

Organisational Envy, Teachers' Job Commitment and Satisfaction in Public Senior Secondary Schools, Education District V, Lagos State, Nigeria

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Abstract

Over the last two decades, the duty of controlling employees' emotions, particularly teachers, has emerged as a critical component of maintaining a successful school environment. While good emotions have acquired value as a result of positive school organisation behaviour, negative emotions in the workplace, especially in schools, have been neglected. This study looked at the link between organisational envy and teachers' job commitment and satisfaction in public senior secondary schools in Lagos State Educational District V. The study used a correlational and descriptive survey design with simple random sampling. A total of 240 responses from the 300 administered instruments was determined and used for final analysis. The Pearson Product Moment Correlation coefficient was used to evaluate two hypotheses at the 0.05 level of significance. The findings indicate that there is a link between school organisation envy and teachers' work commitment. The study also discovered that school organisation envy is strongly connected to teachers' job satisfaction. Based on this assumption, the study suggested that in order to create a healthy organisation, school administrators should limit the negative repercussions of envy and they should establish a suitable working atmosphere that would promote cultures of accepting others and reduce envy among instructors.

Keywords: educational district, envy, job commitment, job satisfaction, senior secondary

Envy is defined as the desire to own what others own; comparing one's own qualities, success, and financial prospects to those of others, and ultimately feeling intense jealousy of others (Anderson, 2002; Kim & Hupka, 2002; Klein, 1975; Parrott & Smith, 1993; Pines, 1998). It is a combination of feelings of inferiority, hatred of the circumstance, and anger towards the target. The primary distinction between envy and jealousy is that envy consists of two persons, whereas jealousy consists of three. Envy is usually focused on a thing or a property. The object of jealousy, on the other hand, is a third person who is viewed as a danger to the current relationship (Friday, 2000; Salovey & Rodin, 1984). In other words, envy concentrates directly on the object of love and wishes to attain its excellent qualities, but jealousy strives to obtain the object of love while eliminating the competition (Klein, 1975). "When all of the studies

that attempt to explain the concept of envy are considered, envy can be defined as one's willingness to obtain qualities such as personal success and property that another person possesses, or the wish that the other person possesses what he or she possesses, and the inner conflict caused by this wish" (Lange & Crusius, 2015, p.11).

Envy emerges when a person lacks or longs for the better characteristics, accomplishments, or possessions of another (Parrott & Smith, 1993). Because of this, there is frequent jealousy at work (Lange & Crusius, 2015a; Smith & Kim, 2007), particularly when employees believe that job promotions, the time and attention of organisational leaders, and other resources for which they must compete are distributed unfairly (Tai et al., 2012). Workers striving to overcome the comparative advantages of others they envy may find this to be useful or damaging (Duffy et al., 2008; Smith & Kim, 2007). Management of employee and employer jealousy is essential because it affects attitudes and conduct at work.

There has always been a negative connotation to envy. According to Cohen-Charash and Mueller (2007), Kim & Glomb (2014), and Duffy & Shaw (2000), envious people are less likely to share information with, and more likely to harm, individuals they envy. They also stop supporting the envied target and participate in socially damaging activity. According to Van de Ven et al. (2009), envy can lead to the desired outcomes for organisations, including schools, such as an increase in teacher productivity. People can be inspired to enhance their inventive drive in order to accomplish the organisation's stated objectives by using envy as a motivational element. It should be noted, nonetheless, that various scholarly works (Cohen-Charash, 2009; Hill et al., 2011; Schaubroeck et al., 2008) have yet to conclusively show where enmity and good deeds meet. A psychological bond to a group, especially a school, is called commitment, and it occurs when members uphold the organisation's core values and long-term objectives. Teacher commitment describes the emotional ties that educators have to their work. Successful teaching depends on teacher dedication; indeed, one of the most essential components of successful education is instructor dedication. Teachers are motivated internally to devote more time and energy to classroom activities by a concept known as "teacher commitment." Teachers get emotionally attached to the school as a result of their desire to support it, which ultimately inspires them to look for teaching methods that would help their pupils achieve academic brilliance and better their teaching careers. A key factor in raising student accomplishment is teaching commitment.

