

JOB SATISFACTION AND COMMITMENT LEVEL IN POST GRADUATE TEACHERS: THE MEDIATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT

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Abstract

This study aimed to explore the mediating role of perceived organizational support (POS) on the relationship between commitment level and job satisfaction, which is considered as an important outcome for the development of well-being at work. Data was collected through questionnaire from 249 teachers from public universities of Pakistan. Convenient sampling technique was used. The collected data were analyzed through SPSS-21 using multiple regression analysis. Results indicated that POS fully mediated the relationship between commitment level and job satisfaction. Implications for management educational practice and limitations of the study are discussed.

Key Words: Perceived Organization Support, Commitment Level, Job satisfaction, University teachers, Peshawar, KP, and Pakistan.

Introduction

One of the most important factors to make a difference under the working conditions of the educational environment is a committed, productive, highly motivated and innovative human resource in educational world. With the increase demand of education, there is a need for organizations to address employee satisfaction, organizational commitment and work itself. The success, survival and competing power of organizations depend on the commitment of their members, supporting their individual developments and ensure their participations. The purpose of this study is to gain a better understanding of the relationships between job satisfaction, organizational commitment as well as the mediator role of perceived organizational commitment.

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Perceived organizational support (POS), refers to the degree to which employees believe their work organization values their contributions and cares about their wellbeing (Eisenberger et al. 1986; Rhoades and Eisenberger 2002). Organizational support also invokes social exchange theory according to which Perceived Organization Support should elicit the norm of reciprocity (social exchange theory Blau, 1964), leading to a felt obligation to help the organization, as well as the expectation that increased commitment level and job satisfaction on behalf of the organization. Employees use their judgments of perceived organizational support to estimate their effort-outcome expectancy. The demonstrations of gratitude whether it is moral or tangible promote the development of feelings of approval, esteem and affiliation towards the organization. Perceived organizational support is commonly used as a mediator for organizational and individual outcomes (Hochwarter et al., 2003).

Job satisfaction is defined by Greenberg that it is a person's positive or negative feelings about their jobs. Ivancevich and Matteson (1990) stated that job satisfaction is an attitude that individuals have about their jobs. It results from their perception of their jobs. The emotional or evaluative component refers to an individual's positive, neutral or negative feelings of what might be called the focus of attitude Aydogdu & Asikgil (2011). Allen and Meyer (1993), defined Organizational Commitment as a bond of the individual to the organization and furthermore Meyer & Allen (1991), explain three dimension of organizational commitment: i. Affective Commitment (emotional attachments) ii. Continuance Commitment (losing attractive benefits or seniority) iii. Normative Commitment (individual personal values).

Problem statement & Rational

For the knowledge of researcher, there is less amount of literature about the relation between job satisfaction and commitment level and the mediating role of POS in this relation in Pakistani public institutions. So,

in line with the studies above presented, and moving from previous research about organizational commitment, perceived organizational support, job satisfaction and in scholar contexts, the present study aim to explore the following theoretical model which assumes that commitment could be a significant predictor of teacher's job satisfaction, and this relationship can be mediated by POS as showed in the following figure.



Figure 1: The theoretical model

Research Objectives

- a): To identify the relationship between commitment level and job satisfaction
- b): To explore the relationship between commitment level and perceived organizational support.
- c): To upraise the relationship between perceived organizational and job satisfaction.
- d): To find out the moderating role of Perceived organizational support in the relationship between job satisfaction and commitment level.

Hypotheses

- H1: commitment level will be positively related to job satisfaction.
- H2: commitment level will be positively related to perceived organizational support.
- H3: perceived organizational support will be positively related to job satisfaction.
- H4: perceived organizational support will mediate the effect of commitment level on job satisfaction.

Methodology

The study is descriptive in nature. Quantitative design was followed using 5-point likert scale. The population of this research included public sector university teachers (2146). Study was being done on university teachers in district Peshawar. All public sector universities of district Peshawar constitutes the population. Sample of the study was comprised of 249 respondent (teachers). Data was collected through convenience sampling technique. Participants were contacted directly and adopted questionnaires were distributed accordingly among them. Participants were given ample time to fill the Questionnaire. About 249 Questionnaires were distributed among faculty members. The Questionnaire contains 25 items. 50 university teachers were selected for pilot study. The purpose of pilot study and modification of the questionnaires was to check the reliability and validity of data and if found any confusion might be removed (Sax, 1979, p258). Pilot testing is done in order to be ready for any type of criticisms from users and further recommendations from experts (Borg and Gall, 1983, p.425). Data from all the respondents were gathered and analyzed through SPSS-21 using multiple regression analysis.

Results

The data obtained were checked using multiple regression statistics to check the association between commitment level, job satisfaction and perceived organizational support and other factors educators and are given below in table 1.

