

A study on Impact of Job Characteristics on Key Attitudes of Faculty Members in Professional Educational Institutes.

Bhavna Malik

Assistant Professor

Jaipuria institute of Management, Ghaziabad(India)

Abstract

The purpose of the study was to investigate the impact of job characteristics on key attitudes (job satisfaction and organisational commitment) of faculty member's in professional educational institutes in Delhi region. Also the study explored the satisfaction level and commitment level of faculty with different dimensions of their job. A survey of 251 faculty members working in private professional educational institutes was conducted. Several analytical techniques were used such as Pearson correlation, Hierarchical regression to evaluate the relationship among variables. The findings of the study indicated that job characteristics promotional opportunities, task variety, pay satisfaction and professional development resulted into high affective commitment while participation in decision making was related with normative commitment. Promotional opportunity, pay and participation were highly related with job satisfaction of the faculty members.

Introduction

The biggest challenge which the higher education institutes are facing today is of survival and the issues of high turnover and low productivity. The reasons behind these issues is lack of motivation due to which employees are not able to perform. This de-motivation is result of job dissatisfaction which is not taken seriously and ultimately leads to attrition of employees. The best single predictor of an individual's behaviour is the measure of his/her intention to perform that behaviour (Fishbein and Ajzen, 1975). Organisational commitment and Job satisfaction have been studied widely in management literature (Bondla & Danish; Bondla & Naeem, 2008a, Bondla & Naeem, 2008b; Parker et al, 2013; Allen & Meyer, 1990) which are the antecedents of employees' performance. These factors plays a vital role in academic institutions, as higher educational institutions are the sources for human resources and to create intellect of nations. Academicians are the pillar in educational system holding very important positions. The overall performance of educational institution depends upon teachers and ultimately their level of commitment and job satisfaction. This study made an effort to understand the relationship of organisational commitment and job satisfaction among faculty members of professional educational institutes. The literature suggests that there are various reasons like affective commitment to the values of the organisation, costs involved with leaving the organisation, and a sense of obligation to the organisation (Meyer & Allen, 1997). For enhancing the performance of employees, the factors which contribute in level of commitment and leads to satisfaction is very important.

Literature Review

Professional educational institutes not only produce highly skilled and enlightened manpower but also shoulder the responsibility of lending dynamism, resourcefulness and intellectuality to it. A number of findings and observations points that professional education cosmos is sitting on a veritable landmine- that is faculty members shortfall due to which faculty performance accountability and productivity have placed increasing demands on faculty work. Faculty members are expected to perform multiple tasks as teach, conduct research, and be involved in service and administrative functions of the institution (Jacobs & Winslow, 2004; Gappa, Austin, & Trice, 2007; Schuster & Finkelstein, 2006). Increased expectations for faculty members' performance raise the pressure which affect faculty members' job attitudes.

Job characteristics

Earlier studies have shown that when the employees perform challenging and complex jobs characteristics like autonomy, skills variety and feedback they exhibits high levels of commitment and job satisfaction. (Sims *et al.*, 1976; Hackman and Oldham, 1980; Mathieu and Zajac, 1990; Meyer and Allen, 1997). Studies have found that participation in decision making is a positive predictor of organisational commitment and job satisfaction (Allen and Meyer, 1990; Mayer and Schoorman, 1998; McElroy, 2001). According to McElroy (2001) when employees are involved in decision making processes there can be increase in affective and normative commitment. Mottaz (1987, 1988) in his study found that job characteristics such as job autonomy, skills variety and job significance had strong, positive influence on organisational commitment and work satisfaction. Pay denotes organisational support and dependability, so it is an important determinant of organisational commitment and satisfaction (Guthrie, 2001; Levine, 1993; Gaertner and Nollen, 1989; Mottaz, 1988; Mowday *et al.*, 1982). Lambert (2003) found that job variety and job autonomy had positive effects on both job satisfaction and organisational commitment among correctional staff members. Studies have shown that that jobs which provide

little opportunity for growth, are boring and repetitive in nature and not enjoyed by the employees. (Price and Mueller 1986; Curry *et al.* 1986; Lambert 2004; Lambert *et al.*, 2007). Some studies have found that there is appositive relationship between promotion procedures and promotional opportunities with organisational commitment (Iles *et al.*, 1990; Kalleberg and Mastekaasaz, 1994; Young *et al.*, 1998; Iverson and Buttigieg, 1999). The studies have shown that the workers are highly committed and satisfied when the organisations take time and effort to stimulate employees through differential job opportunities (Lincoln and Kalleberg, 1990; Lambert, 2003). Similarly, Mowday *et al.* (1982) noted the employees feeling of responsibility is increased when the supervisors allow them with greater autonomy over how they perform. From a social exchange perspective, therefore, employees who are provided with meaningful, enriched jobs may reciprocate by increasing their commitment to the organisation.

