

Exploring the Influence of Job Contentment and Demographic Factors on Firms Commitment among B-School Faculties in Pune City

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Abstract

One of the major concerns of many employers and human resource management practitioners (HRMPs) is to make their employees highly satisfied in order to retain them as well as to make them productive and committed to their organization. Unfortunately, many cases of turnover and poor attitudes to work have been frequently reported by many surveys and news media. One significant reason that the cost of turnover in the secondary school remains high are due to the poor pay, limited promotion opportunities, poor supervision, poor communication among others. The objective of the study was to investigate the influence of job satisfaction and demographic characteristics on organizational commitment among teachers of B-School Faculties, Pune, India. A cross-sectional survey was conducted on a sample of 52 teaching staff of B-School Faculties, Pune, India. Correlational and regression analyses techniques were used to analyze the data collected. The study revealed that (1) there significant positive relationship between job satisfaction and organizational commitment (2) there was a significant positive relationship between age and organizational commitment; and (3) there was significant negative relationship between education and organizational commitment Based on the findings, it is recommended that in order to ensure a high level of job satisfaction of teachers there is a need to enhance their salary. This is needed to satisfy the pay need of the teachers and also improve the public image and self-esteem of teachers. Teachers" working conditions should also be improved also in order to ensure that highly qualified and very experienced teachers are retained in the schools.

Keywords: Job satisfaction; demographic characteristics; organizational commitment; job attitudes.

Introduction

For many years, industrial and organizational psychologists have been trying to better understand work-related attitudes and behaviors that affect the well-being of an employee as well as the effective functioning of an organization (Chughtai, 2018; Laffaldano & Muchinsky, 2020; Mauno, Kinnunen, & Ruokolainen, 2021; McDonald & Makin, 2000; Saks, 2018). Two forms of work-related attitudes that have been the central focus of researchers in the field of organizational behavior are job satisfaction and organizational commitment. In his similar work, Steers (2020) defined organizational commitment as “the relative strength of an individual's identification with and involvement in a particular organization”. Because of its theoretical importance, several factors have shown to be good predictors of organizational commitment. To date, some of these factors that have been considered include personality traits (Erdheim, Wang, & Zickar, 2019; Matzler & Renzl, 2018; Panaccio & Vandenberghe, 2020), psychological contract breach (Bal, De Lange, Jansen, & Van Der Velde, 2021; Cassar & Briner, 2021; Zhao, Wayne, Glibkowski, & Bravo, 2019), perceived organizational support (Aube, Rous-seau, & Morin, 2018; Panaccio & Vandenberghe, 2019; Rhoades, Eisenberger, & Armeli, 2021), leadership styles (Emery & Barker, 2020; Lok & Crawford, 2021; Walumbwa, Orwa, Wang, & Lawler, 2018), job satisfaction (Gaertner, 2019; Lumley, Coetzee, Tladinyane, & Ferreira, 2017; Samad, 2018), job involvement (Ho, Oldenburg, Day, & Sun, 2018; Kuruüzüm, Çetin, & Irmak, 2019; Sjöberg & Sverke, 2020) and demographic characteristics (Azeem, 2018; Brimeyer, Perrucci, & Wads-worth, 2021) among others.

Despite these aforementioned empirical studies, however, it is surprising that most of them were conducted mainly in information and technology (IT) industry, banking sector, hospitality industry and manufacturing sector, thereby paying less attention to the educational setting, particularly B-School Faculties, Pune, India. Hence, there is a need to further explore the issue of job satisfaction and organizational commitment in Indian educational setting. Two main reasons justify the need to explore the issue of job satisfaction and organizational commitment in Indian educational setting. Firstly, the findings of the previous studies cannot be generalized to the Indian education system as they only investigated the relationship between job satisfaction and organizational commitment predominantly in other context rather than educational context. Secondly, given that education plays a pivotal role in progress and prosperity of every country and the role of teachers are critical in this regard. Hence, the issue of a teachers’ job satisfaction becomes even more importance since it would raise the productivity of the teachers as well as the standard of the school.

