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# Job Satisfaction and Organizational Commitment: A Study of General Higher Education in Tamil Nadu Province (India)

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## Abstract

*The performance of any academic institute determines many factors such as methodology in the teaching and learning process, curriculum designing, technology used, research and development activities, collaboration, industry-institute interaction, number of technologies transferred, patents registered and so on. But the most important determinant factor is the management of academic workforce i.e., their motivation, supportive HR policies, job satisfaction, commitment towards their profession and institute, favorable work climate, work-life balance, opportunities for research and consultancy, etc. The importance and value of employees have been well realized and recognized in industrial organizations for their success. However, it seems that the Indian higher education sector has not well realized the value of the academic workforce and their vital role in the success of the overall performance and maintaining academic standard of the institute. This paper tries to investigate determining the level of Job Satisfaction (JS) with five dimensions (Salary and Promotion, Job Support, Job Content, Interpersonal relationships and Working Conditions) of the academic workforce in Private and Self-Financed Colleges. Besides, the study also tries to examine the relationship between Job Satisfaction and Organizational Commitment and identify the effectiveness of Job Satisfaction levels on Organizational Commitment. The findings of the results indicate that the academic workforce in private and Self-Financed Colleges are satisfied with all dimensions except "Salary and Promotion" where they have less satisfaction and overall JS level have a positive correlation with their OC. The results also indicate that factors of JS have jointly predicted the Organizational Commitment of the academic workforce at these Colleges.*

**Key Words:** Job Satisfaction, Organizational Commitment, Private and Self-Financed College and Academic Workforce.

## Introduction

Higher Education (HE) is the most determinant factor for achieving growth in the economy, jobs, industries, technological processes, and human development of any country. India is the third largest country in the higher education network after the USA and China having 1,073 Universities and 52,627 Colleges with a Gross Enrolment ratio of 26.3% (Ministry of Human Resource Development Report, 2020). However, the growth in the number of institutions in India is disproportionate to the quality; academic standard and overall performance of the institutions. As evidence of this none of the Indian Universities is in a position to mark the top 100 universities in the world.

A large number of Indian Universities and Colleges are not meeting the minimum requirements laid down by regulatory bodies such as University Grant Commission (UGC), All India Council for Technical Education (AICTE), etc. Because of this India has become one of the largest countries to import higher education by sending lakhs of Indian students to foreign countries for higher studies, particularly for postgraduate and research degrees. The reasons for this are inferior academic and research performance, poor management in funding, faculty and staff, infrastructure facilities, designing of curriculum, etc. The performance of any academic institution determines many factors such as methodology in the teaching and learning process, curriculum designing, technology used in the teaching and learning process, research and development activities, collaboration, industry-institute interaction, and so on. But the most important determinant factor is the management of academic workforce i.e. their motivation, supportive HR policies, job satisfaction, commitment towards their profession and institute, favorable work climate, work-life balance, opportunities for research and consultancy, etc. The importance and value of employees have been well realized and recognized in industrial organizations for their success. However, it seems that the Indian higher education sector has not well realized the value of the academic workforce and their vital role in the success of the overall performance and maintaining academic standard of the institution. This paper is an attempt to investigate the relationship between Job Satisfaction (JS) and Organizational Commitment (OC) and also the effectiveness of JS on OC of the academic workforce in Private and Self-Financed (PSF) Colleges in the Indian context. There is strong research evidence that the level of JS has a significant and positive correlation with OC which led to productivity, better performance and less tendency to leave the organization (Viet, 2015; GuiXiaet al., 2019; Yucel&Bektas, 2012; Mathieu &Zajac, 1990; Williams & Hazer, 1986). Scholars, managers, policymakers and researchers acknowledged substantial attention towards job satisfaction and organizational commitment of skilled human resources. Qualified and experienced

human resource is a crucial asset in any organization in the knowledge economy and comprehensive world with turbulent changes (Millar et al., 2016; Fulmer and Ployhart, 2014; Vomberg et al., 2014; Govaertset al., 2011; Glen, 2006). Thus, JS among faculty members plays a pivotal role to attract and retain qualified and experienced faculty members. A highly satisfied academic workforce with their job would perform their duties and responsibilities with more commitment, concentration, devotion and competence (Cordeiro, 2010).

## **Literature Review**

### **Job Satisfaction**

Job satisfaction is a feeling of personal evaluation of job conditions acquired from the job and it is a judgment given by an employee and not a perception. It means the comparison between one's expectations and actually getting from the job (Fletcher & Williams, 2006) and it is defined as a gratifying or optimistic sensitive state resulting from the appraisal of one's job or job experiences as perceived by Locke & Lathan (1990).

