

Effect of Job Satisfaction on Organizational Commitment: Comparative Study on Academic and Supportive Staff of Wollega University, Nekemte Campus

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Abstract

Job satisfaction refers to the extent that the working environment meets the needs and values of employees and the individual's response to that environment. Organizational commitment consists of affective, continuance, and normative commitment. It is believed that after an individual is hired, knowledge of his or her job satisfaction becomes the most important piece of data that a manager or organizational psychologist can have. This study aims to analyze the effect of job satisfaction on organizational commitment between academic and supportive staff of Wollega University. The study employs case study research design analyzes and describes the level of job satisfaction and organizational commitment. stratified sampling were used to select the target respondents in which samples were drawn from academic and supportive staff and 314 samples of respondents have taken out of which 117 of them were academic staff and 197 were supportive staff. A Minnesota satisfaction questionnaire and organizational commitment questionnaire were used as a tool of data collection. Moreover descriptive statistics, Pearson correlation, independent T-test and regression analysis were also used for method of data analysis. The result indicates that positive but moderate relationships were found between job satisfaction and organizational commitment of academic and supportive staff of Wollega University. This is indicated by $r=.530$ and $.587$ respectively. The Independent T-test result revealed that there is no difference in the level of job satisfaction of academic and supportive staff but the difference exists in level of organizational commitment in which the commitment of supportive staff (3.57) is higher than academic staff (3.15). facets of job satisfaction mainly institution policy and practice, compensation, responsibility, opportunity for advancement and supervision significantly affect organizational commitment in which institution policy and practice is the best predictor whereas supervision is the poorest predictor of organizational commitment for both academic and supportive staff.

Keywords: Institution policy and practice, Job satisfaction, Organizational commitment, Opportunity for advancement, Supervision

1. Introduction

Job satisfaction and organizational commitment are one of the most important issues for any organization. Many studies have been done on this aspect still many academic institutions have little understanding of how it affects employee turnover, productivity and organizations performance (Malik, 2010).

Satisfied employees are one of the most important assets for an organization. Satisfaction leads to better productivity, accomplishment of organizational goals and organizational commitment. However satisfaction is a perceived concept which varies for individuals. What makes one person satisfied may not satisfy other. But in general, when the expectation of employees matches with the offering of job, the employee is satisfied (Linda, 2009).

Job satisfaction is crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries. One of the purposes for this degree of interest is that satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Robbins & Coulter, 2005). These factors are even more important to study in academic institutions, especially universities which are the sources of human resources and sole responsible for educating the intellect of nations. Teacher is the central element in educational system holding various important responsibilities.

Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviors as tardiness, absenteeism and turnover. Moreover, they have also been linked to increased productivity and organizational effectiveness (Thamsanqa, 2011). Then studying level of satisfaction and organizational commitment of employees is an essential issue for taking appropriate measures for increasing satisfaction as well as retain potential employees.

Therefore this study intends to compare the level of job satisfaction and organizational commitment of academic and supportive staffs as well as to analyze the effect of job satisfaction on organizational commitment of academic and supportive staff of Wollega University.

2. Research Methods (Methodology)

The study employs case study design in which it analyzes and describes the level of job satisfaction and organizational commitment, its effect on organizational commitment in comparison between academic and supportive staff. Moreover, the study uses quantitative research approach. The population had been divided in to two groups (academic and support staff). The academic staff was stratified based on their respective colleges and

supportive staff was stratified based on their units. Using yemane, 1967 formula
$$n = \frac{N}{1 + N(\epsilon)^2}$$
, the samples were calculated and 312 sample were taken.

The sampling technique employed in this study is probability sampling technique to select respondents of the study. From this stratified sampling were used to select the target respondents. The study used primary data. The primary data was collected from Sample respondents of academic and supportive staff to know their attitude and perception towards the job satisfaction and organizational commitment.

Methods of data collection include a self-administered questionnaire. The questionnaire were classified in to three parts such as demographic questionnaires, Minnesota satisfaction questionnaire and Organizational Commitment Questionnaire were distributed to respondents.

