THE INFLUENCE OF WORK MOTIVATION & JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT OF TEACHERS: ANALYZING MEDIATING ROLE OF JOB SATISFACTION

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Abstract

An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academics, there is need for strong and effective motivation at the various levels viz., top management, college level and department level. Taking into consideration the importance of motivated and satisfied employees on employee commitment, the present study was proposed to identify the relationship between motivation and job satisfaction on organizational commitment of teachers and also studying the mediating role of job satisfaction on the relationship of teachers' motivation and organizational commitment at Wolaita Sodo University (Public University), Ethiopia. As per the objectives of the research Cross sectional Causal research design was employed. The study was conducted from Jan – April 2018. The study targets the academic staff of University. Proportionate Stratified random sampling was used with a sample size of 269 teachers. 95% confidence level was assumed with margin of error, e=0.05. Self-administered questionnaire was used as data collection instrument for collecting Primary data. Questionnaire used Likert scale as tool of measurement with responses measured at interval level. The analysis was conducted using Andrew F. Hayes Process model. The research concluded that there was significant effect of teachers' motivation on organizational commitment. There was also significant effect of teachers' motivation on teachers' job satisfaction. Teachers' motivation had significant effect on teachers' commitment mediated by teachers' job satisfaction. The mediation of job satisfaction was partial and effect size of job satisfaction mediation on the relationship of teachers' motivation and teachers' commitment was strong. Job satisfaction as mediator leads to 54.80% variation in organizational commitment. Based on the research findings it was recommended that besides finding the specialized and competent teachers the university should also take the measures to motivate the employees. Organizations should develop and implement such policies after thorough research which results in motivating employees which results into satisfied employees and they will be committed to the organization, viz., they feel the organization as theirs' and feel a great loss to them if they leave that organization.

Keywords: *Employee motivation, Organisational commitment, Job satisfaction*

Introduction

Employees are important assets to organizations (Mohsen et al., 2004) they are considered as the engine of any organization as they highly contribute to the success of their organizations. To achieve organizational objectives, we need employee who has a real desire to perform their duties as well as has stimulus and incentive to attain the required goal. According to Sheedy (2009), employees need to play the effective role in their organizations since they were regarded as a valuable resource in an organization. Thus, through their participation and

commitment, organizations can become a competitive advantage. Organizations want to use maximum potential of their human resources, to stay in the competition and to survive, great organizations are built on the inherent value of their human resources, and the motivation and commitment of its employees (Mohsen et al., 2004).The real assets of the organizations are employees (Mohsen et al., 2004) and it's considered as the engine of any company.

Organizational commitment is one of the most important work attitudes in the study of management and organizational behavior (Allen & Meyer, 2000). Researchers conducted on commitment have shown that employees with higher organizational commitment engage in organizational citizen behavior and this, in turn, results in better performance and higher work motivation that are beneficial to the organization (Chang et al., 2007). So employees' productivity is largely related to their motivation levels and a higher level of organizational commitment.

Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and sustain human behaviour in a particular committed direction.

Past researches have proved that organizational commitment is negatively correlated with turnover intention (Chughtai & Zafar, 2006; Lee & Liu, 2006), absenteeism (Obeng & Ugboro, 2003) and counterproductive behavior (Dalal, 2005). Besides to this, there is impressive researches indicated that organizational commitment is positively correlated with self-rated job performance (Chughtai & Zafar, 2006), employ-

ees' retention (Vandenberg & Lance, 1992), job satisfaction (Brown & Peterson, 1994; Schwepker, 2001), employee productivity (Obeng & Ugboro, 2003) and motivation (Darolia & Darolia, 2010). This has confirmed that highly committed employees will have high performance as compared to those employees that has less commitment to the organization (Muhammad, Ziauddin, Farooq & Ramay, 2010). Therefore, organizational commitment has played a crucial role in an organization in which result in high individual and organizational performance.

Job satisfaction is affected by personal and organizational factors, which cause an emotional reaction affecting organizational commitment (Mowday, Steers & Porter 1979). Gbadamosi (2003) contended that the more favourable an individual's attitudes toward the organization , the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization. Schein, (1996) agreed that motivated employees are crucial to an organization's success, and therefore understanding people in their jobs and what motivates them could be a driving force in strengthening organizational commitment. Motivated and committed employees with high levels of job satisfaction are considered as an important asset to an organization (Denton, 1987).