Overall, despite the successful operation of effective human capital in businesses, envy is a crucial structure in the workplace that has a significant influence on human capital in organisations, including schooling (Vecchio, 2000). More crucially, when this emotion of jealousy is repeated, it breeds animosity and lessens people's desire for friendship; if it worsens, people may attempt to damage one another and engage in unethical activity (Cohen-Charash & Mueller, 2007; Gino & Pierce, 2010).

Review of Literature

Organisation Envy

One of the feelings that individuals fear experiencing the most is envy. The envier's desire for various possessions and the impression that others have what the envier seeks are at the heart of envy and it has historically been described as malicious by scholars. Smith and Kim (2007, p. 47) assert that envy is mostly driven by malice. Envy is described as a "painful, unpleasant emotion" that is "characterised by feelings of inadequacy, anger, and resentment generated by knowledge of another person or group of people who possess a desired possession." This conceptualisation holds that venomous envy is the right form of envy, but benign or non-malicious jealousy that is free from hostility is the same as appreciation. Envy has negative emotional effects, claim Parrot and Smith (1993).

According to Johnson (2012), social comparisons, especially unfavourable ones, provide a diagnostic perspective of the self that is the root of envy (Lange & Crusius, 2015b). Li and Liao (2014) claim that leaders in organisations use intimate, high-quality connections with certain of their subordinates to differentiate them from others while maintaining formal, alienated ties with others. The leaders' management and allocation of both physical and intangible resources exhibits this distinction. "School teachers may feel compelled to socially compare themselves to colleagues based on acquired resources such as promotions, pay, opportunities, and "insider" information because the employee with more resources than everyone else is frequently the target of jealousy by others" (Hill & Buss, 2008; Wobker, 2015, p. 11).

Several things may affect how you feel about someone. These qualities may be divided into two groups: (a) the person's inherent propensity for jealousy, and (b) environmental elements that exacerbate this feeling. Envy is a result of a lack of self-assurance and growth. A person's conduct at work is influenced by the ideas, attitudes, and beliefs they were exposed to as children, and as a result, this incident proves that past personal life experiences might affect a person's propensity to feel envious (Cooper & Payne, 1988; Dogan & Vecchio, 2001). On the other side, situational factors within the company such as competition, strategic downsizing, reengineering, cultural differences, performance reviews, and human resource applications such as unjust reward/punishment and promotion cause the employee to feel envious.

Workplace Envy: What Causes It?

According to Thompson et al. (2016) and Kolawole et al. (2020), the first step in decreasing workplace envy is recognising what causes it. He named the following occupations as causes of envy.

1. Call of preference: "While promotions are a vital part of any workplace, when workers think they were passed over for one or that it was given to

someone less qualified, it not only creates envy, but it can also poison the environment. If you must choose between two workers with similar histories, help minimise jealousy by describing to the second employee the qualities you sought and how you arrived at your selection. Suggest ways for the employee to boost her chances of progression in the future, such as extra training or taking on more difficult duties” (Kolawole et al., 2020, p. 8).

2. Failure of recognition: Praise all workers rather than just a few for a job well done. Everyone wants to hear that their supervisor respects them and feels they are doing a good job. Make a list of the evaluation criteria accessible to all workers when awards or incentives are based on job performance. As a consequence, any employee with a stellar track record is restricted in the number of times he may be recognised. This keeps other workers from resenting one person while allowing others to flourish.

3. Notice of partiality: Employers should avoid expressing obvious sympathies for any chosen employee, regardless of likeness. Employers have particular employees that impress them and with whom they have greater similarities. Regardless of the reality, all workers must be treated equally. Instead of relying on a select few to guide you, get input from all of your staff. Envy may be prevented by ensuring that all workers' ideas are appreciated and accepted.

4. Lack of collaboration: Resentment and jealousy might arise when one party seems to be given preferential attention over another. For example, one group may be obliged to remain late on a regular basis, whilst another is allowed to leave on time. Managers should be encouraged to collaborate with one another. Productivity rises when everyone works as one team rather than pointing fingers and competing with one another. This does not only prevent jealousy, but also develops a feeling that "we're all in this together."