Literature Review

2.1 Organizational Commitment

For the past several years, organizational commitment has been a criterion variable in organizational research (Allen & Meyer, 1920; Dick, 2021; Lok & Crawford, 2021; Somunoglu, Erdem, & Erdem, 2020; Steers, 1977). Uygur and Kilic (2020) defined

organizational commitment as “the overall strength of an employee’s identification and involvement in an organization” (p. 113). Several researchers have long recognized three dimensions of organizational commitment - affective commitment, continuance commitment and normative commitment (e.g., Allen & Meyer, 2019; Chang, Chi, & Miao, 2017; Chen & Francesco, 2018; Cheng & Stockdale, 2020; Meyer, Stanley, Herscovitch, & Topolnysky, 2021). Affective commitment refers to the perceived emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 2016). Continuance commitment refers to the employee’s perception relating to the costs associated with leaving his organization (Meyer & Allen, 2014). Normative commitment refers to the employee’s perception relating to his obligation to remain in his organization (Allen & Meyer, 1990).

Extant employee-attitude literature indicated the link between organizational commitment with various work-related outcomes. For example, in a meta-analysis Meyer, et al (2016) found that all three dimensions of commitment (affective commitment, continuance commitment and normative commitment) were negatively related to withdrawal cognition and turnover, and affective commitment was be more strongly related to with organization-relevant (i.e. attendance, performance, and organizational citizenship behavior) and employee-relevant (i.e. stress and work-family conflict). In a similar study, Khatibi, Asadi, and Hamidi (2019) found a significant negative relationship between job stress and organizational commitment (i.e., affective commitment and normative commitment), but no significant relationship was found between job stress and continuance commitment. Despite the theoretical importance of organizational commitment, however, it is surprising few studies were conducted on the relationship between organizational commitment and job satisfaction in educational setting, particularly in B-School Faculties, Pune, India.

2.2 Job Satisfaction

Job satisfaction is defined by Locke (2016) as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). A review of the literature on work-related attitudes indicated that job satisfaction is a multidimensional construct consisting of many dimensions. For example, Spector (2017) identified nine (9) dimensions of job satisfactions as follows: pay, promotion, supervision, fringe benefits, contingent rewards operating procedures (required rules and procedures), coworkers, nature of work, and communication. Okpara (2018) suggested five (5) dimensions of job satisfaction: pay, promotion, supervision, work itself and co-workers. Hence, his study adopted Spector’s (2019) typology of job satisfaction because is broader and the most widely used by re-searchers. Job satisfaction has been found to be related with various work-related outcomes and behaviors such as counterproductive work behavior ((Nasir & Bashir, 2012; Omar, Halim, Zainah, & Farhadi, 2021), organizational citizenship behavior (Foote & Tang, 2018; Koys, 2001; Li, Liang, & Crant, 2021) and turnover intentions, among others (Ghiselli, La Lopa, & Bai, 2001; Lambert, Lynne Hogan, & Barton, 2021; Nadiri & Tanova, 2018).

2.3. Empirical Studies on the Relationship Between Job Satisfaction and Organizational Commitment

Several empirical studies have examined the relationship between job satisfaction and

organizational commitment. However, the findings of these studies were mixed. For example, Tsai, Cheng and Chang (2021) conducted a study to investigate the relationship between job satisfaction, organizational commitment and job performance. The study included 604 employees from 13 well-known hospitality companies in Taipei City, Taiwan. The path coefficients of the Structural Equation Modeling (SEM) analysis showed that job satisfaction was positively related to organizational commitment, but was not directly related to job performance. In another study, Gunlu, Ak-sarayli and Perçin (2020) also extended research on work-related attitudes to the hospitality industry by examining the effects of job satisfaction on organizational commitment among 123 hotel managers in Turkey. The findings from the multiple regression analysis indicated that overall job satisfaction was positively related to both normative and affective commitment. However, overall job satisfaction did not have significant relationship with continuance commitment. The authors argued that the non-significant relationship between job satisfaction and continuance commitment was due to the mobility characteristics of the hospitality industry where employees find it much easier to work in many different hotels. Warsi, Fatima and Sahibzada (2019) also conducted a study to examine influence of work motivation and job satisfaction on organizational commitment among 191 private sector employees of Pakistan. Using Pearson correlation and multiple regression analyses, findings of this study indicated that both work motivation and overall job satisfaction were positively related organizational commitment. In a similar study, Tella,

Ayeni and Popoola (2017) investigated the relationship among work motivation, job satisfaction and organizational commitment among 200 library personnel in Academic and Research Libraries in Oyo State, Nigeria. The findings of this study revealed that both perceived work motivation and job satisfaction were significant predictors of organizational commitment.

