An Investigation into the Perception of Faculty and Non-Faculty Instructor's on Job Satisfaction and Organizational Commitment

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ABSTRACT
Educational system is regarded as the backbone of any civilized society. The inseparable parts of any educational organization are human resources who facilitate the implementation of policies and application of research findings. Admittedly teachers play a pivotal role in this respect. The general performance of universities depends upon their teachers and eventually their level of organizational commitment. Such occupational variables as job satisfaction has been hypothesized to play critical compensatory roles in this respect. The present study was aimed at exploring faculty and non-faculty teachers' perception of Job Satisfaction and organizational Commitment and their relationships through semi-structured interviews. Findings reveled interesting outcome and provided valuable information in this respect. The findings bear implications for the authorities and administrators in all level of teacher recruitment and in-service training

INTRODUCTION

Job Satisfaction

Job satisfaction was defined as "peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering" (Syptak, Marsland, & Ulmer, 1999, p. 23). Job satisfaction as related to teachers was considered as "a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness" (Shann, 1998, p. 67).

There is no one single unanimously accepted definition for job satisfaction, different scholars defined it in a diverse way. For example, job satisfaction was defined by Locke and Narthan (1976) as pleasant or positive emotional state caused by the appraisal of one`s job or job experience, this signifies that the happier a person is in the work setting, the more satisfied he/she will be with his/her working condition (Rice, Gentile, & McFarlin, 1991). Job satisfaction has been viewed as how people feel about different features of their job (Shooshtarian, Ameli, & Lari, 2013). Job satisfaction is a positive enjoyable reaction an individual has for his or her working experience (Milkovich & Boudreau, 1988).

The notion of job satisfaction is generally connected to sociological perspective (situational factors) and psychological dimensions (personal factors) (Heller, Judge, & Watson, 2002). Situational factors include job associated circumstances such as payment, promotion opportunities, working situations, task significance, skill diversity, self-sufficiency, and feedback. Personal factors include personality temperament, self-esteem, enthusiasm, and emotions.

Two groups of factors are considered to influence job satisfaction: intrinsic (recognition, tasks and responsibility) and extrinsic elements (working conditions, company policies and salary). Internal job satisfaction is an internal need to perform a task which is related to internal motivation. External factors are defined as the external paybacks provided to the professional staff by the organization. These elements are distinct from the task and may include income, good scores and other prizes.

In a similar categorization, Tett and Meyer (1993) divided the influencing factors in job satisfaction into two groups: organizational, social, and cultural characteristics which are regarded as external aspects and personality, affective, and emotional characteristics which are considered as internal aspects. According to the outlook of organizational behavior theoreticians, job satisfaction is not affected only by external factors; rather, emotions, personality qualities, and other internal factors have a close relationship with employees' job satisfaction. Personality traits can be taken into account as predictors of adjustment of employees with organizational condition.

Organizational Commitment

Mowday, Porter, and Steers (1982) defined organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization". Other researchers have defined organizational commitment as the psychological attachment that individuals develop toward an organization. More recently, Somunoglu, Erdem, and Erdem (2012) defined organizational commitment as the extent to which an individual embraces the values and norms of an organization. The key concept in each of these descriptions is that organizational commitment is a major variable that impacts a number of organizational consequences such as employee job performance and job satisfaction, and organizational citizenship behavior. Gelade, Dobson, and Gilbert (2006) suggested that organizational commitment should be of great appeal to organizations because there is a body of research that relate levels or organizational commitment to a number of outcomes for an organization.

Organizational commitment has also been explained as the extent of devotion and responsibility felt toward a shared task and the level of willingness to exert effort to achieve that mission (Camp, 1994; Chen, et al, 2010). It has also been defined as the strength of identification and involvement in a certain organization (Hulpia, Devos, & Rosseel, 2009).

The relationship between Job Satisfaction and Organizational Commitment
It has been argued that job satisfaction mirrors immediate affective reactions to the job while commitment to the organization grows more slowly after the individual establishes a deeper appreciation of the employing organization, its values, and expectations and one's own future in it. Therefore, job satisfaction is regarded as one of the determinants of organizational commitment. It is, therefore expected that highly satisfied employees will be more committed to the organization.