Job Commitment of Teachers

One of the most important variables affecting an organisation's success and longevity across the board has been emphasised as employee work commitment. In a setting like a school, without dedicated instructors who are capable and diligent in fostering academic interactions, the school system's stated aims and objectives in terms of kids' academic and school advancement may not be met. In order to provide value to the school and aid in the academic advancement of students, noble profession like teaching is for building of nation's human resource, requires persons that can work within the norms of a public servant (Orunbon, 2020). It goes without saying that teachers perform many functions as locus parentis, mentors, communicator and what can bring the required results in the advancement of teaching and learning. Alsiewi and Agil's (2014) observations indicated that educators who are committed to their profession can easily carry out their daily academic tasks in schools and that such instructors may get engaged entirely without much monitoring, corroborated this. According to Crosswell (2006), dedication is one of the key professional traits that affects an educator's performance. Organisational commitment significantly influenced an employee's organisational citizenship

conduct (Qamar, 2012; Tsai, et al., 2010). It suggests that people would want to accomplish more and better work than is required by job standards if they are committed to and loyal to their company (Qamar, 2012). According to Albdour and Altarawneh (2014), organisation commitment is a crucial element of a teacher's emotional and physical welfare. In their opinion, teachers who are exceptionally committed to the organisation's operations often engage in commendable behaviour both within and outside the company, which benefits the company. Without committed teachers, it would be impossible to improve students' academic performance and well-being, enhance school growth and success, or advance national educational standards. This is due to the fact that committed instructors constantly stand ready and willing to do whatever is necessary to address conflicts with the school or students.

A teacher's dedication to the organisation is also shown by their readiness to fully engage in every academic activity sponsored by the school, leading both the school administration and the students to greatness. The aims and objectives of the organisation, as well as a commitment to being a member of the organisation, will be indicators of a subordinate who is totally devoted to the direction of his or her organisation (Meyer et al., 2002). Organisational commitment is a personal voluntary decision based on calculated rationality, affective tendency, and moral judgement that leads to a higher or lower degree of identification with, and involvement in, a specific organisation, and is visible in the free effort extended in achieving organisational goals (Drent, 2009).

Organisational commitment may be categorised into three categories according to Meyer and Allen (1997): normative, continuous, and emotional. When employees fully understand the organisation's ideas, primary objectives, and values, affective commitment results. It shows that the employees have an emotional connection with the firm and feel personally accountable for the level of success the business has achieved. Extrinsic characteristics, such as good working relationships, a pleasant workplace, workplace justice, organisational norms and administration, supervision, and so on, may be used to identify teachers who are affectively dedicated to their schools. Employee commitment persists when they see their relationship with the firm as a transaction. In the sense that what employees receive in exchange for the energy they expend on the work affects their commitment, and if the cost is too high, they quit the company, it is a cost and benefit commitment. When teachers commit to a long-term project, they can consider their salary, benefits, gratuities, and other perks in addition to the fear of losing their teaching jobs. Social bonds with co-workers, acknowledgment at work, or occupational status are examples of social expenditures. Finally, normative commitment happens when a worker is required to do a duty yet continues to work for the organisation through good and bad times because of appreciation and enthusiasm for the enterprise.

Job Satisfaction among Teachers

Work satisfaction has been identified as an indicator that impacts a variety of organisational outcomes, including efficiency, recognition, and, in

particular, work engagement, since it is the state of feeling successful and valued (Ozdem & Sezer, 2019; Uysal, 2019). Despite the fact that doing a job is not enjoyable, work satisfaction has been researched on both an individual and organisational level. The socio-cultural environment, IQ, personality, vocation and employment, level of education, marital status, gender, and age are all elements that affect people's contentment, according to Uysal (2019). Additionally, it has been shown that leaders' management and supervision styles may have an impact on work satisfaction at the organisational level (Ozdem & Sezer, 2019). Uysal (2019) agreed with this assertion and said that dissatisfied workers may start looking for other jobs, which might have a detrimental effect on commitment. Businesses' managers and leaders have a big responsibility to inspire people to be and remain pleased with their work via management strategies and leadership philosophies (Uysal, 2019). Snobbish and distant leaders run the risk of making their followers unhappy (Torlak & Kuzey, 2019). Additionally, Saba (2011) found that interactions with colleagues and supervisors had an impact on teacher satisfaction. This has amply shown the need for leaders to value humility and collaboration while making sure that supporters are happy at work. This eliminates any room for a leader's greed. According to Saba (2011), most teachers are satisfied (described as being very satisfied) with the nature of their employment and the workload that comes with it as long as their supervisors acknowledge their sense of achievement and happiness. Their bosses' narcissistic leadership style, which does not recognise or value employees' labour, is what causes them stress and unhappiness rather than an excessive workload. If contentious leadership is allowed to persist, work satisfaction would eventually decline (Uysal, 2019). Employee burnout brought on by arrogant leadership will undoubtedly have a detrimental effect on businesses (Borden, 2017).