Organizations are facing employee retention challenges and every organization is in need of designing strategies to motivate employees thereby adding value. This is because no resource is more critical to organizational success than human resources are (De Nisi and Griffin, 2001). It is seen to provide economic security and as a result improves staff retention rate. If not satisfied with job or work place, they tend to put little effort or join other organization with better job packages. This costs an organization much as hiring cost is

higher than retaining cost since new employees take time to learn organizational culture and they need trainings which are related to cost for the new job. Satisfied employees are more likely to be committed to their organizations and exhibit higher levels of performance and productivity. (Steinhaus and Perry 1996) An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academics, there is need for strong and effective motivation at the various levels viz., top management, college level and department level. Taking into consideration the importance of motivated and satisfied employees on employee commitment, the present study was proposed to identify the relationship between motivation and job satisfaction on organizational commitment of teachers of Wolaita Sodo University (Public University), Ethiopia.

Research Objective

The current research is designed to attain the following objectives:

• To analyze the effect of teachers' motivation on organizational commitment at Wolaita Sodo University, Ethiopia.
• To analyze the effect of teachers' motivation on their job satisfaction at Wolaita Sodo University, Ethiopia
• To analyze the mediating role of job satisfaction on the relationship of teachers' motivation and organizational commitment at Wolaita Sodo University, Ethiopia.

Significance of the Study

This research paper will facilitate the university administrators and bosses to have better understanding the academicians' behavior and attitudes by confirming the relationship between motivation, job satisfaction and organizational commitment. Some useful valuable

practices that can be implemented within an institution which eventually will lead to enhancement of academicians' commitment which will reflect in their attitude towards the job and ultimately students would be beneficiaries.

Review of Literature

Motivation is a psychological process resulting from the arousal, direction and persistency of voluntary action to attain organizational and personal goals (Pool and Pool, 2007). Luthans (1998) defines motivation as a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive. Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators.

Deci and Ryan (1985) stated that motivation is gained through rewards, with rewards either intrinsic or external to the activity and whose procurement is enabled by activity performance (Thakor and Joshi, 2005). Intrinsic rewards include issues related to the job itself such as achievement, autonomy, variety, responsibility and personal and professional growth. The other intrinsic motivation tools contain status, recognition, praise from superiors and co-workers, personal satisfaction and feelings of self-esteem (Mahaney and Lederer, 2006).

Job satisfaction is defined as a pleasurable or positive emotional state resulting

from the appraisal of one's job or job experiences (Schneider and Snyder, 1975; Locke, 1976). Locke (1976) defined job satisfaction as an enjoyable and exciting emotional condition which someone gets in his/her work. Job satisfaction is important for reducing turnover rate and increase motivation. At the same time, it can be defined as the unpleasant emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values. Job satisfaction as an emotional situation related to the positive or negative judgment of job experiences. (Locke 1969).Job satisfaction is a key element of work motivation, which is a fundamental determinant of one's behavior in an organization. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Levinson, 1997, Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Litchtenstein and Hellmann, 1997; Jamal, 1997).

Satisfied employees will be committed and perform well in workplace. To satisfy employees, organizations provide different facilities like good working condition, fairness in job, promotion and rewards to employees because these are the elements which contribute to employee satisfaction .People will be more committed and more productive during their job if they are more satisfied (Al-Hussami, 2008). Satisfaction and dissatisfaction not only depend on the job but also depend upon employee's expectation about job (Hussami, 2008).

Organizational commitment represents the degree to which the employees identify with the organization in which they work, how engaged they are in the organization and whether they are ready leave it (Greenberg and Baron, 2008). Grusky (1966) relates commitment with "The

nature of the relationship of the member to the system as a whole". Kanter (1968) defines commitment as "The willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations, are seen as self expressive".

Brown (1969) categorize commitment as (1) includes something of the notion of membership; (2) it reflects the current position of the individual; (3) it has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution, and other related outcomes; and (4) it suggests the differential relevance of motivational factors.