Several research studies observed the impact of job-related traits/factors on the level of job satisfaction in the academic workforce. Truell et al., (2006) examined that it will generally be inventive and inspired to establish and sustain an environment which is more favorable for the teaching-learning process when the faculty is highly satisfied. Pay and other monetary benefits, job content, work environment, interpersonal relationship, job support and promotional opportunities are the essential factors and these factors have a greater contribution to the level JS of the academic workforce (Sonmezer & Eryaman, 2008). Opolot (1991) scrutinized the relationship between salary and job satisfaction and identified that academic staff were disgruntled with salary and it is not significantly associated with JS. It is pertinent to indicate that attractive rewards and additional incentive proposals are to be offered for fascinating and retaining skilled faculty members. Mulindwa (1998) depicted that ranks of compensation have a larger influence on JS among academic and managerial staff and also JS among the academic workforce is significantly influenced by the ownership of the organization.

Kayalvzhi&Chokkanathan (2011) analyzed the factors influencing the JS of Lecturers employed in self-financing arts and science Colleges and the findings revealed that the lecturers working in arts Colleges are extremely dissatisfied with their jobs. They found that intrinsic factors like growth opportunities, recognition, and job content and extrinsic factors like low monetary benefits given by the Colleges played the role of major dissatisfying factors of JS among the academic workforce. Larsen & Foged (2017) observed that lecturers employed in public-funded schools were more satisfied than in private and self-financed schools. Leelavathy (2012) examined and indicates that determinants of JS specified among different variables which are positively or negatively related to JS like satisfaction variables were positively associated with job involvement, and teacher-student relationship whereas, working conditions, discipline and income, were negatively associated with JS among women teachers. Szromek and Wolniak (2020) investigated JS and problems among academic staff in Higher Educational Institutions (HEIs) when COVID 19 virus spread everywhere and showed the susceptibility of humankind in the face of the pandemic. They observed that the working conditions of academic staff and their job satisfaction during a pandemic are highly correlated with scientific opportunities for researchers i.e. communication with students and colleagues, and the possibility of academic and moralistic work. Bowen and Radhakrishna (1991) observed that faculty members were more satisfied with job content and less satisfied with opportunities for advancement. There is the existence of a strong correlation between JS and job involvement (Zopiatis et al., 2014; Raymond and Mjoli, 2013; Grin et al., 2010; Moynihan & Pandey, 2007; Wegge et al., 2007) and several factors that contribute to teachers' satisfaction in addition to salary and other monetary benefits (Jyoti, & Sharma, 2006). Past research studies also strongly support that demographic and professional factors (such as gender, age, educational qualification, position, experience and income level) have significantly and positively correlated with the level of JS employees at their workplace (Sonmezer and Eryaman, 2008; Muhammad Ehsan et al. 2012; Bowen and Radhakrishna, 1991; Fessehatsionand

Bahta, 2016; Lien, 2017; Zhou & Xie, 2019; Yoganathan & Sowndarya, 2015; Ganapathy, 2017; Pavithra, 2019; Byju & Kannan, 2018; Tomar & Kapri, 2019; Sasikala et al., 2020; SenthilKumar & Kannappa, 2016; Taskina and Akhter, 2009; and Naz, 2017; and Jyoti & Sharma, 2006; Leelavathy, 2012). Barlas (2016) examined the job satisfaction among academic staff of universities and the study showed that demographic variables such as gender, age, monetary benefits, etc. have different effects during the time of 2002 to 2014. The study also found that females are more dedicated than males.

### Organizational Commitment

The organizational Commitment of employees in an organization is treated at the heart of Human Resource Management (HRM) practice (Gbadamosi et al., 2007). It means to what extent an employee of an organization affiliates and is emotionally attached to his/her organization and the relative strength of an individual's recognition of an organization (Mowday et al., 1979). Researchers have discussed and defined OC in different ways and there is inconsistency in the definition and its components. Meyer & Allen (1997) defined it as a multidimensional discipline and they have designed a model with three components which comprise: Affectionate, Normative and Continuance Commitment. But based on the model developed by Meyer & Allen (1991) another model has been developed with five dimensions by Ling et al. (2002) which comprise affectionate, normative, ideal, economic and choice commitment. However, Meyer & Allen's (1997) model has been widely used by researchers. The authors have well explained these three components: Affectionate Commitment is an emotional attachment of an employee with his/her organization; he or she would believe and accept the values and goals of the organization; show a willingness to exert considerable effort towards the accomplishment of an organizational goal and show strong desire to remain as a member by spending rest of his/her work life with the same organization. An employee who is emotionally attached to the organization would feel and face problems of organization is his/her own and also talk about his/her organization with his/her friends and relatives greatly to work for this organization. Normative

Commitment is a sense of moral obligation feeling to stay with the organization and may feel a sense of guilt if he or she desires to leave the organization. Those employees who are higher normative commitment would stay with the organization as they may feel that it is right and moral to do so (Meyer & Allen, 1991). Continuance Commitment is a result of an economic decision to be made by an employee either to stay with or to leave the organization. It relates to employment opportunities outside the organization. But before making such a decision the employee may calculate what benefits would avail by staying with the current organization which may lose if he or she desires to switch over to another organization.