More than ever, organisations in the educational system need a dynamic, organised work environment where the full range of human needs, in addition to their complexity, are introduced with serene and largely unrestricted spaces, enabling people to be active without harsh and fragile barriers. According to Mirkamali (1999), referenced by Maris, Saidabadi, and Niazazari (2016), a positive environment encourages access to people's needs, resulting in sentiments of optimism, joy, and accomplishment.

The pain hypothesis of envy is the foundation of this work. Both malignant and benign jealousy have the ability to cause pain. Envy is "an unpleasant and frequently painful combination of sentiments" linked to unfavourable social comparisons (Smith & Kim, 2007, p. 47). According to van de Ven and associates (2009), benign envy is characterised by unease and irritation at another's superiority.

The defining trait of jealousy is undoubtedly the feeling of anguish at someone else's success. It has been crucial to theories of envy since antiquity (e.g., Plato), and it has been supported by neuroscience evidence (Takahashi et al., 2009). The basic reasons why people seek pleasure and avoid suffering are

well-documented in behavioural research. Both physical and social factors may contribute to pain (Frijda, 2007; MacDonald, 2009). Like pain and other homeostatic emotions, envy is an unfavourable feeling that encourages action and creates cognitive tension. Because of this, people are motivated to avoid unpleasant emotions like envy by taking steps to lessen their unpleasantness (MacDonald & Leary, 2005). According to Cohen-Charash and Mueller (2007) and Vecchio (2007), when individuals see the envy situation as a "threat," they may start acting hostilely towards the envied party and potentially damage it.

Although this has received most of the attention from envy specialists, it hasn't been established if this is the only or most effective response. People who are jealous may see the situation as a "challenge" and respond by raising their own bar to meet that of the target (van de Ven et al., 2009).

Research Hypotheses

The following null hypotheses were tested in this study:

H₀₁: There is no significant relationship between school organisational envy and teachers' job commitment.

H₀₂: There is no significant relationship between school organisational envy and teachers' job satisfaction.

Methodology

The research designs for this study were correlational and descriptive. The research looked at the relationship between organisational envy, and teachers' job commitment and satisfaction in Lagos State's Education District V senior secondary schools. Furthermore, the survey examined the existing situation in senior secondary schools in Lagos State's Education District V in terms of organisational envy, work commitment, and satisfaction among teachers.

The population of this research comprised 3,431 teachers from Lagos Education District V's 61 public senior secondary schools, which included Ajeromi-Ifelodun, Amuwo-Odofin, Ojo, and Badagry. This research's sample was picked at random from the population, and it contained 30% of the study population. As a consequence, 300 teachers from 20 public senior secondary schools in Lagos State's Education District V were included in the sample.

A disproportionate stratified sampling process was used to choose 20 schools from the Education District, and a sample of fifteen teachers were picked at random from each of the sampled schools. To conclude, the study's sample included 300 senior secondary teachers from Education District V in Lagos State, Nigeria, and 240 questionnaires were retrieved which was used for the analysis of this study.

The researcher devised a 26-item questionnaire to obtain responses from instructors on organisational envy, organisational commitment, and work satisfaction. The questions in the questionnaire used a four-point Likert scale answer format, with options ranging from 4 = Strongly agree to 1 = Strongly disagree. The questionnaire items were derived from the sources provided in Table 1.

Table 1
Sources of Variable Measures

Construct	Source
Organisational Envy	Lange and Crusius (2015)
Organisational Commitment	Meyer and Allen (1991)
Job Satisfaction	Spector (2014)

To determine the validity and reliability of the questionnaire, a precise and rigorous technique was used. Organisation envy, work commitment, and contentment all had reliability coefficients (Cronbach Alpha) of 0.92, 0.83, and 0.88, respectively. As a result, the surveys were determined to be very dependable.

The data was analysed using inferential statistics of the Pearson Product-Moment Correlation Coefficient to test the hypotheses since it is said to forecast the relationship between the variables. The hypothesis was evaluated using the Statistical Package for Social Sciences (SPSS) 24.0 version at the 0.05 level of significance.