Job satisfaction is one of the attitudinal psychological traits that has been shown to be related to organizational commitment. A number of features differentiate job satisfaction from organizational commitment. Mowday et al., (1979, p.226) argue that organizational commitment is "more global, reflecting a general affective response to the organization as a whole" while job satisfaction "reflects one's response either to one's job or to certain aspects of one's job" (p.226). Thus organizational commitment refers to attachment to the employing organization as a whole, including its goals and values, while job satisfaction deals with the specific work environment where an employee performs his or her assigned task (Mowday et al., 1979). Organizational commitment is hardly affected by daily events and it evolves more slowly but steadily over time, and therefore is viewed to be a more intricate and enduring construct (Mowday et al., 1979). Additionally, job satisfaction and organizational commitment do not necessarily exist at the same time. It is quite conceivable that an employee show high levels of job satisfaction without feeling dedicated to the organization or forced to stay with the organization. Likewise, a highly committed employee may not feel satisfied with his/her job (McPhee & Townsend, 1992).

Also, some researchers argued that external awarding like pay, reward and promotion have positive effect on job satisfaction; whereas in organizational commitment, internal awarding has a more positive effect (Miao, Newman, Sun, & Xu, 2013).

Some researchers believe that organizational commitment is the antecedent and determining factor of job satisfaction. The results of some studies, however, indicate that job satisfaction and organizational commitment are mutually related (Schwepker, 2001), so there is a significant positive relationship between them. According to Martin & Bennett (1996) satisfaction and commitment are quite independent and not related. Various hypothesis has been made about the link between Job Satisfaction and Organizational Commitment. According to Martin and Bennett (1996), four alternative models are proposed for the relationship between job satisfaction and organizational commitment which are as follow.

The present study is aimed at providing comprehensive answer for the following questions:

What are the perceptions of EFL faculty and Non-faculty instructors about Job Satisfaction and Organizational Commitment?
What are the perceptions of Iranian EFL faculty and Non-faculty instructors about the relationship between Job Satisfaction and Organizational Commitment?

METHODOLOGY
The interviews were conducted in two subsequent sessions with 13 non-faculty and 10 faculty members. In the first session the interviewees were asked about their perception of research variables. The question in the second session mainly dealt with their views on the interrelationship of research variables. It is assumed that following the first interview session, in which questions were made about the interviewees' perception of Spiritual Intelligence,

Emotional Intelligence, Job Satisfaction and Organizational commitment, the interviewees would more attentively notice the application and realization of these variables in their everyday lives and could provide more valid data in the second interview session in which they were required to elaborate on the link among these variables.

Considering the semi-structure approach of the study the interviewer were run with a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further.

Following the Creswell's avocation (2009), the researchers had two piloting interview session before carrying out the interviews to refine the interview content, and to determine its feasibility and usefulness as a research instrument. The length of interviews were approximately 30 minutes each and interviews continued until convergence and saturation of the data were achieved. The semi-structured interviews were conducted individually with each participant, recorded and transcribed by the researcher.

Validity and Reliability

The validity of qualitative phase was checked by the help of experts as external audit and also the interviewees to review the extracted themes as member checking. In order to check the reliability Code-recode Reliability Inter-coders' Reliability was checked and the extracted codes were compared and contrasted and the outcome revealed an acceptable level of reliability (over 60 %).

Data Analysis

At some points in the interviews, due to growing repetitive nature of information obtained in qualitative interview sessions, the researcher came to a conclusion that conducting further interviews will bear no novel piece of information. In other words, saturation was achieved Thematic analysis was used for identifying, analyzing, and reporting patterns (themes) within data. The following steps advocated by Braun and Clarke (2006) were employed in conducting thematic analysis:

Phase 1: familiarizing with data
Phase 2: generating initial codes
Phase 3: searching for themes
Phase 4: reviewing themes
Phase 5: defining and naming themes
Phase 6: producing the report:

FINDINGS

For this qualitative study in which 23 EFL university instructors were asked to elaborate on their perception of spiritual intelligence and job satisfaction the following themes were uncovered. This part of study provides comprehensive answers for the 15th research question of the study.

Job Satisfaction

Faculty Members

    The kind of relation with people at their workplace (i.e. with the superiors, colleagues and students)
    Their job prospect and promotion opportunity.

Non-faculty Members

    The kind of relation with people at their workplace (i.e. with the superiors, colleagues and students)
    Autonomy and empowerment at work.
    Job security and income

Organizational Commitment

Faculty Members

    Having an inner sense of belonging to the organization.
    Feeling proud of the organization they work at.