Organizational commitment refers to the degree to which a person identifies with, and feels part of an organization. It is an emotional response that can be measured through people's behaviors, beliefs, and attitudes and can range anywhere from very low to very high. (Schenmehorn, Hunt, & Osborn, 2002). Based on the multidimensional nature of organizational commitment, there is growing support for a three-component model proposed by Meyer and Allen (1991). All three components have implications for the continuing participation of the individual in the organization. The three components are: Affective Commitment: Psychological attachment to organization. Continuance Commitment: Costs associated with leaving the organization. Normative Commitment: Perceived obligation to remain with the organization. Meyer and Allen (1991), in an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organizational commitment among blue collar workers, reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards, were related to commitment.

Several studies have demonstrated that there is a strong connection between organizational commitment and job satisfaction and fluctuation (Porter et al., 1974), as well as that people who are more committed to an organization are less likely to leave their job. Organizational commitment can be thought of as an extension of job satisfaction, as it deals with the positive attitude that an employee has, not toward her own job, but toward the organization. The research supports the hypothesis that job satisfaction predicts organizational commitment (Stevens et al., 1978; Angle and Perry, 1983; Williams and Hazer, 1986; Tsai and Huang, 2008; Yang and Chang, 2008; Yücel, 2012; Valaei et al., 2016).

Masydzulhak, Hapzi Ali, and, Leni Dewi Anggraeni (2016) investigated the influence of work motivation and job satisfaction on Employee Performance and Organizational commitment: Satisfaction as an Intervening Variable in Indonesia. The independent variables are work motivation and job satisfaction. The mediating variable is satisfaction and the dependent variables are employee performance and organizational commitment. The result showed that direct effect of motivation and organizational commitment simultaneously are having significant and positive influence to work performance, meanwhile job performance having negative effect to performance. Organizational commitment was unsuccessful mediating motivation to work performance, meanwhile variable organizational commitment fully mediated job satisfaction affecting positive influence to work performance indirectly.

Mai Ngoc Khuong and Phan Le Vu (2014) measured the effect of Drivers' of Organizational Commitment through the mediation of Job Satisfaction in Vietnam. The researched mediating variables were the higher levels of job satisfaction, fringe benefit, working environment, technology innovation, relationship with management and relationship with coworkers. The dependent variable is organizational performance. The finding indicated that the higher levels of job satisfaction, fringe benefit, working environment, technology innovation, relationship with management and relationship with coworker were positively associated with the higher level of organizational commitment. In addition, this research argued that in order to achieve high organizational commitment, transportation companies should achieve high level of drivers' job satisfaction, enhance relationship between drivers and supervisors and managers, relationship among drivers, and provide technology innovation for drivers, the better fringe benefits package.

The emotions, however, are much stronger in the case of organizational commitment and it is characterized by the attachment of the employee to the organization and readiness to make sacrifices for the organization.

Conceptual & Mathematical Framework
As per the objective of the research, the study accesses the effect work motivation on organizational commitment of teachers while looking at whether any mediating relationship of job satisfaction exists. The conceptual model can be depicted by fig 1
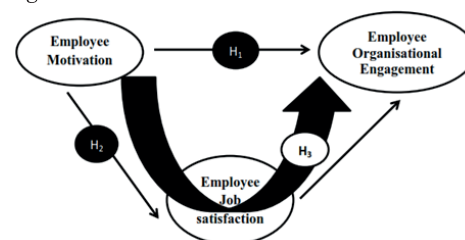

Fig 1: Conceptual framework of the study
Source : Researcher's formulation

Mathematical framework can be written as:

$TC = \beta_0 + \beta_1\ TM + U$

$JS = \beta_0 + \beta_2\ TM + U$

$TC = \beta_0 + \beta_3\ TM + \beta_4\ JS + U$

Where,

TC = Teachers' commitment

β = is intercept & constant

$\beta_1 - \beta_4$ = Variable Coefficients

TM = Teachers' motivation

JS = Job Satisfaction

U = Random error

Research Hypothesis

Based on conceptual and mathematical framework, following hypotheses are formulated for the research.

H1: Teachers' motivation has significant effect on teachers' commitment at Wolaita Sodo University, Ethiopia.

H2: Teachers' motivation has significant effect on teachers' job satisfaction at Wolaita Sodo University, Ethiopia.

H3: Teachers' motivation has significant effect on teachers' commitment mediated by teachers' job satisfaction at Wolaita Sodo University, Ethiopia.