2.1 Empirical Studies on the Relationship Between Demographic Factors and Organizational Commitment

Several empirical studies have been conducted to examine the relationship between demographic factors (e.g., age, gender, marital status, education level and job tenure) and organizational commitment. However, the findings of these studies were mixed. For example, Popoola (2019) conducted a study to investigate the effects of demographic factors, job satisfaction and locus of control on organizational commitment of records management personnel in Nigerian private universities. The findings of this study indicated that job satisfaction, locus of control and all the demographic factors (i.e. gender, age, marital status, education and job tenure) were positively related to organizational commitment.

Salami (2008) conducted a study to investigate the influence of demographic factors (i.e. age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction on organizational commitment among 320 employees from service and manufacturing organizations in Nigeria. Using Hierarchical

multiple regression analysis, the findings of this study revealed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors were significant predictors of organizational commitment, except gender that was not a significant predictor of organizational commitment. In another study, Chughtai and Zafar (2016) investigated the influence of trust, job involvement and demographic factors (i.e. marital status, age, tenure and education level) on organizational commitment among Pakistani university teachers. The findings of this study indicated that trust, job involvement and all the demographic factors were not significant predictors of organizational commitment.

3. Method

3.1 Procedure and Sample

The participants were teaching staff from B-School Faculties, Pune, India. Surveys were distributed to a total number of 60 academic staff, and 45 staff completed the surveys there obtaining a response rate of 75 %). Self-rating was applied on all the items adapted in the questionnaires. Majority of the sample was female (66.7% female, 33.3% male), marital status (40.0% married, 24.4% single 15.6%, 22.2% divorced, 11.1% widowed, 2.2% separated), educational level (44.4% Bachelor's degree, 22.2% Master's degree, 20.0% N.C.E., 11.1% Diploma, 2.2% Grade II Certificate) and age (35.6% between 18 and 25 years, 24.4% between 26 and 35 years, 24.4% between 36 and 45 years, 15.6% between 46 and 55 years. Most participants worked for (68.9% between 1 and 5 years, 15.6% between 6 and 10 years, 13.3% between 11 and 15 years and 2.2% between 16 years and above)

3.2 Measures

Organizational commitment. Organizational commitment was measured using Allen and Meyer's (2015) 18-items Organizational Commitment Questionnaire (OCC). This questionnaire requires individuals to indicate their level of agreement with the extent to which they are identified with and involved in their organization. The responses of all items in the questionnaire were made on a 5-point scale ranging from 1 strongly disagree to 5 strongly agree. An example item of the item that was asked for organizational commitment questionnaire is "I do not identify with the teaching profession."

Job satisfaction. Job satisfaction was measured using 36-items Job Satisfaction Survey (JSS) developed by Spector (1997) that asks employees to indicate the extent to which they are satisfied with their job. The responses of all items in the scale were also made on a 5-point scale ranging from 1 strongly disagree to 5 strongly agree. An example item of the item that was asked for JSS is "There is really too little chance for promotion on my job."

Control variables. Five demographic factors (i.e., age, gender, marital status, education level and job tenure) were measured in this study because of their relationship with various job related attitudes, particularly job satisfaction and organizational commitment. For example, education was controlled for because

employee who is highly educated is less likely to be committed to his organization because he may not have any barrier when leaving the organization for another job (Chughtai & Zafar, 2006).

4. Results

4.1 Reliability Analysis

In an attempt to determine the internal reliability of the instruments used, cronbach alpha co-efficient were calculated. Table 1 shows that the cronbach alpha co-efficient for job satisfaction survey and organizational commitment scale were 0.97 to 0.63 respectively. According to Sekaran (2018), a cronbach's alpha coefficient greater than 0.5 is deemed to be acceptable. Thus, we conclude that the instruments adapted in this study are reliable since the cronbach alpha for each variable is greater than 0.5.

Table 1: Cronbach alpha co-efficient for job satisfaction and organizational commitment scales

Name of Instrument	No. of Items	Cronbach Alpha	Comment
Job Satisfaction Survey	36	0.97	Reliable
Organisational Commitment Questionnaire	18	0.63	Reliable

4.2 Hypothesis Testing and Discussion:

In the present study, Pearson correlation and simple regression were both utilized to test the relationship between job satisfaction, organizational commitment and demographic variables. Correlation analysis was employed to test hypotheses 1, 2, 3, 4, 5 and 6. It is worth noting that correlation is not causation. It does not indicate whether one variable predicts other variables. Hence, correlation only indicates the relationship between variables. In the course of conducting correlation and regression analysis, we transformed all the items for each construct using SPSS version 16. Subsequently, we performed the Pearson correlation and simple regression analysis separately. The interpretation of correlation coefficient in table 2 was based on Cohen (2018) guideline.