Organizational Commitment is a precursor and significant factor to change in performance of employee behavior in their work and do have less tendency to leave the organization. For example, a highly committed employee will have more job involvement, and more productivity and they will utilize all the resources effectively. In contrast to this, a less committed workforce may not have affectionate with their job, with less involvement; they may not initiate new development; may not utilize all the resources effectively; and more a tendency to leave the organization.

Organizational commitment has an extensive history in an organization and is a subject of a prodigious covenant of research and empirical attention. Organizational commitment has been identified as an essential human factor which is one of the chief determinants of organizational effectiveness (Alsiewi & Agil, 2014). Bashir & Gani (2020) examined the state of organizational commitment with perception and certain demographic variables of university teachers under numerous dimensions in a country. The study scrutinized that continuance commitment was retained by the maximum number of teachers when they analyzed the jeopardies and costs allied with leaving the university with specified better options. The study further found that the level of education was significantly affecting the organizational commitment of university teachers among the demographic variables. The study concluded that the success of an educational institution mainly depends on more motivated and dedicated teachers with a

higher level of organizational commitment to create and sustain a competitive advantage. Salamat al. (2012) analyzed the factors affecting organizational commitment among lecturers in higher educational institutions and the study identified the factors such as job involvement, organizational support and job satisfaction persuading the organizational commitment among lecturers. The study also exposed that development of social change by increasing perceived organizational support, job involvement and job satisfaction is a proficient mode of attaining a greatly committed academic workforce. Absar & Swain (2009) examined the organizational commitment among teachers of University athwart in three disciplines i.e. Social Science, Basic Science and Professional Science as well as athwart designation i.e. Readers and Lecturers. The study observed that there is a significant difference between readers and lecturers of professional science on normative commitment but no significant difference among university teachers athwart disciplines. Schneider et al. (2003) investigated that consistency should be established between employees' individual goals with organizational goals which leads to high organizational commitment to employees. Organizational commitment was significantly influenced by various factors such as working conditions, conducive work environment, organizational structure, decision-making, supervision, social appreciation, qualitative improvement in teaching-learning programmes and participation in activities outside the classrooms (Faridet al., 2015; Weyland, 2011).

### **Job Satisfaction and Organizational Commitment**

Research in the existing studies has stated mixed findings on the relationship between JS and OC i.e. they found both positive and negative correlations between JS and OC. For example, Curry, et al. (1986) examined and found that there was no significant and positive correlation between JS and OC. On the other hand, (Yucel & Bektas, 2012; GuiXia et al., 2019; Mathieu & Zajac, 1990; Chiu, 2000; Freund, 2005; Mannheim et al., 1997) analyzed and indicate that there was a positive and significant correlation between JS and OC and JS was a significant predictor for OC. Thus, it is

expected that employees who are highly satisfied in their job will become more committed to their job as well as their organization. Greater the JS level, less likelihood that individuals will leave the organization and a higher commitment level of an employee with lower the predicted turnover intention. The level of JS also plays a significant predictor both jointly and independently on organizational commitment i.e. highly satisfied workforce is more effective on OC (Rehman et al., 2013; Malik et al., 2010; Viet, 2015; and Gui Xia et al., 2019).

Sisay (2017) examined the effect of job satisfaction on organizational commitment by a comparative study on academic and supportive staff and found that a moderate relationship originated between job satisfaction and organizational commitment. Viet (2015) studied the relationship between job satisfaction and the organizational commitment of faculty members. The study examined and indicated that faculty members who are satisfied with their job were found more committed and loyal to their organizations. Culibrket al. (2018) examined 566 persons employed by 8 companies and the results indicate that job involvement has a mediating role between job satisfaction and organizational commitment. However, Zopiatitis et al. (2014) examined the relationship between job involvement, organizational commitment, and job satisfaction to quit behavior. The study took job involvement and organizational commitment as normative and affective whereas job satisfaction was considered as intrinsic and extrinsic JS. Positive connotations were found between job involvement, affective and normative commitment, and intrinsic job satisfaction. The study concluded that a positive relation was also found between affective and normative commitment and intrinsic and extrinsic job satisfaction. Positive and strong organizational commitment of employees leads to the achievement of organizational goals and values (Bowditch et al., 2001; Hunt & Morgan, 1994). Yucel & Bektas (2012) investigated Job Satisfaction, Organizational Commitment and demographic characteristics among teachers. The study revealed a positive correlation between organizational commitment and job satisfaction among teachers of secondary school. It also highlighted the need to reflect variances

between the age of teachers and school authorities who need to improve strategies that deal with the needs of those teachers who experience less job satisfaction and organizational commitment. GuiXia et al. (2019) explored the relationship between job satisfaction and organizational commitment among the lecturers in HEIs. The study found that there was less job satisfaction and a moderate level of organizational commitment among lecturers. The study resulted that there is a significant difference between average scores of job satisfaction and organizational commitment in many aspects like educational qualification, age, marital status, job position and experience. Robbins & Coulter (2005) also scrutinized that satisfied employees are testified as committed workforces and commitment is an indication of organizational yield and effective operations.

