

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 8, Issue 12, December 2019

Job Involvement and Organizational Commitment of University Faculty Members

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ABSTRACT: The main aims of this study were to examine the levels of work involvement and organizational commitment and to assess the effect of job involvement on the organizational commitment of the faculty members of Tribhuvan University's constituent campuses. This study used a descriptive research design. For the survey, 300 questionnaires were distributed in 10 constituent campuses of the university. Only 268 (a response rate of 89.33%) usable questionnaires were returned and analyzed. Both the job involvement and organizational commitment levels of faculty members were found high. It had been conjointly found that job involvement had a strong and positive impact on the forecast of faculty members' commitment. Based on this finding, it can be concluded that a higher level of job involvement would create a higher level of commitment. So, university authorities and administrations need to focus on enhancing job involvement and organizational commitment of their faculty members for an effective teaching environment in their organization.

KEYWORDS: Job involvement, Organizational commitment, Faculty members, Constituent campuses, Tribhuvan University.

I. INTRODUCTION

Employees' positive work attitudes play a major role in organizational success. Job involvement is one of the work attitudes of employees that refers to the degree to which they are willing to work hard for their organization (Sharma, 2016). People willing to work hard are considered to be highly involved, while they are poorly involved without this willingness. Mainly, job involvement is concerned with an employee's job motivation. With job involvement, employees identify their work sensitively (Bashaw & Grant, 1994; Hackett, Lapierre, & Hausdorf, 2001; McElroy, Morrow, Crum & Dooley, 1995; Blau, 1986; Blau & Boal, 1987).

In one study, Mathieu and Zajac (1990) argue job involvement as a belief descriptive of a worker's relationship with the present work. It is the internalization of values about the work or the importance of work according to the individual (Beheshtifar & Emambakhsh, 2013). It may appraise the ease with which a person can be further socialized by an organization. In today's context, job involvement has become one of the important aspects of employee attitude in the workplace. Going through the literature, there are two types of job involvement such as—job involvement in the role and job involvement in the setting. The first type of job involvement is called job involvement in the role (JIR). It is the degree to which people are engaged in the specific tasks that make up their job. The second one is job involvement in the setting (JIS). It is the degree to which people find carrying out the tasks of their job in the present job environment to be engaging (Sharma, 2016).

The attitudes of employees working in an organization matter a lot for organizational effectiveness and performance. One of the ways of increasing organizational performance is increasing the performance of the employees working in the organization (Ekmekçi, 2011). Employee attitudes in terms of organizational commitment and job involvement play a major role in this aspect of increasing organizational performance. This study focuses on these two aspects of organizational behavior.

Organizational commitment is obtaining additional attention as a result of it aims to enhance the overall performance of the organization, through increasing the involvement of every worker to all or any progress in organizational flows. On the opposite hand, job involvement conjointly contains a key role within the overall performance of the organization (Brown, 1996 cited in Ekmekçi, 2011). People spend most of their time on the job and the job becomes an important aspect of their lives. So, the quality of their entire life experience can be greatly influenced by their degree of

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involvement in or alienation and commitment from their jobs. Because of this reason, employee job involvement and organizational commitment can be considered as the important aspects that have major roles over organizational performance. Job involvement and employee commitment both are considered as the driving forces behind an organization's overall performance (Abbott, White & Charles, 2005). Therefore, it is necessary to investigate these two aspects; although, there is no comprehensive research that combines them as a vital subject in the Nepalese context.

PROBLEM STATEMENT

Bates (2004) and Richman (2006) have reported that employee involvement is in decline and there is a deep lack of involvement among employees today (cited in Aleinein, 2016). On the other hand, involving employees is considered to be one of the most challenging task management ever faces. Aleinein (2016) argued that lack of job involvement costs businesses billions a year by decreasing their productivity and performance. The same case would be in the Nepalese context. There would be an involvement gap and low commitment among faculty members of the Nepalese universities. Job involvement and organizational commitment should not be ignored by the university authorities that want to keep active their universities and motivate their faculty members. It begins a pertinent question like, "to what extent does job involvement relate to organizational commitment among faculty members in Tribhuvan University?" This research work seeks to provide answers to this question.

OBJECTIVES OF THE STUDY

The following are the objectives formulated for the present study:

- a. To examine the level of job involvement of faculty members of Tribhuvan University.
- b. To examine the level of organizational commitment of faculty members of Tribhuvan University.
- c. To analyse the effect of job involvement on organizational commitment of faculty members of Tribhuvan University.

