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# DOES ALL DIMENSIONS OF ORGANIZATIONAL COMMITMENT AFFECT JOB SATISFACTION AND JOB PERFORMANCE?

## (A CASE STUDY OF HIGHER EDUCATIONAL ORGANISATION)

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### ABSTRACT

India is one of the fast developing nations. To sustain the growth story, higher education is one of the crucial infrastructure needs. It is said that institutions having strong organizational commitment among faculty members are in a better position to reap the benefits of more dedicated, motivated and reliable teaching staff. The study attempts to know out of three dimensions of Organization Commitment – Affective Organization Commitment, COC and Normative commitment – what is the effect of each dimension on JS and JP in select organization. The findings show that Affective Organization Commitment dimension affects both the job satisfaction and job performance positively. The findings show that AOC dimension affect JP positively and COC negatively. The findings are in line with earlier studies.

### KEYWORDS

Affective Organizational Commitment (AOC), Continuance Organizational Commitment (COC), Normative Organizational Commitment (NOC), Organizational Commitment (OC), Job Satisfaction (JS), Job Performance (JP).

### INTRODUCTION

India is one of the fast developing nations. To sustain the growth story, higher education is one of the crucial infrastructure needs. As rightly noted by Evans Alvin and Chun Edna (2012) with significant and widespread institutional shifts resulting from globalization, heightened competition, and rapid innovation, educational leaders must optimize their most significant resource- human capital- and align HR strategies, structures, and processes with organizational goals. It is said that institutions having strong organizational commitment among faculty members are in a better position to reap the benefits of more dedicated, motivated and reliable teaching staff (Chughtai Aamir Ali & Zafar Sohail 2006).

### ORGANIZATIONAL COMMITMENT

As per Meyer and Allen (1989) organizational commitment comprises of three dimensions namely (1) attitudinal or affective commitment (AOC), which is drawn from positive work experience, (2) continuance commitment (COC), which is derived from prior investment and possible cost of leaving the organization, and (3) normative commitment (NOC), which is loyalty, or sense of obligation to remain attached to the organization. All three dimensions co-exist simultaneously (Wasti, 2005).

There are many studies taking organizational commitment as predictor for job satisfaction/ job performance (e.g. by Cai-Feng Wang (2010), Chughtai Aamir Ali & Zafar Sohail (2006), Tok (2004)). Other studies made by Aydogdu Sinem & Askigil Baris (2011), Ahmad Habib et al. (2010), Susanty Aries et al., (2013) have studied the relationship of variables like Organizational Commitment, Job Satisfaction, Job Performance etc. in foreign set up. Similar study was done by Oza and Banker (2014) studying the relationship of OC and JS and JP amongst college teachers of public funded colleges.

Synthesizing the studies by Susanty Aries et al., (2013), Ahmad Habib et al. (2010), and Chughtai Aamir Ali & Zafar Sohail (2006), this study attempts to know whether various dimensions of OC have varying or similar effect on JS and JP. The findings may give insight to the policy makers and managers of Educational Institutions of higher Education to devise their plans to strengthen the most valuable human resource further.

### RESEARCH PROBLEM

The study attempts to know that, out of the three dimensions of Organization Commitment – AOC, COC and NOC – what is the effect of each dimension on Job Satisfaction (JS) and Job Performance (JP) in select organization. The findings of this pilot study can be used to make a survey of large survey.

### RESEARCH OBJECTIVES

The specific objectives of the study are as under :

1. To know the relationship of AOC, COC and NOC with JS of college teachers of the organization.
2. To know the relationship of AOC, COC and NOC with JP of college teachers of the organization.
3. Based on findings, offer suggestions if any.

### DEFINITION OF VARIABLES

#### ORGANIZATIONAL COMMITMENT

As mentioned earlier, organizational commitment comprises of three dimensions namely (1) attitudinal or affective commitment, which is drawn from positive work experience, (2) continuance commitment, which is derived from prior investment and possible cost of leaving the organization, and (3) normative commitment, which is loyalty, or sense of obligation to remain attached to the organization (Allen and Meyer 1990). All three dimensions co-exist simultaneously (Wasti, 2005).