Research Methodology

As per the objectives of the research Cross sectional Causal research design was employed. The study was conducted from Jan – April 2018. The study targets the academic staff of Wolaita Sodo University, Ethiopia. There are 824 teachers in the university in 10 colleges. Proportionate Stratified random sampling was used taking the colleges as strata. A sample size of 269 teachers was selected using Yamane formula to calculate sample sizes of finite population. A 95% confidence level was assumed with margin of error, e=0.05. Self-administered questionnaire was used as data collection instrument for collecting Primary data. Questionnaire used Likert scale as tool of measurement with responses measured at interval level. The analysis was conducted using Andrew F. Hayes Process model.

Questionnaire reliability was checked through pilot study conducted. Reliability Cronbach alpha was in range of .83-.87.

Findings and Interpretation

The research analysis was conducted in three stages. In first stage the effect of motivation on teachers' commitment was measured. In the second stage the effect of motivation on Job satisfaction (Mediating variable) was measured and in the third stage effect of motivation and Job satisfaction (mediating variable) was assessed on teachers' commitment.

Model 1: Motivation (independent variable) and teachers' commitment (dependent variable – Total effect model

Table 1: Model summary

R	R-sq	MSE	F	p
.6549	.4289	.2558	200.4954	.0000

Table 1 state that the correlation between teachers' motivation and their commitment is strong (.65) and motivation explains 42.8% variability in teachers' commitment. F value is very high and the model is significant even at 99.99% (p = .0000).

Table 2: Regression Coefficient

	coeff	se	t	p	LLCI	ULCI
Constant	.6999	.1924	3.6377	.0003	.3211	1.0787
Motivation	.7218	.0510	14.1596	.0000	.6214	.8221

Table 2 states a significant relationship between teachers' motivation and their commitment (b = .7218, p = .0000) at 99.99% confidence level. The lower and upper range of confidence interval for b coefficient is also very narrow and do not cross zero, hence relationship is significant.

The equation of relationship can be written as:

$TC = \beta_0 + \beta_1\ TM + U$

$TC = .6999 + .7218\ TM$

Model 2: Motivation (independent variable) and Job satisfaction (Mediating variable as dependent variable)

Table 3: Model summary

R	R-sq	MSE	F	p
.5613	.3151	.4910	122.8209	.0000

Table 3 states that the correlation between teachers' motivation and their job satisfaction is strong (.56) and motivation explains 31.5 % variability in teachers' job satisfaction. F value is very high and the model is significant even at 99.99% (p = .0000).

Table 4: Regression Coefficient

	coeff	se	t	p	LLCI	ULCI
Constant	.4551	.2666	1.7075	.0889	-.0697	.9800
Motivation	.7826	.0706	11.0825	.0000	.6436	.9216

Table 4 states a significant relationship between teachers' motivation and their job satisfaction (b = .7826, p = .0000) at 99.99% confidence level. The lower and upper range of confidence interval for b coefficient is also very narrow and do not cross zero, hence relationship is significant.

The equation of relationship can be written as:
JS = ß0 + ß2 TM +U
JS = .4551 + .7826 TM

Model 5: Motivation (independent variable), Job satisfaction (Mediating variable) and teachers' commitment

Table 5: Model summary

R	R-sq	MSE	F	p
.8449	.7138	.1287	331.7738	.0000

Table 5 states that the correlation between teachers' motivation, job satisfaction and teachers' commitment is very strong (.84) and motivation and job satisfaction explains 71.38 % variability in teachers' commitment. F value is very high and the model is significant even at 99.99% (p = .0000).

Table 6: Regression Coefficient

	coeff	se	t	p	LLCI	ULCI
Constant	.4678	.1372	3.4101	.0008	.1977	.7380
Motivation	.3227	.0437	7.3887	.0000	.2367	.4087
Job satisfaction	.5099	.0313	16.2755	.0000	.4482	.5716

Table 6 states a significant relationship between teachers' motivation and their commitment (b = .3227, p = .0000); between Job satisfaction and organizational commitment (b = .5099, p = .0000) at 99.99% confidence level. The lower and upper range of confidence interval for b coefficient is also very narrow and do not cross zero, hence relationships are significant.
The equation of relationship can be written as:
TC = ß0 + ß3 TM + ß4 JS +U
TC = .4678 + .3227 TM + .5099 JS