### **Significant of the Study**

The quality, academic standard and overall performance of the Indian higher education sector has become a serious concern and are often criticized by various sections of the society such as educationist, industrialist and so on. The higher education sector is the place where it could cultivate employable graduates and it is an agent of Human Resource Development (HRD). But to make a place for HRD, it needs to develop its own HR i.e. faculty members who play a very significant role in the success of any higher educational institution. Highly satisfied with a more academically committed workforce could perform well in their job and contribute more to the success of their institute. Research in the past emphasized that there is a drastic change in the performance of job behavior by a highly satisfied and committed workforce both in the industry and service sector. Thus, it is necessary to recognize the level of job satisfaction and organizational commitment of the academic workforce in the present knowledge economy and fast changing world. The present paper would provide a broad understanding to the concerned authorities of the institute, educationists, regulatory bodies and policymakers to make essential measures for improving the level of job satisfaction among the academic workforce and make them change their job behavior by developing them to be



the more committed workforce for the betterment of students and the institute.

## Methodology

### Research Questions

There is strong research evidence from existing studies for lack of research work on which impacts the level of JS on OC of the academic workforce in the higher education sector particularly concerning the Indian context though there were several research studies about factors determining the level of JS and OC. This paper seeks to explore and analyze the relationship between JS and OC of faculty members in private and Self-Financed (PSF) liberal arts and science Colleges and also identify the impact of JS on OC. Thus, this paper tries to answer the following research questions.

- What is the level of JS and OC in the academic workforce in PSF liberal arts and science Colleges?
- Is the level of JS having a positive and strong correlation with OC in the academic workforce?
- Are factors of JS predicting the OC level of the academic workforce?
- Is there any theoretical and practical implication of the study?

### Objectives of the study

The following research objectives are framed based on the above research questions:

- To study and understand the level of job satisfaction of academic workforce;
- To examine the level of organizational commitment of academic workforce;
- To analyze the relationship between job satisfaction and organizational commitment; and
- To identify the predictors of JS level on OC.

### Hypotheses

H1: Academic workforces working at PSF Colleges would have more satisfaction in their job.

H2: Academic workforces are likely to have a higher level of organizational commitment.

H3: The level of job satisfaction is likely to have a strong and positive correlation with the organizational commitment of the academic workforce.

H4: Factors of Job Satisfaction would have strong predictors of Organizational Commitment both jointly and independently.

### Variables, measurement, and Instrument

This paper is specifically concerned with two aspects and their related factors. The first aspect is job satisfaction level which is measured by five dimensions i.e. Salary and Promotion (S&P) (pay, allowances, and promotion), Job Support (administration help for doing job and facilitation of essential resources for effective teaching), Interpersonal Relationship (IPR) (relation with superior, peer groups, and subordinates), Job Content (JC) (teaching load, guidance from seniors, the opportunity for research & consultancy, supervising opportunity for M. Phil/PhD scholars, and accomplishment in the job) and Working Conditions (WC) (facilities of computer/Laptop, adequate furniture, air-conditioning, internet, telephone on their seat, canteen and catering service, E-Library and clean drinking water in the staff room). The second aspect is OC of the academic workforce and it is measured by three dimensions i.e. Affectionate, Normative and Continuing Commitment. It is important to mention that some of the items for job JS were sourced from the research work of Venkat (1998) with little modification according to the present research work and items for OC were sourced from (Allen & Meyer, 1990) with little modification.

The present research work is based on a survey technique adopting a structured questionnaire and it was composed of closed-ended items with two parts. The first part consists of scale items related to the measurement of JS level and the second part is related to the OC level of the academic workforce. The scale consisted of 20 items for JS level with five dimensions and 8 items for OC with three dimensions as stated in the earlier paragraph. Further, the scale items were measured with a five-point Likert-type scale to be rated ranging from 5= highly satisfied to 1= highly dissatisfied for JS and 5 from strongly agree to 1= strongly disagree for OC. A pre-test with 50 academic workforces was conducted and checked the reliability of scale items for both JS level and OC by using the Cronbach Alpha level and the value derived was .725 and .695 for JS and OC

respectively. Nunally & Bernstein (1994) suggested coefficients Alpha of value .70 be considered as good and a value exceeding .60 to an acceptable level of internal consistency.