The study employed quantitative methods of data analysis. Descriptive and inferential statistics were also used. Demographical questionnaire were analyzed through descriptive statistics such as percentage and frequency and the mean and standard deviation were primarily be used to describe the data obtained from the MSQ and the OCQ. Inferential statistics such as Pearson Product Moment Correlation, independent T-test as well as multiple regression analysis were also used.

3. Results and Discussions

Data were analyzed through statistical package software SPSS version 21. Demographic information were analyzed though descriptive statistics and presented in the form of table. . Inferential statistics includes correlation were employed to identify the relationship between facets of job satisfaction with overall job satisfaction and organizational commitment for both academic and supportive staff

4. Conclusion

The study intended not only to ascertain the influence of facets of job satisfaction on organizational commitment of academic and supportive staff of Wollega University but to examine their degree of commitment and satisfaction also. Based on the findings, it is concluded that both academic and supportive staffs are neither dissatisfied nor satisfied on the overall level of job satisfaction but they are committed towards their job. The percentile score of MSQ and OCQ shows an average level of job satisfaction and organizational commitment for both groups. The correlation coefficient shows that there exists significant positive relationship between each facets of job satisfaction and overall job satisfaction and organizational commitment for both academic and supportive staff. Moreover, moderate relationships exist between overall job satisfaction and organizational commitment for both academic and supportive staff. As it indicated by independence T-test, there is no difference in the level of job satisfaction between academic and supportive staff but the organizational commitment of supportive staff is higher than academic staff. Facets of job satisfaction have a significant effect in organizational commitment for both academic and supportive staff of Wollega University. From those institution policy and practice is the best predictor or has a significant effect for organizational commitment in both academic and supportive staff but supervision is the poorest predictor of organizational commitment.

Concerning the future research implications, the study does not address effect of facets of job satisfaction on overall job satisfaction. It would be better to know what effect each facets of job satisfaction has on overall job satisfaction. Moreover the organizational commitments need to measure in terms of affective, normative and continuance commitment rather than on general basis.

5. Recommendation

Academic and supportive staffs were dissatisfied on institution policy and practice. The management body has to identify the problems and attitudes of employees towards policy and the way it is administered. Training and discussion could be provided to make sure employees understand policy and implement according to it. Moreover, involve staff members in designing policies, rules, regulations and legislation.

Recognition was one of the issues which brings dissatisfaction for both academic and supportive staff. On way of addressing this issue is create a sense of belongingness and ownership among staff members towards their job. It is better to provide recognition when employees do a good job.

Supportive staffs of Wollega University were found dissatisfied on opportunity for advancement. The institution should provide promotion, create appropriate condition for their personal development, arrange training and development program for improving their skills and knowledge.

Regarding compensation both the academic and supportive staffs of main campus were dissatisfied. Hence, the management should work towards developing a mechanism to compensate for equivalent needs. Last but not the least, working condition was found dissatisfied for academic staffs. So, proper and on time solutions should be provided, occupational safety like health insurance should be secured.

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Table 1. Overall satisfactions between academic and supportive staffs

Item	Academic staff			Supportive staff		
	Frequency	Percent	Cumulative percent	Frequency	Percent	Cumulative percent
Very dissatisfied	8	6.8	6.8	3	1.5	1.5
Dissatisfied	29	24.8	31.6	63	32.0	33.5
Neither dissatisfied nor satisfied	59	50.4	82	83	42.1	75.6
Satisfied	19	16.2	98.2	40	20.3	95.9
Very satisfied	2	1.7	100.0	8	4.1	100.0
Total	117	100.00		197	100.0	

Source: survey data, 2015

As can be seen in the table above, 50.4% of academic staff respondents were replied that they are neither dissatisfied nor satisfied followed by 31.6% were dissatisfied and 17.9% were replied that they were satisfied. On the other hand, 42.1% of supportive staff respondents were replied that they are neither dissatisfied nor satisfied which is followed by 33.5% was dissatisfied and 24.4% of respondents were replied that they are satisfied. It is indicated that the majority of academic and supportive staffs of Wollega University were neither dissatisfied nor satisfied.

