, $F(246, 1) = 6.126$, $P < .05$. Table 1 above showed that the mean score for low pay earners was lower (Mean =69.217, Std. =4.0242) than those with high pay (Mean =82.600, Std. =8.0135). This shows that teachers with low pay were more practically involved in their job than teachers with high pay.

The third hypothesis that stated that there would be significant interaction between level of educational attainment and pay inequity on job involvement as shown in table 2 was accepted. $F(246, 1) = 5.480$, $P < .05$. This implies that the level of educational attainment and pay inequity when put together determine how involved the teacher would be to his or her job.

Discussion and Conclusion

The study investigated the influence of level of education and pay inequity on job involvement among teachers in Awka South Local Government Area of Anambra State. The first hypothesis which stated that there would be significant difference between teachers with high level of education and teachers with low level of education on job involvement was accepted. This implies that teachers with low level of educational attainment were more involved in their job than those with high level of educational attainment. This can be attributed to the fact that workers with higher level of education are associated with lower levels of job satisfaction



(Clark and Oswald, 1996). One of the reasons being that job satisfaction and job involvement depend on the gap between outcomes and aspirations increase with the level of education. Individuals with a higher level of education consequently tend to be less satisfied with their job because they have higher expectations than those with lower level of education.

This finding is in line with the findings of Wu and Wu (2001), who found out that higher level of satisfaction was seen among teachers with lower educational attainment. This result did not come as a surprise because the minimum qualification for teaching in post-primary schools in Nigeria is Nigeria Certificate in Education (NCE). This implies that post-primary school teachers with Bachelor of Education degree are underemployed and have greater potential of reducing their job satisfaction level than their counterparts with Nigeria Certificate in Education.

Maynard, Joseph and Maynard (2006) noted that over education or underutilization of education occurs when employees possess more education than the job requires. This situation causes dissatisfaction and low involvement in the job. This means that dissatisfaction occurs among those who are not allowed to use the educated skills they have acquired. This may lead to boredom. Hope for success collapses into disappointment and the sacrifice that do not pay off and leads to illusionment. Similarly, Abiodun and Gbadebo (2012) and Michaelowa (2002) reported that teachers' educational attainment is negatively correlated with teachers' job satisfaction. They found that the most highly qualified teachers are the least satisfied. This report may find explanation in the statement of Michaelowa (2002), that teachers' academic attainment beyond bachelor's degree tend to lead to a mismatch between teachers expectations and professional realities. It is expected that as teachers improve their knowledge through



higher educational attainment their efforts would be recognized by their employers through promotion and/ or appointment to posts of responsibility, like principalship. But, this is not so. In practice, all teachers are made to wait turns for the usual mass promotion, while the post of principal is reserved for the politically well connected. This reduces job and career satisfaction.

The second hypothesis which stated that there would be significant difference between teachers with high pay and teachers with low pay on job involvement was accepted. The outcome of the study implies that teachers with low pay were reported more practically involved in their job than those with high pay. This significant difference between high pay teachers and low pay ones corroborates the findings of Obi-Keguna (1984) that Nigerian studies of job motivation have not demonstrated that “pay” per se has been a major cause of workers’ morale and low productivity which is a function of job involvement. What they had shown was that intrinsic aspect of work such as achievement, recognition, responsibility, work itself, advancement and personal growth and development have been neglected and are often the cause of low morale and low productivity among workers.

The result also corroborates the findings of Arai (2000), that the employees who perceived pay inequity, recorded much higher incidence of poor attitude to work such as absenteeism and lateness in work place. Also, George and Jones, (2008) reported that what motivates highly educated employees for job satisfaction are intrinsic aspect of work, since it involves the expectation that work should be satisfying irrespective of the pay.



Kreitner and Kinicki (2007) argued that value is positively associated with job satisfaction. That highly educated employees will be more likely to be motivated with their job if they are given adequate recognition and more opportunities to advance in their career.

The third hypothesis which stated that there would be significant interaction between level of educational attainment and pay inequity was accepted. This implies that the level of educational attainment and pay inequity when combined determine how involved a teacher would be in the job. This significant interaction between level of educational attainment and pay inequity corroborates the findings of Allen and Meyer (2001) that psychological factors such as educational qualification, organizational incentives, nature of the job, development opportunities, gender and working condition correlate with the workers' efficiency and involvement on the job.

In conclusion, employers of labour should not only take level of education and pay into consideration, but should also put into account some other factors like work experience, age, gender, etc. Intrinsic and extrinsic factors of motivation should be adequately provided. These will definitely motivate employees (teachers) towards investing heavily their skills, abilities, and talents on the job.

Implication of the Study

Job involvement has been identified as an important variable for understanding work behavior of employees. Moreover, many factors have been observed to contribute to workers' involvement to their work; among them are levels of educational attainment and pay inequity.



Based on the findings of this study, it was found that the higher the level of educational attainment, the less involved the worker would be and the lower the level of educational attainment, the more involved the worker would be. This implies that employers of labour in both state and local government should draft out modalities in selecting the right employees and placing them appropriately. Placing of intelligent and highly qualified workers in a dull and unchallenging job is a prescription for pathology for workers, the employer and the society as a whole. The nature of the job should therefore be considered by the employers in order to determine the level of educational attainment to attract and select.

The findings also have the implication for organization that is careless about the union policy of “equal pay for equal work”. Anderson and Pearson (1999) argued that negative reduction in workers’ benefit can be a source of frustration and chronic dissatisfaction. Employers are therefore advised to follow the pay scales which tend to be uniform among them.

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