### **Sampling, Data Collection and Analysis**

The data collection of the present study was carried out among PSF liberal arts and science Colleges in Tamil Nadu Province (India). It was carried out during the academic year 2019-20 and it was completed middle of March 2020 i.e. before the announcement of a general lockdown in India due to the covid-19 pandemic. There are 37 districts in this province ([www.tn.gov.in](http://www.tn.gov.in)) and researchers tried to consider one sample college from each district as representative sampling. But considering the following two additional criteria, the researchers were able to select only 25 as sample Colleges. These criteria are: 1) The college is 25 years old and above from the date of its establishment with disclosure of its faculty profile including contact details such as email address and contact number on its website; 2) Postgraduate and research department as Sample College and no degree or constituent college was considered. Based on the above criterion and taking into consideration to obtain a fair representation from sample respondents on age, gender, educational qualification, and teaching experience, the researchers mailed 15 questionnaires to each of the selected colleges either by hard copy (print) or online (Google form) mode as per the convenient of respondents with their prior approval. Out of 375 respondents (25X15) 295 responses have been received and of which 40 were found incomplete and the remaining 255 responses were taken for further data exploration. The researchers have applied descriptive statistics (mean score) to assess the level of JS and OC and Karl Pearson Correlation test and multiple regression analysis were applied to find out the relationship between level JS and OC and to identify the predictors of JS on OC respectively. In the descriptive statistics, a mean score range out of five was used to have a more meaningful interpretation of the level of JS and OC modifying slightly the five-point Likert scale into three stages. Thus, the range of average scores of JS and OC levels were described as 1-2.49 to be interpreted as

“less satisfied/low OC”, 2.5 to 3.49 to be “moderate level”, and 3.5-5 to be as highly satisfied/higher level of OC (Kassaw & Golga, 2019).

## **Results and Discussion**

### **Level of Job Satisfaction and Organizational Commitment**

The descriptive statistics of data analysis from Table 1 indicate that the academic workforce in PSF Colleges have higher level of JS with “Job Support (Mean=4.09)”, “Job Content (Mean=3.54)”, “Interpersonal Relationship (Mean=4.13)”, and Working Conditions (Mean=4.21)”. But they are moderately or less satisfied with “Salary and Promotion” (Mean=2.98). It is evident from the result that PSF Colleges are not able to attract and retain the qualified and competent academic workforce by grossly violating established norms of regulatory bodies such as UGC and AICTE concerning Salary, Promotion and other monetary benefits. Studies in the past (Zhou & Xie, 2019; Yoganathan & Sowndarya, 2015; Ganapathy, 2017; Pavithra, 2019; Byju & Kannan, 2018; Tomar & Kapri, 2019; Sasikala et al., 2020; and SenthilKumar & Kannappa, 2016) also found that academic workforce in PSF Colleges are less or dissatisfied with salary, promotion and other monetary benefits though they are satisfied with other factors of JS such work itself, supervision, interpersonal relationship, working conditions, etc. It is possible to argue that PSF Colleges are adopting undesirable practices concerning salary, promotion and other monetary rewards and they are giving much importance to attractive buildings, lawns and other support facilities. One of the important reasons for these unacceptable HR practices could be that these institutions largely depend on tuition fee from the students and there is no financial support from either union or respective province government even PSF Colleges are not free to determine the tuition fee on their own which is also restricted by the Government.

H1: Academic workforce working in PSF Colleges would have more satisfied in their job. The data analysis provides strong support for overall JS (Mean=3.79) but not with individual factors. Say, for example, faculty members are highly satisfied with “Job Support”, “Job Content”, “Interpersonal

Relationship”, and Working Conditions” and least or less satisfied with “Salary and Promotion” and thus the data analysis provides partial support to this hypothesis. The outcome of this data analysis is corroborating with (Sonmezer & Eryaman, 2008; Muhammad al. 2012; Bowen & Radhakrishna, 1991; Fessehatsion & Bahta, 2016; Lien, 2017; Zhou & Xie, 2019; Yoganathan & Sowndarya, 2015; Ganapathy, 2017; Pavithra, 2019; Byju & Kannan, 2018; Tomar & Kapri, 2019; Sasikala et al., 2020; SenthilKumar & Kannappa, 2016; Taskina & Akhter, 2009; and Naz, 2017; and Jyoti & Sharma, 2006) where higher level satisfaction in some aspects and moderate or least satisfaction in other aspects. However, the result of this data analysis is in contradiction with all JS factors (Kayalvzhi & Chokkanathan, 2011) and to specific factors with earlier studies where working conditions of the workplace were least satisfaction (Mehboob et al., 2012; and Stephen, 2005) and monetary benefits and job content were the highest satisfaction among academic employees (Mulindwa, 1998; Ali & Ahmed, 2009; and Muhammad et al., 2012).