Organizational Commitment

Organizational commitment is recognized as a key factor in the employment relationship and it is widely accepted that strengthening employment commitment. Organisational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organisation. Johns (1996) defines organizational commitment as "an attitude that reflects the strength of the linkage between an employee and an organization. Work environment characteristics, socialization experiences, management practices, and psychological and personal characteristics affect work behaviour and psychological contracts. It is Three Component model comprising of affective commitment, continuance commitment and normative commitment (Boehman, 2006; Canipe, 2006; Turner and Chelladurai, 2005; Greenberg, 2005; Allen and Meyer, 1996). Affective commitment is related to the employees who are part of the organisation willingly; hence they will be present on the job and motivate to do their best (Meyer & Allen 1997). This would lead to decreased turnover, absenteeism, and increased productivity (Mowday *et al.* 1982, Meyer & Allen 1997, Klein *et al.* 2009). Normative commitment refers to the group of employees who feel a sense of obligation and lie to stay with the organization. Continuance commitment, describes those employees who believes that the cost of leaving the organisation is quite high and due to which they are committed.(Mayer & Allen 1997). There are multiple commitments that transcend commitment to the overall organization. For improving the commitment, it is very important to understand the multiple factors that influence commitment.

Job Satisfaction

Job satisfaction is one of the most heavily researched employee attitudes over the last 50 years (Rayton,2006). Luthans defined Job satisfaction as "an attitude developed by an individual towards the job and job conditions". Spector(1997), defined job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. It is an affective response to specific aspects of the job and plays a role in enhancing employee commitment to an organisation. Intrinsic aspects of the job comprise 'motivators' or 'job content' factors such as feelings of accomplishment, recognition, autonomy, achievement, advancement among others. Extrinsic aspects of the job factors are job context factors which include pay, security, physical working conditions, company policies and administration, supervision, hours of work, union relations with management among others. Gazi *et al* (2010) in their study showed that teachers were satisfied with work variety, creativity, moral values, compensation, work itself, colleagues and cooperation. Du *et al*(2010) investigated that overall job satisfaction level was close to average, while salary and benefits scored the lowest level of satisfaction.

Relationship between job characteristics, job satisfaction and organisational commitment

Job satisfaction and organisational commitment have been examined extensively. However, there are still some controversy issues regarding both constructs (Rayton, 2006; Vilela *et al.*, 2008; Armutlulu and Moyan, 2011). Lambert (2004) in their study of 272 correctional facilities employees, found that job satisfaction and organisational commitment was affected differently by job characteristics (i.e. job variety, autonomy and supervision) as these characteristics effected job satisfaction more than organisational commitment. Jobsatisfaction is concerned with an individual's job while organisational commitment is related with the bond to an overall organisation, it is expected that job characteristics would have larger effects on job satisfaction than they would on organisational commitment.

Studies have shown that job satisfaction and organisational commitment are positively correlated. Mathieu and Zajac (1990) found that organisational commitment had a strong positive relationship with overall job satisfaction, satisfaction with promotion, pay and supervision among others. Meyer *et al.* (1993) in a study found that job satisfaction was positively correlated with affective commitment and normative commitment but negatively correlated with continuance commitment.

Objectives of the study

The following were the objectives of the study:

1. To analyse the effect of job characteristics on job satisfaction(Intrinsic and extrinsic)
2. To analyse the effect of job characteristics on organisational commitment(Affective, Normative and Continuance)

Research Hypothesis

H1: Job characteristics will be positively correlated to extrinsic job satisfaction.

H1a: Promotional opportunities will be positively correlated to extrinsic job satisfaction.

H1b: Task Variety will be positively correlated to extrinsic job satisfaction

H1c: Participation in decision making will be positively correlated to extrinsic job satisfaction.

