

# Relationship between Job Satisfaction and Organisational Commitment in Higher Educational Institutions: Study of Haryana

RESEARCH PAPER

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## Abstract

Organizational commitment and job satisfaction both are essential in Institutions of Higher Studies. Both contribute the effectiveness of the education system. Job satisfaction affects individual and organizational productivity, absenteeism and turnover. An organisation's growth and success is largely dependent on the way its employees work. If the employees are happy at the workplace then it will lead to higher performance which will increase the productivity of the organisation. Organizational factors such as organizational structure, work environment and incentives have major influence on employee's performance. The education system is the place where the skills and knowledge of the students is moulded up and these students are the major part of the future society and communities. Individual factors such as knowledge, skills, attitude and rewards are also responsible for the good performance of the employee. Employees' performance and sustainability is very much important to maintain and facilitate value-added education system.

**Keywords:** Job Satisfaction, Organizational Commitment, Association between Job Satisfaction and Organisational Commitment.

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## Background of the Study

Education is an integral component of society and human development. It contributes significantly to the nation's prosperity and development. It is crucial for improving the employees' knowledge, abilities, and skills. Education's primary objective is to cultivate human resources in a manner that facilitates the production of more knowledgeable and competent human resource capital. It creates a requirement for teachers to experience greater job satisfaction and happiness. The environment in which employees perform their duties determines their attitude towards their jobs and the organisation in which they are employed. A faculty member's job satisfaction in the education sector may be influenced by their attitude towards their profession. The expansion of the education sector is possible if the faculty members who teach in the education sector are content and dedicated. They are the organisation's greatest asset. They

serve as a potent instrument for shaping the students' conduct. They instruct, guide, and direct the students in order to promote their healthy development and stable lives. They provide students with creativity and innovative ideas for their development, as well as knowledge that is not only pertinent to the subjects but also for their social and economic development. Numerous researchers have discovered a strong correlation between organisational commitment and job satisfaction. Today's colleges and universities have improved infrastructure, new technologies, and the ability to provide students with internet access on an as-needed basis. These factors contribute to a higher standard of instruction and an improvement in the quality of education. These educational institutions offer exceptional prospects for both employees and students to develop professionally and shape their futures.

### Job Satisfaction

Job satisfaction refers to an individual's positive attitude towards their employment. The individual exhibits a psychological state that hinders their ability to engage in many forms of labour. Individuals may have varying levels of satisfaction or dissatisfaction towards a certain task or profession, influenced by their respective attitudes towards their employment.

According to Locke (1975), job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is an outcome of a person's perception of how well the job provides the things and fulfills the needs that are viewed as important by the individual. Keith Davis (1977) stated, "Job satisfaction is a set of the favourable or unfavourable feelings with which employees view their work." Victor H. Vroom (1964) said about job satisfaction, "Job satisfaction is generally considered to be an individual's perceptual or emotional reaction to important parts of work." From the above discussion and definition of some famous authors about job satisfaction, we can conclude that job satisfaction is the attitude an employee or worker has regarding his job. It may be positive or negative. The condition totally depends on the person's mind. So, it can be stated as the mental status of a worker too.

Job satisfaction has three facets: intrinsic, extrinsic, and general reinforcement elements (Gunlu *et al.*, 2009). If intrinsic job satisfaction is to be assessed, it must take into account such elements as success in the job and the ability to use one's abilities, as well as self-defectiveness, authority, and activity (Gunlu *et al.*, 2009). Advancement, business policy, supervisor-human and supervisor-technical relations, salary, and recognition are all important in determining extrinsic satisfaction. Job satisfaction is produced by adding together intrinsic and extrinsic variables (Gunlu *et al.*, 2009). Many studies show that there is a relationship between job satisfaction and employee performance.