**Table 1 Levels of JS & OC**

| Variables                | N   | Mean | Std. Deviation |
|--------------------------|-----|------|----------------|
| Salary and Promotion     | 255 | 2.98 | .592           |
| Job Support              | 255 | 4.09 | .622           |
| Job Content              | 255 | 3.54 | .434           |
| Interpersonal Relations  | 255 | 4.13 | .561           |
| Working Conditions       | 255 | 4.21 | .569           |
| Overall Job Satisfaction | 255 | 3.79 | .333           |
| Affectionate Commitment  | 255 | 3.76 | .704           |
| Normative Commitment     | 255 | 3.74 | .707           |
| Continuing Commitment    | 255 | 3.74 | .736           |
| Overall Commitment       | 255 | 3.75 | .457           |

Further, the results from table 1 show that academic workforces are highly committed both jointly and independently (Mean for AC=3.76; NC=3.74; CC=3.74; and overall commitment= 3.75). Though the academic workforces are underpaid in PSF Colleges, they are highly committed to their organization as they are highly satisfied with other aspects of JS. Indeed, PSF Colleges in the Indian context enjoy financial autonomy to some extent and because of this may be possible to provide healthy working conditions, more growth opportunities, a better quality of work-life, a motivational leadership style and innovative technology for the teaching and learning process which could lead to the more committed workforce.

H2: Academic workforces are likely to have a higher level of organizational commitment. The results from the data analysis strongly support this hypothesis as there is a higher level of OC both overall and also in individual factors of OC. The results of this study are consistent with earlier studies (Buka & Bilgic, 2010; Cho & Lee, 2001; Gortner et al., 1987; Goulet & Frank, 2002; Bashir & Gani, 2020; Yahaya et al., 2014; and Sharma, 2015) where they found that employees are highly committed towards their organization and thus this study strengthen the existing research work.

### **Relationship between JS and OC**

Data analysis of Table 2 indicates a significant and positive relationship between JS factors “Job Sup”, “JC” and “IPR” and overall “JS” with “AC” whereas “S&P” and “WC” is not showing a strong relationship with AC. It could have been said that better job support like facilitation of essential resources for effective teaching, motivational job content such as a balanced teaching load, guidance from seniors, the opportunity for research & consultancy, and interpersonal relations elevate more affectionate commitment among academic employees in PSF Colleges because when they are enjoying their jobs, they would feel positive and more affective commitment towards the organization. The finding of the study is not confirmed by William (2011) that good money secures the future which resulted in job satisfaction and it increases the organizational commitment among senior high school teachers.



A strong affirmative association between JS factors like “IPR” with NC and a significant negative correlation between and “WC” with NC and no correlation with “S&P” and “Job Sup”. It could be observed that academic employees in PSF Colleges have a sense of moral obligation to continue with their organization. Ayele (2014) found that academic employee requires attractive working conditions like pure water supply, electricity, and comfortable furniture but the affective, continuance, and normative commitment in the study area are not satisfactory. Further, a strong relationship between “JC” and “IPR” with CC and other JS factors like “S&P”, “Job Sup” and “WC” are not correlated with CC. This may happen because academic employees in PSF Colleges weigh up the pros and cons of

leaving their organization. They feel to stay with the organization because the cost associated with leaving the organization may be greater than the benefits they may gain in a new job (Meyer & Allen, 1997)

H3: The job satisfaction level would have a strong and positive correlation with the organizational commitment of academic employees. The outcomes of the result are supported jointly but not independently confirmed and it is partially supported by Curry, Wakefield, Price and Mueller (1986) were no correlation between JS and OC and partially supported by findings of Yucel & Bektas, (2012); GuiXia et al. (2019); Mathieu & Zajac, (1990); Chiu, (2000); Freund, (2005); and Mannheim et al., (1997) where they found that there is a strong and positive correlation between the level of JS and OC.

**Table 2 Relationship between Job Satisfaction and Organizational Commitment**

|        |                     | S&P    | JobSup | JC     | IPR    | WC     | JS     | AC  | NC | CC | OC |
|--------|---------------------|--------|--------|--------|--------|--------|--------|-----|----|----|----|
| S&P    | Pearson Correlation | 1      |        |        |        |        |        |     |    |    |    |
|        | Sig. (2-tailed)     |        |        |        |        |        |        |     |    |    |    |
|        | N                   | 255    |        |        |        |        |        |     |    |    |    |
| JobSup | Pearson Correlation | .108   | 1      |        |        |        |        |     |    |    |    |
|        | Sig. (2-tailed)     | .086   |        |        |        |        |        |     |    |    |    |
|        | N                   | 255    | 255    |        |        |        |        |     |    |    |    |
| JC     | Pearson Correlation | .144*  | .303** | 1      |        |        |        |     |    |    |    |
|        | Sig. (2-tailed)     | .022   | .000   |        |        |        |        |     |    |    |    |
|        | N                   | 255    | 255    | 255    |        |        |        |     |    |    |    |
| IPR    | Pearson Correlation | .119   | .222** | .166** | 1      |        |        |     |    |    |    |
|        | Sig. (2-tailed)     | .058   | .000   | .008   |        |        |        |     |    |    |    |
|        | N                   | 255    | 255    | 255    | 255    |        |        |     |    |    |    |
| WC     | Pearson Correlation | .121   | .381** | .317** | .098   | 1      |        |     |    |    |    |
|        | Sig. (2-tailed)     | .054   | .000   | .000   | .117   |        |        |     |    |    |    |
|        | N                   | 255    | 255    | 255    | 255    | 255    |        |     |    |    |    |
| JS     | Pearson Correlation | .515** | .697** | .590** | .540** | .644** | 1      |     |    |    |    |
|        | Sig. (2-tailed)     | .000   | .000   | .000   | .000   | .000   |        |     |    |    |    |
|        | N                   | 255    | 255    | 255    | 255    | 255    | 255    |     |    |    |    |
| AC     | Pearson Correlation | .052   | .196** | .236** | .250** | .097   | .271** | 1   |    |    |    |
|        | Sig. (2-tailed)     | .407   | .002   | .000   | .000   | .122   | .000   |     |    |    |    |
|        | N                   | 255    | 255    | 255    | 255    | 255    | 255    | 255 |    |    |    |