H1d: Pay satisfaction will be positively correlated to extrinsic job satisfaction

H1e: Professional development will be positively correlated to extrinsic job satisfaction

H2: Job characteristics will be positively correlated to intrinsic job satisfaction.

H2a: Promotional opportunities will be positively correlated to intrinsic job satisfaction.

H2b:Task Variety will be positively correlated to intrinsic job satisfaction

H2c: Participation in decision making will be positively correlated to intrinsic job satisfaction.

H2d: Pay satisfaction will be positively correlated to intrinsic job satisfaction

H2e: Professional development will be positively correlated to intrinsic job satisfaction

H3: Job characteristics will be positively correlated to affective commitment.

H3a: Promotional opportunities will be positively correlated to affective commitment.

H3b:Task Variety will be positively correlated to affective commitment.

H3c: Participation in decision making will be positively correlated to affective commitment..

H3d: Pay satisfaction will be positively correlated to affective commitment.

H3e: Professional development will be positively correlated to affective commitment.

H4: Job characteristics will be positively correlated to normative commitment.

H4a: Promotional opportunities will be positively correlated to normative commitment.

H4b:Task Variety will be positively correlated to normative commitment.

H4c: Participation in decision making will be positively correlated to normative commitment..

H4d: Pay satisfaction will be positively correlated to normative commitment.

H4e: Professional development will be positively correlated to normative commitment.

H5: Job characteristics will be positively correlated to continuance commitment.

H5a: Promotional opportunities will be positively correlated to continuance commitment.

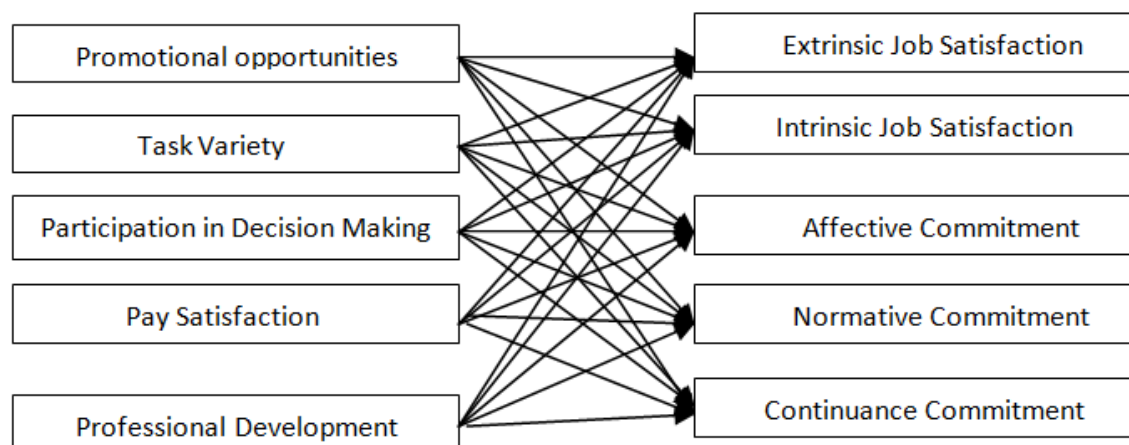
H5b:Task Variety will be positively correlated to continuance commitment.

H5c: Participation in decision making will be positively correlated to continuance commitment..

H5d: Pay satisfaction will be positively correlated to continuance commitment.

H5e: Professional development will be positively correlated to continuance commitment.

Model of the study:



Research Methodology

Sample and Data Collection

Survey data was collected from professional educational institutes faculty members. As. 400 questionnaires were distributed among faculty members, 265 were returned and used for analysis, out of these 14 were half filled and discarded. This resulted in 62.75 percent of response rate. Out of this 37.45 per cent were males and 62.54 per cent were females. Their ages ranged from 25 to less than 50 years old with job experience over 8 years. Most of them were master and PhD holders.

Measures

A questionnaire survey was used to obtain measures of job characteristics, job satisfaction and organisational commitment.