Non-faculty Members

    Standing by the organization even in difficulties
    Practicing Self-denial and putting the organization first

The Relationship between Job Satisfaction and Organizational Commitment

Faculty Members

Faculty members believed that when they feel satisfied with their job, they gradually develop affective bonds with their organization. Having a job they are truly satisfied with, they start to accept their job and their organization as an inseparable part of their identity which like any other aspect of their identity they feel strongly attached to.

They also pointed out that when they are happy with job, they enjoy spending time at their workplace and start to establish close relationships with their co-workers. That being said some of them even reported that the work place was a second home to them and their coworkers were much like a family to them. Naturally they felt committee to this organization they felt so close to.

Non-faculty Members

Non faculty members believed that if the organization could provide them with a well-paid job wand a good income, they can develop a sense of self-efficacy and commitment to their job. They also expressed being satisfied with their job, they would feel a moral responsibility to be committed to their organization.

Only to illustrate new horizons for further studies it is worth to mention that a closer scrutiny of interviews revealed that some non-faculty members referring to the causal relationships between the two variables, believed that being committed to the organization could be a predictors of job satisfaction.

DISCUSSION

Based on the quantitative findings there was a significant relationship between Job Satisfaction and Organizational Commitment among both faculty and non-faculty members. Qualitative results also validated the quantitative outcomes and further explained the positive link found between the SQ and JS of both faculty and non-faculty members. These findings are confirmed by the findings of previous research (Tian et al., 2013; Teh and Tritos, 2011).

For example, Malik, et al (2010) found that Job Satisfaction and organizational commitment of university teachers were positively related. The findings of their study indicated that the satisfaction with work, quality of supervision and pay satisfaction and opportunities for promotion had significant positive influence on organizational commitment of faculty members.

Satisfied employees are expected to be committed to the organization and have a strong belief in achieving its objectives. Organizational commitment has been found to result from positive experiences at work, job satisfaction, trust in management, and an attractive compensation and rewards.

Instructors feeling satisfied with their job usually develop strong bonds with their colleagues, superiors and students. Such strong links by themselves play an important role in people's developing a sense of belonging towards their organizations. People tend to extend this feeling of commitment towards to their friends to the organization at which they have developed these relations at first place.

Feeling satisfied with one's job fills people with a sense of achievement and fulfillment which they can hardly dispense with. These positive feelings also create invisible link between the person and the organization out which the person has developed these positive feelings about themselves.

Someone's job and the organization he is working at is considered to be an inseparable part of his/her identity and the embodiment of the image one has always wanted to illustrate in the eyes of public . It seems that as long as people feel happy with their job they will always feel proud of this important part of their identity. Like those who are reluctance to dispense with any aspects of their identity (e.g. name or nationality), people may not be willing to forgo their attachment to the organization they borrowed a large part of their identity and social image from. This can be illustrated by numerous examples of people who continue feeling attached to their organization and preserving the title, social status, and image received from certain educational organizations even after retiring from their organization or leaving their job.

No doubt ideal working conditions (e.g., job security, good income according to non-faculties) creates a sense of commitment, attachment and appreciation in people. These ideal situation makes people stay with company even in hard times, possibly due to their sense of owing to the organization and their anticipation of opportunity to return their favor and prove their gratitude and commitment to the organization. Staying by the company during the hardships was reported by the non-faculty faculties as the indications of organizational commitment. This is also true for faculty members who viewed job advancement as ideal working condition which might lead to job satisfaction. Certainly an organization which provide them with what they value most, could inculcate a sense of commitment and devotion in their employees.

Social exchange theory may provide a convincing explanation for the above-mentioned findings. Social exchanges are voluntary actions which may be started by an organization's treatment of its employees, with the expectation that they will be forced to reciprocate the good performances of the organization (Gould-Williams &

Davies, 2005). The exchange approach view of organizational commitment states that individuals devote and dedicate themselves to their organizations in return for certain rewards from the organizations (Hrebiniak & Alutto, 1972; Steers, 1977; Mowday et al., 1982; Farrell & Rusbult, 1981). Anticipation of exchange/rewards from the employees' viewpoint is predicted to lead to increased commitment to the organization. Likewise, the more abundant are the perceived rewards in relation to the costs, the higher the organizational commitment would be. On the other hand, failure by the organization to fulfill the promise and provide sufficient rewards in exchange for the employees' hard work is expected to lead to decreased organizational commitment. This perspective is consistent with Becker's idea of calculative commitment where individuals' commitment to the organization is in part, a function of accumulated investments (1960).

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