No	Problem identified	Value	Likelihood ratio	P value
Perceived organizational support				
1	The organization values my contribution to its well being	14.61a	16.43	.102
2	The organization fail to appreciate any effort for me	8.35a	7.424	<.001
3	The organization strongly considers my goals and my values	16.98a	14.83	<.002

4	The organization would ignore any complaint for me	18.51a	17.037	.<003
5	Help is available from the organization when I have problem	25.76a	24.27	.<003
6	The organization cares about my opinion.	33.736a	19.888	<.001
7	The organization fails to appreciate any effort for me.	88.099a	67.38	.224
8	The organization takes pride in my accomplishments at work.	43.75a	36.28	<.001
Job satisfaction				
9	Being able to keep busy all the time	11.09a	9.19	<.001
10	The chance to work alone on the job	35.65a	33.34	<.001
11	The chance to do different things from time to time	14.09a	12.13	0.<.004
12	The chance to be "somebody" in the community.	27.65a	24.34	0.35
13	The way my job provides helps for steady employment	67.09a	41.13	0.85
14	The chance to do something that makes use my abilities.	64.38a	31.44	0.<.001
15	My pay is enough for the amount of work I do.	35.65a	33.34	<.001
16	The freedom to use my own judgment.	9.11a	8.45	0.<.002
Commitment level (affective)				
17	I would be very happy to spend the rest of my career with this organization	55.07a	11.50	0.<.001
18	I really feel as if this organization's problems are my Own	64.06a	22.33	0.82

19	I think that I could easily become as attached to another organization as I am to this one	7.08a	11.41	0.44
20	I do not feel like 'part of the family' at my organization	21.35a	9.16	0.<003
Commitment level (continuance)				
21	I am afraid of what might happen if I quit my job without having another one lined up	16.10a	11.44	0.<002
22	It would be very hard for me to leave my organization right now, even if I wanted to.	13.08a	14.50	0.<002
23	It wouldn't be too costly for me to leave my organization now	16.09	18.44	0.<001
Commitment level (Normative)				
24	I think that people these days move from organization to organization too.	21.40	12.35	0.<001
25	I do believe that a person must always be loyal to his or her profession.	47.61	45.36	0.80

Summary

These analyses provide evidence that affective, normative and continues commitment and job satisfaction are strongly mediate by between Perceived Organizational Support and based on statistical evidence it was found that commitment level and job satisfaction have positive strong relationship. These results support that Perceived Organizational Support is related to commitment level and job satisfaction through social exchange and norm of reciprocity.

Discussion

The main purpose of the present study was to advance understanding about an indicator of well-being at work, such as commitment which is considered as one of the positive outcomes of job satisfaction. Multiple regression analysis has fully supported our hypotheses. Job commitment was proved to be related significantly to job satisfaction as mediated by perceived organizational support. Teachers' job satisfaction has been often associated with teachers' absenteeism and attrition (Weiqi, 2007; Zembylas and Papanastasiou, 2004). Teachers' job satisfaction and dissatisfaction have been Studied as factor which is influenced by a number of variables. Result indicates that the teachers in several universities are not satisfied with their jobs (Skaalvik and Skaalvik, 2011) like Item 9 (Being able to keep busy all the time) having their significance value 0.001 which indicates that the educators are overloaded, the organization sometime did not takes in account their needs, helps as well didn't takes pride on theirs accomplishment etc. In return obviously they will be less committed i.e., Item no 17 (I would be very happy to spend the rest of my career with this organization, P value=0.001).

This situation seems to be confirmed by the less committed and high turnover among the teachers. Apart from this, to best of our knowledge the study found about the perceived organizational support as a contextual variable that may affect job satisfaction. A lack of support and feeling of belonging can be perceived as a psychological strain and cause exhaustion which is related to job dissatisfaction and consequently, to intention to leave or to increase of absenteeism at work place. One implication of this study is that school administrators should pay more attention to teachers' organizational support and job satisfaction, as well as personal characteristics of teachers by developing actions for teachers (e.g., pride on their accomplishment, possibly support, salary, autonomy and so on) to increase their commitment level with their profession. It is crucial for teachers but also for students because a teacher satisfied is an

engaged worker in her or his own job and motivated to improve the quality of teaching. The quality of teaching is, in turn, essential for education of students, in terms of success, satisfaction and learning achievement. (Donner et al., 2015)

Conclusion

Predictions based on perceived organization support processes involving social exchange, were generally successful in accounting for contributions of fairness, quality teaching, work performance and working conditions in term of their employee's commitment and job satisfaction to POS, as well as the relationship of POS with employees' positive orientation toward the organizations, subjective well-being, and behaviors helpful to the organization. Taken as a whole, the results suggest that Commitment level and job satisfaction have positive relationship (Du & Lo 2010) and POS plays a central role in the employee–organization relationship (Makanjee, Hartzler, & Uys, I. L. 2006) and has important implications for improving employees' well-being and favorable orientation toward the organization.

Recommendations

- Employees who feel supported by their organization are likely to develop greater commitment to the organization, this study recommends that expected changes in organizational support/policies also contribute uniquely to the development of employee's commitment.
- Workers who sense high levels of support from their organization have the expectations that the organization will increase its support in the future as a consequence strong feeling of satisfaction as well as strongest commitment toward their job responsibilities are developed so, the organization therefore foster strong bonds with their employees both by ensuring that workers feel supported, as well as by conveying

that they are committed to increasing this support in the future.

- Making surety of teachers participation in the decision-making process by the high authorities. This will increase the level of satisfaction and brings great achievement in term of commitment both for the university and education setting at large.

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