RESEARCH HYPOTHESIS

This research answers its main question through testing the hypothesis (H_1): *There is a statistically significant relationship at $p \leq 0.05$ between job involvement and organizational commitment.*

II. LITERATURE REVIEW

This study is concerned with perceptions of faculty members of the constituent campuses of Tribhuvan University towards job involvement and organizational commitment. Therefore, this section deals with the review of these two aspects of organizational behavior.

JOB INVOLVEMENT

Ojo (2009) stated that job involvement is a belief descriptive of the present job and tends to be a function of how much the job can satisfy one's present needs (cited in Akintayo & Ayodele, 2012). Kanungo (1982) in his research, stated job involvement as the degree to which individual identifies with his or her current job. In one study, Khalid and Rashid Rehman (2011) described job involvement as motivation to carry out a job and it is highly companionable between personal and organizational goals. It stimulates motivation among the employees to create positive work outcomes. Job involvement is the fulfilment of an employee's cognitive needs that assists him or her to work harder and boost up his or her job performance. Indeed, in order to enhance organizational effectiveness, there should be a high degree of job involvement among the members of an organization (Aleinein, 2016). Likewise, Sethi and Mittal (2016) stated that job involvement is the degree to which employees submerge themselves in their jobs, devote time and energy in them, and consider work as a central part of their overall lives. Diefendorff, Brown, Kamin, and Lord (2002) argued that employees with high levels of job involvement tend to significantly benefit the organizations, and Brown (1996), Carson, Carson, and Bedeian (1995), and Cohen (1995) argued that job involved employees are likely to be satisfied with their job as well as highly committed to their careers and their organizations. These all discussions pointed out that job involvement is mainly related to individual efforts and behaviors in the work, dealing with fellow beings, earnestness, and enthusiasm in the workplace (Aleinein, 2016).

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ORGANIZATIONAL COMMITMENT

In one study, Porter, Steers, Mowday, and Boulian (1974) mentioned organizational commitment as including three factors: a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a definite desire to maintain organizational membership (cited in Kadyschuk, 1997). The commitment is a situation where an organization's employees are in line with it as well as the goals and wish to maintain membership in that organization (Robbins & Judge, 2007). It has been mainly reflective of the extent of employees' loyalty to the organization. Organizational commitment refers to the extent employees of an organization own the goals of the organization and feel pride by affiliating with it (Shrestha, 2016).

In one study, Allen and Meyer (1990) argued that employees who have a commitment will work with full dedication, and desire to give more responsibility to support the welfare and success of their organization. Organizational commitment emerged as a result of the psychological bond between employees and the organization. Robbins and Judge (2007) stated that organizational commitment consists of three dimensions such as affective commitment, continuance commitment, and normative commitment. *Affective commitment* is an emotional attachment, a sense of belongings, a feeling of pride to be a member, and a feeling of psychological ownership. It provides enhanced feelings of devotion, belongingness, and stability for the employees. Employees who hold affective commitment attitude are happy to spend the rest of their career in their organization. These employees feel organizational problems as their own and also feel like a part of a family at their organization. They feel an emotional attachment to their organization, perceive a great deal of personal meaning of their organization, and feel a strong sense of belonging to their organization (Gautam, 2003). Likewise, *continuance commitment* is the readiness to stay in an organization because of the investment that the employee has with "non-transferable" investments. Non-transferable investments include elements such as retirement, relationships with other employees, or things that are special to the company. They also consist of the factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985). Meyer and Allen (1997) also clarify that the employees having continuance commitment often make it very hard for them to leave the organization. On the other hand, *normative commitment* is an employee's feeling of obligation to remain with the organization. This commitment focuses on the obligation and/or moral attachment of employees. This commitment is produced by the socialization of employees to the organization's goals and values (Allen & Meyer, 1990). Employees with strong normative commitment remain in the organization because they feel they ought to (Meyer, Allen, & Smith, 1993).

RELATIONSHIP BETWEEN JOB INVOLVEMENT AND ORGANIZATIONAL COMMITMENT

Mohsan, Nawaz, Khan, Shaukat, & Aslam (2011) described job involvement as an essential of the primary source of organizational commitment. They argued that involved employees attach and connect themselves in the job sharing their behavioral, cognitive, and emotional efforts. In one study, Cohen (1999) found an existence of a reciprocal relationship among job involvement, positive work experiences, and high organizational commitment.

Stevens, Beyer, and Trice (1978) argued job involvement as a personal characteristic that has been found to be positively related to organizational commitment. Likewise, in one study, Meyer, Irving, and Allen (1998) also concluded that employees who have had positive work experiences likely to have a higher level of affective commitment to the organization. In a meta-analysis, Brown (1996) stated a strong relationship between job involvement and organizational commitment in the workplace.