#### JOB SATISFACTION

Job satisfaction (JS) is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experiences (Locke 1976). The happier the individual, the higher is level of job satisfaction. Linda Evans (1997) defined teacher job satisfaction as "a state of mind determined by the extent to which the individual perceives his/her job related needs being met". According to Nelson (2006) an employee's satisfaction is priceless. The frustrated or discouraged employees negatively influence the willingness to do the job.

#### JOB PERFORMANCE

Job performance can be defined as a result or consequence of action where performance is the deed itself, it may be defined as the actions or behaviors that are relevant to an organization's goals and that can be measured in terms of an individual's performance. As the performance of the employee's increases, it will affect firm's performance and ultimately profitability of the firm. It should be considered as an outcome of human activities. Kane (1976) defined job performance is the accomplishment or a work record of employees during a specific period. Job performance is one-dimensional concept. Performance can refer to the performance of an organization, a department, or a person. For the purpose of the study, job performance is defined as the process through which an individual operates to achieve organizational goals.

**LITERATURE REVIEW AND HYPOTHESIS FORMULATION**

Highly committed faculty members are likely to put more efforts on behalf of their institutions and willing to perform at higher levels than their uncommitted counterparts. In addition, highly committed teachers would be more willing to go above and beyond the call of duty for their respective institutions. All these are likely to increase the effectiveness of the educational institutions. It could be summarized that institutions which seek to remain their faculty members by building strong organizational commitment are in a better position to reap the benefits of more dedicated, motivated and reliable teaching staff (Chughtai Aamir Ali & Zafar Sohail 2006).

Angle and Lawson (1993) noted that individuals with a positive view of being committed to an organization tend to internalize the organization's values as their own and eventually develop affective commitment to the organization. This study focuses on all the three dimensions of organizational commitment. Affective organizational commitment is considered as an affective or personal/emotional attachment to the organization (Meyer & Allen, 1991). This form of commitment is the most influential one because employees with high affective organizational commitment stay in an organization because they want to and not because they have to. Continuance organizational commitment is considered as perceived cost of leaving the organization (Meyer & Allen, 1991). This form of commitment is crucial one because employees with high continuance organizational commitment stay in an organization because they have to and not because they want to. Normative organizational commitment is considered as obligation to remain at the organization (Meyer & Allen, 1991). This form of commitment is also the most influential one because employees with high normative organizational commitment stay in an organization because they want to because of obligation and not because they have to.

Aydogu and Asikgil (2011) made an empirical study of the relationship of JS and three dimensions of OC. The findings show that all the three dimensions of OC - AOC, COC and NOC affect job satisfaction positively.

Based on these the following hypothesis is made :

H1a<sub>0</sub> AOC does not affects job satisfaction positively

H1a<sub>1</sub> AOC affects job satisfaction positively

H1b<sub>0</sub> COC does not affects job satisfaction positively

H1b<sub>1</sub> COC affects job satisfaction positively

H1c<sub>0</sub> NOC does not affects job satisfaction positively

H1c<sub>1</sub> NOC affects job satisfaction positively

Mayer et al (1989) found that emotional commitment and normative commitment (to lesser extent) are positively co-related with job performance while sustained commitment (continuous commitment) and job performance are unrelated or negatively correlated. Based on this Icai-feng Wang (2010) made study in similar line hypothesizing that OC played important role in Teachers' job performance using a survey method for teachers in colleges and universities in Xi'an of China for the study. The finding show that that the sustained commitment had a negative effect on job performance however emotional commitment had a positive effect on job performance. It was also found that emotional commitment was the intermediary variable of the sustained commitment to job performance. The study used two dimension of OC rather than three dimensions of OC. Using three dimension of OC, similar findings were made by Smeenk Sane, et al. (2008) in a study on international comparison of the effects of HRM Practices and Organizational Commitment on quality of Job Performance among European university employees by way of survey. The purpose of the study was to find out the effects of HRM Practices and Organizational Commitment on Quality of Job Performance among European university employees using web survey among university employees (all associated with teaching, research and support) from 36 faculties and 18 universities in 6 European countries like Belgium, Finland, Germany, the Netherlands, Sweden and the United Kingdom. Findings of the study showed that organizational commitment affect quality of job performance. Further the study found that affective commitment was positively related, continuance commitment was negatively related and normative commitment was statistically insignificantly related to quality of job performance. The findings of Nazim ali et al. show that AOC and NOC are having causal relationship with JP and COC does not show significant causal relationship with JP.