Results and Discussion

H₀1: There is no significant relationship between School Organisational Envy and Teachers' Job Commitment.

Table 2
Correlation Analysis of the Relationship Between School Organisational Envy and Job Commitment

	School Organisational Envy	Job Commitment
School Organisational Envy	Pearson Correlation 1	0.740
	Sig. (2-tailed)	.000
Job commitment	N 240	240
	Pearson Correlation 0.740	1
	Sig. (2-tailed)	.000
	N 240	240

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 2, there is a strong association between organisational commitment and the school organisational envy. The correlation coefficient, $r = 0.740$ shows a very substantial and positive association between job commitment and school organisational envy, suggesting that teachers' organisational commitment and school organisational envy are significantly related.

H₀2: There is no significant relationship between School Organisational Envy and Teachers' Job satisfaction.

Table 3

Correlation Analysis of the Relationship Between School Organisational Envy and Job Satisfaction

		School Organisational Envy	Job Satisfaction
School Organisational Envy	Pearson Correlation	1	0.521
	Sig. (2-tailed)		.000
	N	240	240
Job Satisfaction	Pearson Correlation	0.521	1
	Sig. (2-tailed)	.000	
	N	240	240

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows a moderate link between job satisfaction and school organisational envy. This is shown by the correlation coefficient $r = 0.521$, which shows that there is a substantial and positive association between job satisfaction and school organisational envy. The findings imply that organisational envy in schools significantly relates with teachers' work satisfaction.

Along with its effects on how people treat one another, envy may also have an effect on organisational commitment. One can increase their output-to-input ratio in comparison to other people's comparable ratios by producing less or contributing less to the work (Pinder, 2008). Employees should respond to perceived unfairness by diminishing their work performance to the degree that this is the case. The logic presented here is consistent with previous studies associating perceived unfairness to poor work performance (Konovsky & Cropanzano, 1991). Envious parties' sense of unfairness is often apparent (Smith et al., 1994), and diminished performance is one viable manner of retribution.

By acting in the opposite direction, demonstrating initiative and enhancing work performance, fairness may also be restored. In other words, from the standpoint of a challenge-oriented reaction to jealousy, greater work performance presents another strategy to boost personal results and, therefore, restore justice. Indeed, in a study of bank employees, Schaubroeck and Lam (2004) found that those who had recently been passed over for job promotions showed significantly and favourably improved work performance. Comparing oneself to excellent co-workers may be motivating, according to Brown et al. (2007) and Duffy et al. (2008). Furthermore, it has been observed that increasing rather than lowering work effort is more effective in addressing perceived unfairness and obtaining achievements equivalent to envious peers (Duffy et al., 2008). As a result, envy's challenge-oriented action inclination

may provide motivation for people to restore fairness through higher rather than lower work performance.

Envious attitudes have known to generate arguments between workers, ruin relationships, pull teams apart, sabotage efforts, and hamper organisation performance and job satisfaction at the organisation level (Menon & Thompson, 2010). These jealous feelings each have a negative effect on the person who is feeling them. When a person envies his or her co-workers, he or she is dissatisfied, his or her self-confidence weakens, melancholy and tension arise, and he or she may neglect or even interrupt his or her own performance, as well as his or her future professional career (Veiga et al., 2014).

Conclusion

The research looked at the connection between teachers' organisational job commitment and work satisfaction and school organisational envy in Lagos State, Nigeria's Education District V for public senior secondary schools. According to the research, reducing the harmful effects of envy is crucial in order to build healthy organisations. The role of school administration, and in particular the school managers, is crucial in reducing the impact of envy on teachers' job engagement. Based on the results of this research, it is necessary to remove envious behaviour among educators by offering means of reducing envy inside the educational system. Eliminating envious stances among the school members would increase teachers' organisational commitment and job satisfaction. The following recommendations are made: School managers should create a congenial environment for subordinates to perform their duties optimally which can also promote accommodating environment and reduce envy among teachers. School managers should be transparent and objective in making decisions which will later turn to organisational policies. They should ensure fair benefits and opportunities for all in the school system irrespective of tribe or religion. Future research should revolve around the influence or effect of organisational envy on tertiary institutions productivity in Nigeria base on the geopolitical zones of the country.

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