Instrumentation

The survey instrument used in this study comprised three scales. For the purpose of this study, the multidimensional conceptualisation of organisational commitment by Allen and Meyer (1990), was used selected for this study. The three dimensions of organisational commitment were affective, normative and continuance commitment. The job satisfaction was measured by using Warr, Cook and Wall (1979) scale. Job characteristics were adapted from different scales like Promotional opportunities were adapted from Price and Mueller (1981), task variety: Sims *et al.*, (1976), Pay satisfaction from Oldham and Hackman (1981). Participation in decision making was adapted from Scott-Ladd and Marshall, 2004. Professional development was adapted from Parasuraman and Wormley (1990). All the rating is accomplished on a five point scale ranging from strongly disagree(1) to strongly agree(5).

Analysis and Results

For the research purpose SPSS 16 package was used. The first first stastical analysis was coefficient Cronbach's alpha to measure internal reliability analysis. Reliabilities of the scales were: Job characteristics .847, job satisfaction .789 and for organisational commitment .766. Discriminate validity was measured by using Chi-square test, which was found to be satisfactory. The Table 1 illustrates the profile of the respondents:

N=251		
Demographic variables	Frequency	Percent (%)
Age		
Below 30	48	19.1
30-39	98	39.0
40-49	72	28.7
50 and above	33	13.1
Gender		
Male	94	37.45
Female	157	62.54
Job experience		
4 years and less	59	23.6
5 - 10	57	22.7
11 - 15	97	38.6
16 and above	38	15.1
Education		
Bachelor Masters	38	15.1
PhD (on-going) PhD	57	22.7
	67	26.7
	89	35.5

In Table 1 there is consistency between the respondents demographic factors.

Table 2 illustrates the correlation between the variable under investigation

		1	2	3	4	5	6	7	8	9	10
1	Promotional Opportunities	1.00									
2	Task Variety	0.32*	1.00								
3	Participation in decision making	0.44*	0.39*	1.00							
4	Pay satisfaction	0.32*	0.34*	0.30*	1.00						
5	Professional development	0.34*	0.40*	0.33*	0.36*	1.00					
6	Affective Commitment	0.35*	0.39*	0.37*	0.37*	0.43*	1.00				
7	Continuance commitment	0.25*	0.19*	0.09*	0.22*	0.19*	0.42*	1.00			
8	Normative commitment	0.35*	0.31*	0.33*	0.23*	0.29*	0.65*	0.47*	1.00		
9	Extrinsic job satisfaction	0.52*	0.45*	0.58*	0.56*	0.23*	0.54*	0.26*	0.45*	1.00	
10	Intrinsic job satisfaction	0.51*	0.42*	0.52*	0.58*	0.49*	0.52*	0.24*	0.41*	0.67*	1.00

Notes: * significant at 0.01 level: ns – not significant

This is evident from the above table (2) that there is positive relationship between promotional opportunities and intrinsic satisfaction, extrinsic satisfaction, affective commitment and normative commitment. Also there was significant positive relationship between task variety with and intrinsic satisfaction, extrinsic and affective commitment. Participation in decision making is correlated with extrinsic and intrinsic satisfaction. Pay satisfaction as expected is related with extrinsic satisfaction. While professional development is significantly correlated with intrinsic, extrinsic, affective and normative commitment. So, the hypothesis H1, H2, H3 and H4 are proved through the correlation table.

Table 3: Stepwise regression analysis predicting affective commitment among faculty members

Variables	B	Std. Error	Standardized Coefficients (β)	T
(Constant)	7.810	2.883		2.982
Promotional opportunities	0.221	0.086	0.142	2.457**
Task variety	0.473	0.114	0.167	4.136***
Participation in decision making	0.213	0.062	0.161	3.466**
Pay satisfaction	0.184	0.071	0.124	2.528**
Professional development	0.156	0.094	0.063	1.4263†

R = 0.672 R2 = 0.451 Adjusted R2 = 0.441

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; † $p < 0.10$

The beta coefficients show that task variety ($\beta = 0.167, p < 0.001$), participation in decision making ($\beta = 0.161, p < 0.001$) and promotional opportunities ($\beta = 0.162, p < 0.001$) made the strongest individual contribution in explaining affective commitment while professional development contributed the least variance ($\beta = 0.063, p < 0.1$). The variance between continuance commitment and independent factors was not that significant.