|    |                     |      |       |        |        |       |        |        |        |        |     |
|----|---------------------|------|-------|--------|--------|-------|--------|--------|--------|--------|-----|
| NC | Pearson Correlation | .070 | .033  | -.021  | .174** | -.085 | .061   | .261** | 1      |        |     |
|    | Sig. (2-tailed)     | .266 | .600  | .733   | .005   | .177  | .329   | .000   |        |        |     |
|    | N                   | 255  | 255   | 255    | 255    | 255   | 255    | 255    | 255    |        |     |
| CC | Pearson Correlation | .029 | .021  | .144*  | .126*  | .015  | .104   | .048   | .033   | 1      |     |
|    | Sig. (2-tailed)     | .643 | .742  | .021   | .044   | .808  | .099   | .444   | .598   |        |     |
|    | N                   | 255  | 255   | 255    | 255    | 255   | 255    | 255    | 255    | 255    |     |
| OC | Pearson Correlation | .078 | .129* | .187** | .286** | .014  | .226** | .674** | .667** | .578** | 1   |
|    | Sig. (2-tailed)     | .212 | .040  | .003   | .000   | .821  | .000   | .000   | .000   | .000   |     |
|    | N                   | 255  | 255   | 255    | 255    | 255   | 255    | 255    | 255    | 255    | 255 |

\*. Correlation is significant at the 0.05 level (2-tailed): S&P= Salary and Promotion; Job Sup=Job Support; JC=Job Content; IPR=Interpersonal Relationship;

\*\*. Correlation is significant at the 0.01 level (2-tailed): WC=Working conditions; AC= Affectionate Commitment; NC= Normative Commitment; CC=Continuing Commitment

### Impact of JS on OC

Regression results shown in Table 3 indicate that “JC” and “IPR” have a significant and affirmative impact on OC. It presents that academic employee in PSF Colleges have more commitment as they experienced better job content such as the opportunity for research and consultancy, supervising opportunity for M. Phil/PhD scholars, and accomplishment in their job and good interpersonal relations with maintaining superior, peer groups, and subordinates their work. These results are confirmed by the existing research studies Nwinyokpugi&Omunakwe, 2019; Thabane et al. (2018); Kelly, 2015; Awad &Alhashemi, 2012;

Anderson & Martin, 1995 where job satisfaction factors like interpersonal relations and job content are significant predictors on organizational commitment. “S&P” and “Job Support” have no strong impact on OC and these results are not supported by Khaliq (2018) where the researcher identified incentives, salary and promotions enhanced significantly the teachers’ morale, dedication and commitment to their organization. This could be said that private institutes are receiving money in the form of students’ fees, these institutes may not get any financial aid from the government and in any other mode like charity and donations from politicians, businessmen and the general public and thus they are giving less salary and

promotion opportunities in comparison to publicly funded educational institutes. “Working Conditions” is showing a strong negative predictor of OC. As per the findings of this study it does not mean that faculty members are not satisfied with “WC” rather they are highly satisfied as the mean value is 4.21 and thus it could argue that “WC” is independent and not influenced on “OC” on the same direction. The findings of the study is a contradiction with the past study of Raza& Ahmed (2017) that primary school teachers have a higher level of job satisfaction with the intrinsic aspect of their job like attractive working condition and interpersonal relations which resulted in higher organizational commitment. The present study also partially confirms earlier studies of Saito, & Vaisanen, 2017; Nazir et al. 2013; Korb, & Akintunde, 2013; and Murad et al., 2013 where salary and promotions, good job support increases the job satisfaction level and it was more effective on OC. Overall, the study shows that academic employees in PSF Colleges are satisfied with all dimensions of job satisfaction except “Salary and Promotions” and JS level significantly predicts OC.