Thus the following hypothesis is made :

H2a<sub>0</sub> AOC does not affects job performance positively

H2a<sub>1</sub> AOC affects job performance positively

H2b<sub>0</sub> COC does not affects job performance adversely

H2b<sub>1</sub> COC affects job performance adversely

H4c<sub>0</sub> NOC does not affects job performance positively

H2c<sub>1</sub> NOC affects job performance positively

**RESEARCH METHODOLOGY**

This is a descriptive study. Survey method is used to get the primary data. A questionnaire was administered developed and used in previous studies by Meyer, Allen & Smith (1993) and Ahmad Habib, et al (2010) Minnesota Satisfaction Questionnaire (1967) and Ahmad Habib, et al (2010) with some modification is used for the study.

**METHOD OF DATA COLLECTION**

For the purpose of this study, the researcher has used primary data collection technique with close-ended questionnaire with 5-point Likert Scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). The sample size is 277.

A questionnaire developed and used in previous studies by Meyer, Allen & Smith (1993) and Ahmad Habib, et al (2010) Minnesota Satisfaction Questionnaire (1967) and Ahmad Habib, et al (2010) with some modification is used for the study.

The respondents for the questionnaire are College Teachers of various colleges of the said Higher Education organization. The completion of these questionnaires was entirely voluntary and responses were anonymous and were treated with strictest confidentiality.

**DATA ANALYSIS TOOLS AND TECHNIQUES**

The Statistical Analysis carried out in the study is being done using SPSS (Statistical Package for Social Science) software. The statistical techniques used include Mean, Standard Deviation, Correlation Analysis, Reliability Analysis, Factor Analysis and Regression Analysis as warranted by objectives of the study.

**RELIABILITY AND VALIDITY TESTS**

Before testing the hypothesis hypothesis 1 and 2 with multiple linear regression, correlation index was made to check the problem of multi-collinearity. Cronbach's Alpha & Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity is used to measure the reliability of the data. For construct validity factor analysis is used. Using Principal Component Analysis with Varimax Rotation method for extracting three factors of OC and uni-factor of JS and JP were extracted.

## FINDINGS OF THE STUDY

TABLE 1: DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation
JS	277	2.10	5.00	3.9206	.45348
JP	277	3.00	5.00	4.0589	.61567
OC	277	2.57	5.00	3.7549	.41207
AOC	277	2.20	5.00	4.1401	.55215
COC	277	1.50	5.00	3.2722	.61484
NOC	277	2.70	5.00	3.8520	.44807
Valid N (listwise)	277				

Source: Primary Data

TABLE 2: CORRELATION AMONG THE VARIABLES

VARIABLES	OC	AOC	COC	NOC	JS	JP
OC	1					
AOC	0.788**	1				
COC	0.756**	0.317**	1			
NOC	0.751**	0.509**	0.326**	1		
JS	0.494**	0.622**	0.170**	0.365**	1	
JP	0.237**	0.301**	0.016	0.262**	0.318**	1

Source: Primary Data

**Note:** OC = Organizational Commitment, AOC = Affective Organizational Commitment, COC = Continuance Organizational Commitment, NOC = Normative Organizational Commitment, JS = Job Satisfaction, JP = Job Performance