Table 4: Stepwise regression analysis predicting normative commitment among faculty members

	B	Std. Error	Standardised Coefficients (β)	t
(Constant)	2.074	1.481		1.401
Promotional opportunities	0.188	0.074	0.118	2.547*
Participation in decision making	0.233	0.055	0.211	4.204***

R = 0.618 R2 = 0.382 Adjusted R2 = 0.372

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; † $p < 0.10$

The standardised beta coefficients show that participation in decision making ($\beta = 0.211, p < 0.001$), promotional opportunities ($\beta = 0.118, p < 0.001$) made strongest individual contribution.

Table 5: Stepwise regression analysis predicting extrinsic job satisfaction among faculty members

	B	Std. Error	Standardized Coefficients	t
(Constant)	5.358	1.515		3.537
Promotional opportunities	0.146	0.056	0.087	2.615**
Pay satisfaction	0.182	0.050	0.151	3.630***
Participation in decision making	0.215	0.045	0.181	4.747***

R = 0.826 R2 = 0.682 Adjusted R2 = 0.672 F = 71.142 p = 0.000

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; † $p < 0.10$

The results show that the independent variables accounted for 68.2% of the variance in extrinsic job satisfaction among academic staff respondents. The beta coefficients show that participation in decision making ($\beta = 0.181$, $p < 0.001$), pay ($\beta = 0.151$, $p < 0.001$) contributed the highest individual variance in explaining intrinsic job satisfaction.

Table 6: Stepwise regression analysis predicting intrinsic job satisfaction among faculty members

	B	Std. Error	Standardised Coefficients	t
(Constant)	10.198	1.722		5.924
Promotional opportunities	0.169	0.054	0.101	3.133**
Pay satisfaction	0.252	0.038	0.203	5.640***
Participation in decision making	0.157	0.042	0.132	3.705***
Professional development	0.153	0.065	0.080	2.339*
R = 0.855 R² = 0.731 Adjusted R² = 0.722				

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; † $p < 0.10$

The Stepwise regression results show that pay satisfaction ($\beta = 5.640$, $p < 0.001$) and participation in decision making ($\beta = 0.132$, $p < 0.001$) contributing the strongest individual variance .

Discussion and conclusion

The main objective of this research is to fill the preceding gap in the literature by introducing a empirical investigation of the relationship among job characteristics and key attitudes (job satisfaction and organisational commitment) through survey of professional educational institutes in Delhi. Using Pearson correlation analysis and hierarchal regression analysis provides unique insight results. The results have important conclusions and implications for educational institutes.

First, promotional opportunities provided by the institute results in higher level of job satisfaction. The faculty members if provided with higher opportunity to grow in the organisation will be more satisfied externally and internally. This will further result in higher performance of the faculty members.

Secondly, task variety also results into high level of job satisfaction both extrinsic and intrinsic job satisfaction. As task variety is an important job characteristic, and faculty members are more satisfied if the institute provides they with different tasks as this keeps them motivated to perform on the job.

Thirdly, participation in decision making is also related to the extrinsic job satisfaction, as decision making is an integral part of the job and if faculty members are being provided the opportunity with participation they feel more satisfied with the job.

Fourth, the results shows that pay satisfaction is highly related to job satisfaction and affective commitment. In professional educational institutes pay is a challenge now a days, and if faculty members are provided with pay as per their expectations only then they will be satisfied with their jobs. Also, this will lead to productive commitment for the organisation, as they will be high faculty members.

Fifth, professional development leads to high affective commitment and high intrinsic job satisfaction, as the faculty members feel that they have been provided to grow professionally then the performance enhances, also they feel more satisfied internally from the job.

Research limitations and future research

This research offers insights into the unique contribution and interesting relationships between the constructs under investigation and provides a clear understanding of the importance of job characteristics in job satisfaction and organisational commitment. Nevertheless, the findings have limitations:

The quantitative method has been used in the research and causal statements about hypothesised relationship between variables is have been made. For identifying the reasons for the relationships this is a weak method as causality could not be determined. The longitudinal study might be more useful for this kind of research.

The sample size should have been large as there are lot of professional educational institutes in NCR.

Future research are needed to explore the other important antecedents of job satisfaction and organisational commitment. As, in educational institutes other factors like culture of the organisation and demographic factors plays a vital role, also the relationship between cultural factors and key attitude can be studied in future. A longitudinal research approach would make additional contributions to the understanding of this aspect.

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