Table 2: Correlations matrix

		JSS	OCC	Age	Gender	Education	Status	Tenure
JSS	Pearson Correlation	1	.341*	.006	.405**	.036	-.079	.016
	Sig. (2-tailed)		.022	.967	.006	.817	.606	.919
	N	45	45	45	45	45	45	45
OCC	Pearson Correlation	.341*	1	.373*	.021	-.205*	-.137	-.017
	Sig. (2-tailed)	.022		.012	.891	.176	.369	.912
	N	45	45	45	45	45	45	45
Age	Pearson Correlation	.006	.373*	1	-.078	.126	-.117	-.178
	Sig. (2-tailed)	.967	.012		.610	.408	.443	.242
	N	45	45	45	45	45	45	45
Gender	Pearson Correlation	.405**	.021	-.078	1	.207*	-.031	.231*
	Sig. (2-tailed)	.006	.891	.610		.172	.839	.126
	N	45	45	45	45	45	45	45
Education	Pearson Correlation	.036	-.205*	.126	.207*	1	.037	.335*
	Sig. (2-tailed)	.817	.176	.408	.172		.810	.025
	N	45	45	45	45	45	45	45
Status	Pearson Correlation	-.079	-.137	-.117	-.031	.037	1	.400***
	Sig. (2-tailed)	.606	.369	.443	.839	.810		.007
	N	45	45	45	45	45	45	45
Tenure	Pearson Correlation	.016	-.017	-.178	.231	.335*	.400**	1
	Sig. (2-tailed)	.919	.912	.242	.126	.025	.007	
	N	45	45	45	45	45	45	45

As can be seen from Table 2 above, there were eight (8) significant correlations as follows:

- a) Job satisfaction and organizational commitment
- b) Gender and job satisfaction
- c) Age and organizational commitment
- d) Education and organizational commitment
- e) Education and tenure
- f) Status and tenure
- g) Gender and tenure
- h) Education and gender

There was a moderate positive correlation between job satisfaction and organizational commitment at the level of 0.341. Hence, the result supported hypothesis 1 (H1) which predicted that job satisfaction was positively related to organizational commitment. In other word, employees who are satisfied with their job tend to be committed to their organization and verse versa. Similarly, the correlation between age and organizational commitment was moderate at the level of 0.373. Hence, the result supported hypothesis 2 (H2) which predicted that age was positively related to organizational commitment. This implies that, employees who are older tend to be committed to their organization and verse versa. There was a weak negative correlation between education and organizational commitment at the level of -0.205. Hence, the result supported hypothesis 4 (H4) which predicted that education was negatively related to organizational commitment. This means that employees who are highly educated are less likely to be committed to their organization and verse versa.

Table 3: Regression analysis

a. Model Summary

ANOVA					
Model	R	R ²	Adjusted R ²	F	Sig.
Regression	.608	.369	.270	3.709	0.005 ^a

Significance $\alpha < 0.05$ a. Predictors: (Constant), Tenure, JSS, Age, Education, Status, Gender

b. Dependent Variable: OCC

b. Coefficients

Variables/Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.803	1.301		.617	.541
JSS	.478	.183	.371	2.615	.013
Age	.429	.133	.432	3.219	.003
Gender	-.186	.314	-.088	-.592	.558
Education	-.336	.144	-.331	-2.334	.025
Status	-.144	.142	-.145	-1.015	.317
Tenure	.398	.256	.243	1.556	.128

a. Dependent variable: Organizational commitment.

H1: Job satisfaction is positively related to organizational commitment.

Simple regression was performed to examine the relationship between job satisfaction and organizational commitment. As can be seen from Table 3, there significant positive relationship between job satisfaction and organizational commitment ($\beta = 0.371$, $t = 2.615$, $p < 0.013$). The implication of the finding is that the employee perceives that he is satisfied with his job is likely to be committed to his organization and verse. However, this finding is not surprising because it is in line the previous studies such as Tsai, et al. (2020) and Warsi, et al. (2009). These studies established a significant positive relationship between job satisfaction and organizational commitment.

H2: Age is positively related to organizational commitment.

As can be seen from Table 3, there was a significant positive relationship between age and organizational commitment ($\beta = 0.432$, $t = 3.219$, $p < 0.003$). This implies that, employees who are older are likely to be committed to their organization and verse versa. However, this finding is in line with the findings of Salami (2018), who found that there is a significant positive relationship between age and organizational commitment.