Mathieu and Zajac (1990) also found that organizational commitment is positively related to employee motivation, job involvement, and job satisfaction. Some other studies such as Igbaria and Siegel (1992), Koberg and Chusmir (1989), Martin and Hafer (1995), Porter et al. (1974) also found that there is a significant relationship between job involvement and organizational commitment. Likewise, Mowday, Steers, and Porter (1979), Morrow (1983), Buffardi and Niebisch (1988), Knoop (1995), and Ho (2006) also found that job involvement has a strong and positive effect on the forecast of organizational commitment. All these findings suggest that individuals who had higher job involvement had more commitment to their organization.

Based on the literature review the aim of this research is to analyse the effect of job involvement on organizational commitment of faculty members of the constituent campuses of Tribhuvan University.

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III. RESEARCH METHODS

RESEARCH DESIGN

The present research is designed to focus on job involvement and organizational commitment of the faculty members. It is based on the opinions collected from the faculty members teaching in constituent campuses of Tribhuvan University. So, a descriptive research design is used in this study.

SAMPLING

There are 60 constituent campuses of Tribhuvan University. Out of them, faculty members of 10 constituent campuses such as Saraswoti Multiple Campus, Padma Kanya Multiple Campus, Bhaktapur Multiple Campus, Patan Multiple Campus, Nepal Commerce Campus, Ratna Rajya Laxmi Campus, Sanothimi Campus, Trichandra Multiple Campus, Public Youth Campus, and Shanker Dev Campus are selected as the sample for this study. These campuses are selected judgmentally and conveniently.

PARTICIPANTS

For the survey, 300 questionnaires were distributed in 10 constituent campuses of the university. Only 268 (a response rate of 89.33%) usable questionnaires were returned and analysed.

INSTRUMENTS

A 10-item scale of job involvement that was constructed and validated by Kannugo (1982) is used for conducting this study. Likewise, the perceptions of organizational commitment are measured with a sum of its three components such as 7-item scale affective commitment, 6-item scale continuance commitment, and 4-item scale normative commitment that were developed by Allen and Meyer (1990). The perceptions generated in five points Likert-type scale (1= Disagree totally, to 5 = Agree totally) are the major source of data in this study.

IV. EMPIRICAL RESULTS AND FINDINGS

This section presents data, the results, and findings that are obtained from the survey.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

This section presents the demographic characteristics like gender, marital status, age in years, education level, faculty, designation, and service/experience of the participated faculty members of Tribhuvan University:

Table 1: Demographic Characteristics of Respondents (N = 268)

| Characteristics | Categories | Frequency | Percent |
|------------------------|---------------|-----------|---------|
| Gender | Male | 197 | 73.51 |
| | Female | 71 | 26.49 |
| Marital Status | Married | 235 | 87.69 |
| | Unmarried | 33 | 12.31 |
| Age in years | 25 - 34 years | 35 | 13.06 |
| | 35 -44 years | 135 | 50.37 |
| | 44 - 55 years | 85 | 31.72 |
| | 56 + years | 13 | 4.85 |
| Education Level | Masters | 229 | 85.45 |
| | M.Phil. | 25 | 9.33 |

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|--------------------|------------------------------------|-----------|-------|
| | Ph. D. | 14 | 5.22 |
| Faculty | Humanities | 78 | 29.10 |
| | Management | 125 | 46.64 |
| | Science | 11 | 4.10 |
| | Education | 42 | 15.67 |
| | Law | 12 | 4.48 |
| Designation | Part-time Faculty Members | 35 | 13 |
| | Contract/Teaching Assistant | 37 | 13.8 |
| | Lecturer Associate | 155 | 44.8 |
| | Professor/Reader | 65 | 24.3 |
| | Professor | 11 | 4.10 |
| | Service/Experience in years | 1-5 years | 29 |
| 6-10 years | | 97 | 36.19 |
| 11-15 years | | 59 | 22.01 |
| 15-20 years | | 68 | 25.37 |
| 20 years and above | | 15 | 5.60 |

The demographic characteristics show that majority of the respondents are male (73.51%) and married (87.69%). More than half of the respondents (50.37%) are in 35-44 years age group. The majority of respondents (85.45%) have master's level education degree. The majority of respondents (46.64%) represent management faculty and lecturers (44.8%). The majority of respondents (36.19%) have 6-10 years experience.

DESCRIPTIVE STATISTICS

Table (2) displays the means and standard deviations of the employees' perceptions of the variables under the study and the Cronbach alpha of the variables and respective items.