\*p<0.05; \*\*p<0.01

TABLE 3: FINDINGS OF THE STUDY

Objective	Descriptive Statistics		Null Hypothesis	Hypothesis Results	Findings
	Statistical Test	Value			
1. Any of the OC dimension – AOC, COC or NOC affect JS ?	Multiple regression AOC NOC	$r^2 = 0.400$ $F = 60.712^*$ $\beta = 0.598$ $\beta = 0.089$	Non significant	Significant	AOC and NOC dimension of OC affect JS positively
2. Any of the OC dimension – AOC, COC or NOC affect JP ?	Multiple regression AOC COC	$r^2 = 0.119$ $F = 12.316^*$ $\beta = 0.25^*$ $\beta = -0.12^*$	Non significant	Significant	AOC dimension of OC affect JP positively COC dimension of OC affect JP negatively

As shown in the Table 3, the findings show that AOC and NOC affect JS positively COC does not affect JS at all. So H1 is partially accepted (H1a and H1c accepted) The findings also show that the AOC dimension of OC affect JP positively whereas COC dimension affect JP negatively. So H2 partially accepted. (H2a and H2b accepted)

## DISCUSSION

This was a pilot study conducted to know the relationship of three dimensions of OC with JS and JP for an organization. The findings show that Affective Organization Commitment dimension affects both the job satisfaction and job performance positively. 40 % of variance is explained by the findings that AOC and NOC positively affect to JS ( $\beta = 0.598$  for AOC and  $\beta = 0.089$  for NOC).

The findings also show that 12% of variance are explained by the relationship of of three dimensions of OC and JP ( $\beta = 0.25$  for AOC and  $\beta = -0.12$  for COC).

## IMPLICATIONS OF THE STUDY

The findings are vary much relevant to the mangers and policy makers of Educational institutions. Out of three dimensions, AOC is very relevant for the organizations and therefore all the efforts shall be made by the organization to increase AOC dimension and discourage COC dimensions.

The theory on antecedents of AOC suggest that there are number of factors that affect AOC which include factors like demographic factors, job-related factors, organizational structure and management style. The research also suggest that the relations between demographic variables and affective commitment are neither strong nor consistent. However, employee's perception of their own capacity might play an important role in the development of affective commitment. Therefore, competent people are able to choose higher quality organizations, which in turn inspired affective commitment. Therefore, the selection process of faculties shall include this dimension in the selection of faculties at the entry point itself.

Work experience variables are the strongest and the most consistent correlated with affective commitment. Job scope, a composite of three variables like job challenge, degree of autonomy and variety of skills used has a positive effect on affective commitment. Employees who are involved in decision making and fairly treated at their work place have strong affective commitment to the organization. From Institutions of Higher Education point of view, a teacher's job demands teacher's contribution in teaching and evaluation, co-curricular and extra curricular activities and research and extension. The yearly performance appraisal with API score has already made College teachers work more challenging. The management taking this guidelines as a stimulus can play a facilitator's role to exert positive pressure on teachers to make the job enriching and thus lead them to get affectively attached to organization and deliver better.

Employee with stronger continuance commitment to their current organization thought that their training investments were less easily transferable elsewhere. Continuance commitment can be transformed in AOC by encouraging participation in faculty development program, soft skill program and also putting the right dosage of negative reward. In extreme case, exit route also shall be allowed to make organizations competitive.

Entry point relationship seem more relevant with normative commitment and therefore shall be taken care by the institutions.

Thus, organizations may need to re-examine policies and structure to build organizational commitment. As already discussed such steps include selection of faculty, encouraging participation of teachers in various training and faculty development programs, empowerment for various extra curricular activities, and build the culture of learning to encourage quality research and publication.

## CONTRIBUTION OF THE STUDY

The findings support the concept evolved by by Allen and Mayer, 1991 and the also previous studies on the similar line by Nazim ali et al., Smeenk Sane, et al. (2008) and ICai-feng Wang (2010). This is the contribution of this study.



**CONCLUSION**

Affective Organizational Commitment is very important to bring better job satisfaction and job performance in Higher Education Institutions. And therefore, the managers of such institutions shall strive to devise policy and mechanism to build a dedicated work force of faculties who are affectively affiliated to the organization.

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