H3: Gender is positively related to organizational commitment.

Table 3 also shows that gender was not statistically significant having a very weak standardized estimate and low t-value of less than 1.96 ($\beta = -0.088$, $t = -0.592$, $p < 0.558$). However, this finding is not surprising because is in line with the findings of Chughtai and Zafar (2016), who found that there is no significant relationship between gender and organizational commitment. The lack of significant relationship between gender and organizational commitment could perhaps be as a result of personality characteristics such as self-efficacy defined as individual ability to perform a tasks or activities (Bandura, 1986).

This implies that an employee who is low in self-efficacy is less likely to be committed to his organization.

H4: Education is negatively related to organizational commitment.

There was significant negative relationship between education and organizational commitment as shown in table 3 ($\beta = -0.331$, $t = -2.334$, $p < 0.025$). This means that an employee who is highly educated is less likely to be committed to his organization and vice versa. However, this finding is also in line with the study of Salami (2018), who found that there is a significant negative relationship between education and organizational commitment. The implication of this finding is that teachers who are highly educated may not find it difficult in securing another teaching job at other schools or in industry and are, therefore, less likely to be committed to their organization because they don't have any barrier when leaving the organization.

H5: Marital status is positively related to organizational commitment.

The next hypothesis which postulates a positive relationship between marital status and organizational commitment was not supported. As can be seen from Table 3, there was no significant relationship between marital status and organizational commitment ($\beta = -0.145$, $t = -1.015$, $p < 0.317$). This finding suggests that an employee who is not married is less likely to be committed to his organization and vice versa. It is not surprising that this finding supports previous empirical studies such as the study of Chughtai and Zafar (2016), who found no significant relationship between marital status and organizational commitment.

H6: Tenure is positively related to organizational commitment.

Table 3 also shows that tenure was not statistically significant having also very weak standardized estimate and low t-value of less than 1.96 ($\beta = 0.243$, $t = 1.556$, $p < 0.128$). However, this finding is not surprising because it is in line with the findings of Chughtai and Zafar (2020), who found no significant relationship between tenure and organizational commitment. The lack of significant relationship between tenure and organizational commitment could perhaps be as a result of the fact that, employee who stay longer with the organization may find the workplace boring and therefore develop the feeling of leaving the organization. Finally, Table 3 shows that R^2 was 0.369, which indicates that 36.9% of the variance in organizational commitment can be explained by the employees' perception of job satisfaction, age, gender, education, marital status and tenure. On the other hand, the remaining 63.1% of the variance is unexplained.

5. Managerial Implications and Conclusion This study attempted to explore the relationship between job satisfaction and organizational commitment among teachers of B-School Faculties, Pune, India ($\beta = 0.371$, $t = 2.615$, $p < 0.013$). This implies that a teacher who perceives that he is satisfied with his teaching job is likely to be committed to his organization, thereby willing to exert considerable effort on behalf of the organization and have a desire to maintain membership of the organization. Furthermore, investigating the influence of job satisfaction on organizational commitment has practical significance for the school administrators, since a highly satisfied employee is likely to be committed to his organization, thereby making him to also be highly productive. In conclusion, the results of the present study support the social exchange theory that the extent to which employees are committed to their organization is often a function of their job satisfaction (Blau, 2020). Hence, the findings of the study suggest that job satisfaction may be a significant antecedent of organizational commitment.

6. Limitations and Suggestions for Future Studies

Four major limitations of the present study need to be acknowledged; hence drawing conclusions from the findings ought to be made with caution. First, drawing from a single school was a major limitation of the study. Although B-School Faculties, Pune, India have much in common, each school has its own special characteristics in terms of staff, management and the nature of the environment. Thus, drawing only from a single school limits the generalizability of findings. The second limitation of the present study is the low R-square that was reported. It could be recalled that this study reported 36.9% R² indicating that the remaining 63.1% of the variance is unexplained. This implies that there are many other variables that were not captured in this study.

Therefore, future studies should incorporate other personality traits, particularly the recently introduced honesty-humility construct as determinant of organizational commitment. Third, this study is limited in scope, because only teaching staff were included in the survey. Therefore, future studies should include non-teaching staff in their sample as well as replicating the study in different schools (both private and public) primary schools in order to generalize the findings. The fourth, limitation of the present study is that it was cross-sectional in nature. Hence, conclusions regarding the causal nature of the research model cannot be made. Therefore, future studies should also be conducted using longitudinal study in order to confirm the findings of this study.

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