Table 2: Descriptive statistics and Reliability Coefficients (N = 268)

| Variables | Mean | S.D. | Cronbach Alpha |
|---------------------------|------|------|----------------|
| Job Involvement | 4.17 | 0.41 | 0.87 |
| Organizational Commitment | 4.39 | 0.38 | 0.91 |

The table (2) shows that the Cronbach alpha coefficients for both variables show value above 0.7. That means the value for each variable in this study is acceptable because according to Sekaran (2006), the higher the coefficients, the better the measuring instrument. The above table shows that the average response of the faculty members is 4.17 with a standard deviation of 0.41 on job involvement, whereas it is about 4.39 with a standard deviation of 0.38 regarding organizational commitment. These results show that the perceptions of faculty members of Tribhuvan University regarding both variables are found strong.

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REGRESSION ANALYSIS OF JOB INVOLVEMENT AND ORGANIZATIONAL COMMITMENT

In this research, the regression analysis is used to find out the relationship between perceptions of job involvement and organizational commitment. The regression results are given in the table (3):

Table 3: Regression Results of Job Involvement and Organizational Commitment (N = 268)

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-----------------|-----------------------------|------------|---------------------------|--------|--------|
| | B | Std. Error | Beta | t | |
| (Constant) | 42.200 | 4.166 | | 10.129 | 0.000 |
| Job Involvement | 0.418 | 0.048 | 0.469 | 8.668 | 0.00** |

$R^2 = 0.220$, Adjusted $R^2 = 0.217$, F-Value = 75.139

Note: * $p < 0.05$, ** $p < 0.01$

Predictors: (Constant), Job Involvement; Dependent Variable: Organizational Commitment

These results of the regression analysis show that job involvement affects organizational commitment ($\beta = 0.418$, $p = 0.00 < 0.01$). Therefore, hypothesis H_1 (there is a statistically significant relationship at $p \leq 0.05$ between job involvement and organizational commitment) is supported. R^2 helps us to explain how independent variables are effective over the dependent variables. In this analysis, $R^2 = 0.220$, this means the organizational commitment of the faculty members who have participated in this study is affected by job involvement by only 22%. The rest 78% can be explained by the influence of factors other than job involvement.

V. DISCUSSION AND CONCLUSIONS

Job involvement is used to predict organizational commitment. This paper describes how job involvement can enhance the perception of organizational commitment among faculty members of Tribhuvan University. The results show that both the job involvement and organizational commitment levels of faculty members are high.

The finding of the hypothesis of this study reveals a significant positive relationship between job involvement and organizational commitment among the faculty members. This finding is in agreement with the research findings of Brown (1996), Mathieu and Zajac (1990), Igarria and Siegel (1992), Koberg and Chusmir (1989), Martin and Hafer (1995), Porter et al. (1974), Morrow (1983), Buffardi and Niebisch (1988), Knoop (1995), and Ho (2006) who found that job involvement has a strong and positive effect on the forecast of organizational commitment. Based on this finding, it can be concluded that faculty members who have a higher job involvement have more commitment to their campuses and university. So, Tribhuvan University needs to focus on enhancing job involvement and organizational commitment of its faculty members. As Ho (2006) stated that needs for achievement and "self-esteem" are satisfied for job-involved individuals in their workplace. Clear organizational goals give highly-involved employees more opportunities to satisfy their needs and build commitment to the organization. These realities need to be adapted by T.U. authorities and campus administrations for creating an environment of involvement and commitment. In the line with Ranjitham and Jayanthi (2015) it can be concluded that in order to further increase the level of job involvement of faculty members, they should be encouraged to evolve and adopt innovative methods of teaching suitable to different categories of students coming from different sections of the society to sustain growing interest accomplishments in their profession.

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VI. PRACTICAL IMPLICATIONS

This section outlines some of the practical implications of this study for workplace planning and policy.

- The results of this study provide potentially valuable information for the teaching faculty management in terms of understanding relationship exists between job involvement and organizational commitment, and how these variables might affect the behavior of faculty members.
- T.U authorities and campus administrations need to understand, inspire, and encourage the thinking of the faculty members, and subsequently generate a positive work environment in order to improve job involvement and organizational commitment.
- T.U. authorities and campus administrations also need to examine the status of faculty members they currently employ and work out how to keep them happy and healthy.
- T.U. authorities and campus administrations also need to incorporate programs and systems to increase job involvement in the university. This will, in turn, enhance the commitment of faculty members to the university and respective campuses.

ACKNOWLEDGMENTS

This research was conducted with the financial support of the University Grants Commission (UGC), Sanothimi, Bhaktapur, Nepal. So, the author is thankful to the Commission for providing grants for this research.

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