Table 2. Organizational commitment between academic and supportive staffs

Item	Academic staff			Supportive staff		
	Frequency	Percent	Cumulative percent	Frequency	Percent	Cumulative percent
Strongly disagree	7	6.0	6.0	2	1.0	1.0
Disagree	18	15.4	21.4	29	14.7	15.7
Neither disagree nor agree	46	39.3	60.7	62	31.5	47.2
Agree	43	36.8	97.5	63	32.0	79.2
Strongly agree	3	2.6	100.0	41	20.8	100.0
Total	117	100.00		197	100.0	

As it can be seen in the table 2, 39.6% of academic staff respondents have given their level of agreement followed by 39.4% were neither disagree nor agree and 21.4% were replied that they were disagree.

On the other hand, 52.8% of supportive staff respondents have given their level of agreement which is followed by 31.5% was replied neither disagrees nor agrees and 15.7% of respondents were replied that they are disagree. The majority of respondents have given a level of agreement approving that they are committed towards their job. The findings is also similar with other form studies done in or by Nezaam, (2005); Frederick Bull, (2005); Hailemariam, (2011) who found average level of job satisfaction and organizational commitment.

Table 3 difference in the level of job satisfaction between academic and supportive staff

Job satisfaction	Category of service	N	Mean	Std. Deviation	Std. error mean	Mean difference	Std. error difference	T	Df	Sig. (2 tailed)
	Academic	117	2.81	.792	.085					
	Supportive	197	2.93	.863	.072					

Source: survey data, 2015

As it is indicated in table 3, the mean score of academic staff is (2.81) lower than the mean value of supportive staff (2.93) which shows the difference in the level of job satisfaction of academic and supportive staff and the mean difference is 0.12 which is not statistically significant at 95% confidence level. Since there is no statistically significance difference in the level of job satisfaction between academic and supportive staff of Wollega University, there is no difference in level of job satisfaction between academic and supportive staff.

Table 4 Difference in the level of organizational commitment between academic and supportive staff

organizational commitment	Category of service	N	Mean	Std. Deviation	Std. error mean	Mean difference	Std. error difference	T	Df	Sig. (2 tailed)
	Academic	117	3.15	.922	.085					
	Supportive	197	3.57	1.011	.072					

*P<0.05

Source; survey data, 2015

The difference in organizational commitment between academic and supportive staff was depicted in table 4. The mean score of academic staff is 3.15 and supportive staff is 3.57. The mean difference is 0.42 which is statistically significant. The level of organizational commitment of supportive staff is higher than academic staff which is significant at 95% confidence interval. Therefore it is accepted that there is a difference in the level of organizational commitment of academic and supportive staff of Wollega University.

Table 5. Effect of facets of job satisfaction on organizational commitment of academic and supportive staff

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.805	.604		1.333	.184
sex of respondents	.130	.095	.063	1.365	.173
age of respondents	-.298	.156	-.092	-1.911	.057
marital status	.238	.086	.134	2.762	.006
monthly salary	.069	.059	.111	1.164	.245
Working experience	.086	.054	.078	1.611	.108
Educational background	.057	.097	.046	.588	.557
1 Opportunity for Advancement	.102	.044	.127	2.316	.021
Institution policy and practice	.213	.057	.226	3.762	.000
Compensation	.105	.055	.108	1.888	.060
Responsibility	.120	.050	.134	2.409	.017
Supervision	.092	.045	.115	2.068	.040
Working Condition	.039	.051	.047	.760	.448
Recognition	.097	.052	.114	1.880	.061
Coworker	.028	.046	.032	.620	.536
Staff	-.408	.168	-.198	-2.424	.016

a. Dependent Variable: Organizational Commitment

The effect of explanatory variables on organizational commitment for academic staff has been presented in their order of importance along with beta value.

1. Institution policy and practice (Beta=.226)

2. Responsibility (Beta=.134)
3. Marital Status (Beta=.134)
4. Opportunity for advancement (Beta=.127)
5. Supervision (Beta=.115)

Institution policy and practice with a Beta value of .226 is the best predictor of organizational commitment which is followed by responsibility and marital status with a Beta value of .134 and opportunity for advancement with a beta value of .127. On the other hand supervision with a Beta value of .115 is the poorest predictor of organizational commitment when it is compared with the other explanatory variables under study.