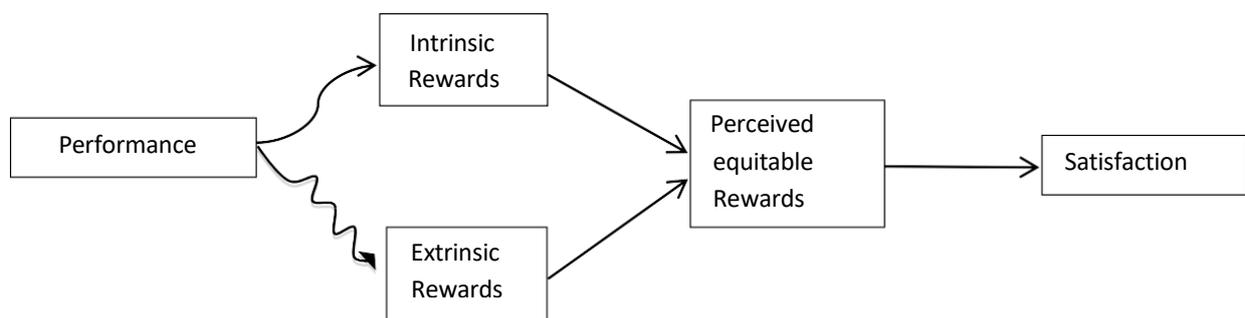


Figure 1: Relationship between job satisfaction and employee performance

### Job Satisfaction in Higher Educational Institutions

While the majority of studies on job satisfaction have mostly focused on corporate organisations, there has been a growing inclination towards examining this phenomenon within higher education institutions (Toker, 2011). In his study on academics inside higher education institutions (HEIs), Toker (2011) discovered that academics expressed lower levels of satisfaction regarding remuneration, supervision, salary, and fringe benefits. However, they reported higher levels of satisfaction in relation to social standing, social service, and the utilisation of their abilities. According

to Toker (2011), a substantial statistical association exists between job satisfaction and factors such as academic titles, age, and the duration of employment inside the higher education institution (HEI).

Hussein and Abdul (2012) focused their study on people working as staff members in a university setting. The researchers reached the conclusion that management behaviour functions as an intermediary variable between decision-making style and job satisfaction. Additionally, it was disclosed that across Europe, intrinsic characteristics such as work title and prospects for professional advancement serve as the primary indicators of job happiness. Conversely, in the United States, job satisfaction is largely influenced by factors pertaining to the field of education. In their study, Yılmaz et al. (2014) observed that there existed no statistically significant distinction in the levels of job satisfaction between male and female academicians. The findings of Toker's (2011) study provided validation for this outcome.

### Organisational Commitment

Organisational commitment refers to an employee's involvement in his or her position and attachment to the workplace in which he or she is employed. According to Porter et al., "organisation commitment refers to employees' sense of connection to the organisation, their intention to remain with the organisation, and their willingness to achieve organisational goals while exerting their greatest effort to do so." Organisational commitment is comprised of three distinct dimensions: affective, normative, and continuance. Affective commitment constitutes the employee's favourable attitude towards the organisation. Because he or she may have a positive outlook on his or her workplace, an employee becomes more likely to remain with the organisation. A normative commitment is one in which an employee feels obligated to comply with the law. According to the concept of continuance commitment, employees are committed to the organisation because they are cognizant of the fact that leaving the organisation would incur some expense.

A psychological state that characterises an employee's relationship with an organisation and has implications for the decision to continue membership in the organisation (Meyer and Allen, 1991) is one definition of organisational commitment. "Organisational commitment is defined by Porter (1974) as the relative strength of an individual and his identification with the organisation and involvement in a specific organisation." According to Miller and Lee (2001), organisational commitment is exemplified by employees' acceptance of the organisation's objectives and their willingness to exert influence on behalf of the company. Organisational commitment is defined by Herscovitch and Meyer (2001) as "a binding force that binds the employee and leads an employee towards a specific course of action." According to Zangaro (2001), employees maintain their loyalty to the organisation when they are prepared to maintain their relationship and exert effort to accomplish the organisation's objectives.

### Levels of Organisational Commitment

There are various levels associated with the growth of an individual's organisational commitment. The level of commitment of an employee may progress from a low to a moderate level and then to a higher level (Reichers, 1985).

- a) **Organisational commitment at a low level:** According to Reichers (1985), this level of organisational commitment is characterised by a lack of acceptance of organisational aims and values as well as a reluctance to exert effort in order to remain with the organisation. "An employee operating at this level must be disillusioned with the organisation; such an employee may remain in the business organisation due to a sense of obligation tied to the continuity dimension, but they will leave the organisation if given alternative opportunities." (Meyer and Allen, 1997)".
- b) **Organisational commitment at a moderate level:** The moderate level of organisational commitment is characterised by the willingness to exert effort to remain in the organisation and a reasonable acceptance of organisational objectives and values (Reichers, 1985). This level of commitment can be considered average or reasonable, implying a degree of partial commitment. Meyer and Allen (1997) the willingness to remain is an attribution of a moral commitment associated with the normative dimension of commitment.
- c) **Organisational commitment at a high level:** A high level of organisational commitment is defined as a strong embrace of the organisation's values and a willingness to exert effort to remain with the organisation, as stated

by Reichers (1985). In the words of Miller (2003), "high organisational commitment means identifying with one's employing organisation." An individual attains this level when his or her behavioural tendencies are closely linked to the affective dimension of commitment and he or she desires to remain with the organisation.