H4: Factors of Job Satisfaction are likely to be strong predictors of Organizational Commitment both jointly and independently. However, the result supports this proposition partially as JS factors jointly predict OC but not independently.

**Table 3 Regression Results**

| Model Summary |                                |            |                              |        |       |
|---------------|--------------------------------|------------|------------------------------|--------|-------|
| Model I       | R=.330b                        | R2 =. 109  | Adjusted R2=. .091           |        |       |
|               | Sum of square                  | Df.        | Mean square                  | F      | Sig.  |
| Regression    | 5.772                          | 5          | 1.154                        | 6.083  | .000c |
| Residual      | 47.256                         | 249        | .190                         |        |       |
| Total         | 53.028                         | 254        |                              |        |       |
| Variables     | Unstandardized coefficient (β) | Std. error | Standardized coefficient (β) | T      | Sig.  |
| Constant      | 2.379                          | .323       |                              | 7.370  | .000  |
| S&P           | .024                           | .047       | .031                         | .506   | .613  |
| Job Sup       | .041                           | .049       | .055                         | .824   | .410  |
| JC            | .158                           | .068       | .150                         | 2.310  | .022  |
| IPR           | .206                           | .050       | .253                         | 4.084  | .000  |
| WC            | -.067                          | .053       | -.083                        | -1.249 | .213  |

**Dependent Variable:** Organizational Commitment: S&P= Salary and Promotion; Job Sup= Job Support; JC= Job Content; IPR= Interpersonal Relationship; WC=Working Conditions

### Implication of the Study

The findings of the present study can make a substantial contribution toward understanding the relationship between job satisfaction and organizational commitment among the academic workforce. Further, the study also highlighted the value of JS factors which significantly influenced on OC of the academic workforce. These findings are highly significant for insight into the need of management, policymakers and regulatory bodies of HEIs to make essential steps for enhancing factors which are undesirable or unfavorable to the overall development of faculty members and institutions. For example, and as per the findings of this study, the academic workforce is not satisfied with “Salary and Promotion” in JS factor and which was found not significantly correlated with all the factors OC. Evidence of this 1/3 of faculty members working at PSF Colleges in India are leaving every year from the current institute and joining either in government or similar private institute for the reason of monetary benefits (Ravichandran&Venkat Raman, 2015). Further, due to financial implications, most PSF Colleges are not promoting their faculty members to the next level and they remain at the entry-level position until their retirement. In the Indian higher educational context, there are no different guidelines concerning pay and service conditions between the

government and private sector and each sector has to follow the same guidelines framed by the regulatory bodies such as UGC, AICTE, and so on. However, most of the PSF Colleges are grossly violating UGC or AICTE norms concerning pay and other monetary benefits and adopting HR practices which are undesirable or unacceptable. The findings of this study also confirm the HR practices adopted by the PSF colleges concerning “Salary and Promotion”. It needs to state that on the one hand management of PSF Colleges is expected to implement uniform HR policies similar to Government Colleges and on the other hand they are not free to determine the fee structure to be charged to the students. But at the same time, it is highly impossible in India to pass on the entire cost of higher education to the students as India is a rich country by having more poor population both economically and socially disadvantaged. Thus, the researchers strongly suggest and recommend sharing the cost of higher education in PSF Colleges equally by the Government, Management of the Colleges and students so that it is possible to have a level playing field in the higher education sector and by which PSF Colleges may also attract and retain qualified academic workforce which is a central issue in these Colleges in particular and overall, in the Indian higher education sector.

## Limitations of the Study

The current study demonstrates that job satisfaction is intrinsically interlinked with organizational commitment. But there are limitations which exist in this study despite prominent efforts done by the researchers. Present research work is not a comparative one between government and private and the results will not apply to government institutes. Further, the present research paper restricts JS and OC and these two are the precursor for teaching and research performance of faculty members and their turnover intention which are not covered. Since the current study is conducted in PSF colleges only in Tamil Nadu Province and thus generalization from these findings to the overall higher education sector and national level needs to be retained in standpoint.

## Scope for Future Research

There is strong research evidence that satisfied and committed workforces have well performed in their job compared to less satisfied workforces both in the industrial and service organizations. This paper is restricted to analyzing and finding out the relationship between the level of JS and OC and also identified the effectiveness of JS on OC. It, therefore, suggests that a similar study could be carried out which relates either JS and OC with the performance of the academic workforce in the PSF Colleges or any other higher educational institutions. The performance of the academic workforce could be measured in terms of teaching, research and development activities and extension or community services. There is also strong research evidence in the past to establish the relationship between employee job satisfaction and organizational performance. Therefore, it is further recommended to conduct a similar research study which relates to the level of JS in the academic workforce and the performance of the institute. The performance of the institute could be measured in terms of overall academic standard, students placed through campus drive, collaboration, industry–institute interaction, number of technologies transferred, number of patents registered and number of applications received from students and candidates of faculty for admission and recruitment respectively.

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