### **Process for Developing Organisational Commitment**

Commitment to the organisation can be defined as a course of action that develops through employee orientation with the organisation. The procedure is elucidated by means of organisational commitment stages.

#### **a) Compliance Stage**

The initial phase of this process mostly centers on the employee's acceptance of the impact of others, as they are likely to receive support from them (O'Reilly & Chatman, 1986). During this stage, employees assimilate the perspective and behaviour of the organisation in order to obtain specific advantages, rather than due to a common set of values and beliefs. At this level, the nature of commitment takes the form of continuance, when individuals evaluate their tenure with an organisation based on the benefits they receive (Meyer & Allen, 1997).

#### **b) Identification Stage**

During this phase, individuals willingly consent to being influenced by their fellow employees in order to establish a harmonious relationship with the organisation (O'Reilly & Chatman, 1986). Individuals have a sense of pride when working inside an organisation, perceiving their work and responsibilities as integral components of their personal identity. The dedication observed during this period can be classified as normative commitment, as described by Meyer and Allen (1997). The employee experiences a heightened sense of accountability and loyalty.

#### **c) Internalisation Stage**

During this phase, individuals perceive congruence between their personal views and values and the ideals espoused by the organisation. This alignment is seen as inherently fulfilling and satisfying (Meyer & Allen, 1997). During this particular stage, the type of commitment exhibited is primarily emotional in nature. During this stage, an individual cultivates a strong affinity for the organisation due to the alignment of their personal values with those of the organisation.

### **Association between Job Satisfaction and Organisational Commitment**

The study of job satisfaction and organisational commitment is a significant topic of research. The satisfaction and commitment of employees towards their organisation are key factors that have a strong impact on the competitiveness and profitability of any business (Alam & Ramay, 2012). According to Mannheim et al. (1997), job satisfaction has been identified as a significant factor influencing organisational commitment. Therefore, it is anticipated that a higher level of satisfaction will result in increased commitment to the organisation. The studies conducted by Sikorska (2005), Baqer (2012), and Lawler et al. (1995) have also found that there is a strong predictive relationship between job satisfaction and organisational commitment. Furthermore, these studies have demonstrated a positive association between job satisfaction and organisational commitment. There exists a reciprocal relationship between organisational commitment and work satisfaction in any given organisational context. In a similar vein, Specter (2000) documented in his research that job happiness is associated with enhanced performance and organisational commitment, ultimately contributing to the success of the organisation.

### **Organisational Commitment and Job Satisfaction in Institutions of Higher Studies**

Both organisational commitment and work satisfaction play crucial roles in institutions of higher education. Both factors contribute to the efficacy of the education system. The level of job satisfaction has a significant impact on both the productivity of individuals and organisations, as well as on absence rates and employee turnover. Organisational factors, including elements such as organisational structure, work environment, and incentives, exert a significant impact on employee performance. The performance of an employee can also be attributed to individual factors, including knowledge, abilities, attitude, and rewards. The attitude of employees significantly influences the growth and productivity of an organisation. Employees have attitudes towards their job, company, and mode of operation. The

construct of work-related attitude encompasses job satisfaction and organisational commitment, both of which can manifest in positive or negative forms. A positive attitude among employees serves as a motivating factor, driving them to exert greater effort and thereby enhancing their performance levels. Conversely, a bad attitude has been observed to have a detrimental impact on employee performance, resulting in subpar outcomes. There are several aspects that can potentially impact an employee's performance and sustainability:

- **Transparent System of Working:** The term "clarity of work processes and activities" pertains to the manner in which tasks are executed and activities are performed, ensuring comprehensibility across all organisational levels and among all employees. In order to ensure effective decision-making and policy development within an organisation, it is imperative for senior management to actively involve employees and foster a culture of feedback and participation. It is recommended that the involvement of employees be incorporated into the process of making significant organisational decisions. The lack of transparency in the operations of institutions and colleges is a prevalent issue in contemporary times.
- **Interference in the Work Profile by Others:** This phenomenon encompasses the occurrence of unwelcome disruptions in the workplace by individuals with higher, lower, or equivalent positions within the organisational hierarchy. It is imperative to minimise interference in the workplace. Individuals should prioritise their focus on their work methodology and task execution. The presence of unnecessary stress has a detrimental impact on the performance of employees. The occurrence of interruptions from individuals at lower academic levels, higher academic levels, and colleagues results in the inefficient utilisation of both time and resources.
- **Missing Unity of Command:** The concept of unity of command pertains to the organisational principle of having a singular authoritative figure and a singular objective. Adherence to this principle yields favourable outcomes in managerial decision-making and fosters enhanced comprehension, hence facilitating the cultivation of positive relationships. The absence of unity of command has been identified as a deficiency within numerous institutions and universities. The aforementioned circumstance has the effect of demoralising the workforce and fostering an unfavourable atmosphere.
- **Not Placing the Right Candidate on the Right Job:** Ensuring the appropriate alignment of candidates with suitable work positions is crucial for both individual and organisational development. Several institutions are prioritising quantity over quality, which is having a detrimental effect on sustainability. In certain instances, individuals are recruited as employees despite not meeting the prescribed qualifications as per established norms. The involvement of individuals with lower qualifications in decision-making processes and their occasional placement in positions for which they lack merit can be observed. The employees would express dissatisfaction with their work environment. The reduction in performance level will be observed.
- **Employees' Performance Appraisal System:** The performance appraisal system pertains to the systematic evaluation and analysis of employee performance. Recognition of employees' efforts in their work is a necessary requirement. The provision of prizes and promotions is deemed essential. The evaluation process for employees should be based on several factors, including the quantity of research papers published, academic performance, feedback received, consistency, and dedication to their work. The criterion for employee promotions should prioritise performance rather than seniority.
- **Salary of the Employees:** An individual's compensation is considered to be a significant aspect of their employment. The fulfillment of many individual needs is a key factor in motivating employees. In the context of private institutions, it has been observed that salary determinations are influenced by individuals' negotiating power. It is commonly observed that individuals with extensive expertise in their particular domains, sometimes referred to as academicians, tend to receive comparatively lower remuneration.
- **Clean and Clear Work Environment:** The work environment plays a significant role in influencing the outcomes experienced by employees, whether they are positive or negative in nature. The lighting, ventilation, temperature, and availability of facilities such as computers and projectors collectively influence the well-being and productivity of employees. In addition to these factors, support from senior members and coworkers is crucial for increasing employee performance.

- **Insecurity of the Job of the Good Performer:** In contemporary private institutions, a prevalent issue is the pervasive presence of the "Yes Boss" phenomenon. The personnel obediently adhere to the directives of their superiors without question. Individuals may lack the necessary confidence to decline tasks they are unwilling to undertake and may exhibit hesitation in expressing divergent opinions from those held by their superiors or employers. Despite employees exerting maximum effort and demonstrating exceptional performance, they nevertheless need to adhere to the "yes boss" notion in order to ensure job security.
- **Absence of a Two-Way Communication System:** According to scholarly discourse, optimal communication is commonly regarded as being characterised by a two-way exchange. Effective communication is a crucial factor in fostering mutual understanding and cultivating positive relationships. The absence of an appropriate communication channel within a system can lead to significant misunderstandings and contribute to the emergence of conflicts. The educational institution should limit the authority of its academic staff to the highest level of academic hierarchy.
- **Absence of Recognition and Awards:** The recognition, appraisal, and awarding of academic achievements should be prioritised. In order to increase the abilities of employees, it is advisable for institutions to encourage their participation in research initiatives. However, it has been shown that these factors are lacking in several institutions, hence impeding employee performance.
- **Responsibility towards Society:** The primary problem and significant concern for all organisations lies in their obligation towards society. The careful management of sustainability and growth is a crucial factor. Engaging in the fulfillment of social responsibility has the potential to enhance individuals' commitment to the firm and thus improve their performance. The establishment of a healthy and stress-free environment will not only contribute to the well-being and contentment of individuals but also provide a sense of security for future generations.

**Conclusion** Research has indicated that when management actively engages employees in the process of making significant choices and establishing policies, it has a positive impact on employee morale. Enhancing satisfaction and fostering commitment among individuals towards institutions will be facilitated. Management authorities should establish an environment conducive to mutual support and collaboration among faculty members. Implementing regular training programmes and Organising seminars can effectively contribute to the professional development of teachers, fostering the cultivation of highly trained and proficient students. The education system serves as a platform for shaping the skills and knowledge of students, who play a significant role in shaping future societies and communities.

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