Table 7: Total effect of teachers' motivation on teachers' commitment

Effect	se	t	p	LLCI	ULCI
.7218	.0510	14.1596	.0000	.6214	.8221

Table 8: Direct effect of teachers' motivation on teachers' commitment

Effect	se	t	p	LLCI	ULCI
.3227	.0437	7.3887	.0000	.2367	.4087

Table 9: Indirect effect of teachers' motivation on teachers' commitment taking Job satisfaction as mediator

	Effect	Boot SE	Boot LLCI	Boot ULCI
Job satisfaction	.3990	.0459	.3149	.4969

Number of bootstrap samples for percentile bootstrap confidence intervals: 5000
Total effect of teachers' motivation on teachers' commitment which is significant even at 99.99% of confidence level (table 7) hence we can proceed to find out if Job satisfaction can be used as mediator. When Job satisfaction is used as mediator then the direct effect of teachers' motivation on teachers' commitment has reduced considerably (from .7218 to .3227) (table 7 & 8). The effect of indirect effect (mediation effect) is .3990 (table 9)

which is significant also as lower limit of confidence interval of effect and upper limit of confidence interval of effect does not cross zero (.3149 - .4969) and this range is very narrow. Hence we can conclude that partial mediation has occurred. The percent of total effect accounted by indirect effect was 54.80% (.3990/.728) which means that job satisfaction as mediator leads to 54.80% variation in organizational commitment.

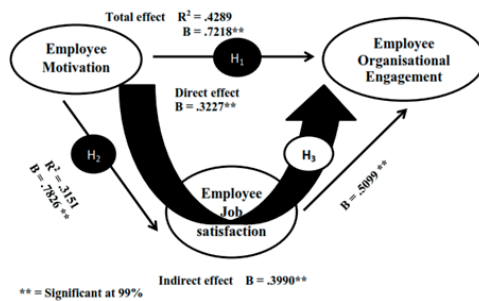Now the research model looks like fig 2

Fig 2: Analyzed research model

According to Cohen's(1988) benchmark, the mediation effect is determined by measuring the product of the effects (coefficients) The range of effect sizes small, medium and large are 0.03, between 0.01 - 0.09 and above 0.25 respectively. For this research the effect size is .3990 which lies in large range effect size.

Hypothesis Testing
Formulated hypothesis can be formulated a follows:
H1: Teachers' motivation has significant effect on teachers' commitment at Wolaita Sodo University, Ethiopia. Hypothesis is accepted as sig is .0000 which is significant at 99.99% (table 2 &7)
H2: Teachers' motivation has significant effect on teachers' job satisfaction at Wolaita Sodo University, Ethiopia. Hypothesis is accepted as sig is .0000 which is significant at 99.99% (table 4)
H3: Teachers' motivation has significant effect on teachers' commitment mediated by teachers' job satisfaction at Wolaita

Sodo University, Ethiopia. Hypothesis is accepted as sig is .0000 which is significant at 99.99% (table 6). Confidence limits also do not cross zero (table 6).

Conclusion
In relation to the objectives of the research a significant positive effect of teachers' motivation on organizational commitment was found. There was also significant effect of teachers' motivation on teachers' job satisfaction. Teachers' motivation had significant effect on teachers' commitment mediated by teachers' job satisfaction at Wolaita Sodo University, Ethiopia. The mediation of job satisfaction was partial and effect size of job satisfaction mediation on the relationship of teachers' motivation and teachers' commitment was strong. Job satisfaction as mediator leads to 54.80% variation in organizational commitment.

Recommendations
The stakeholders of the every organization want their organizations to lead in the environment. If the organizations aim to attract and retain their employees, they must be motivated enough to be satisfied. Results of the present study showed compensation has affected job satisfaction which ultimately affected organizational commitment and it can be used in order to design motivation strategy to retain employees. Organizations should develop and implement such policies after thorough research which results in motivating employees which results into satisfied employees and they will be committed to the organization, viz., they feel the organization as theirs' and feel a great loss to them if they leave that organization.

Scope For Further Research
The present study was limited to the

influence of motivational factors on organizational commitment of teachers considering job satisfaction as mediating variable in a public university. For confirming external validity of study it is suggested that future studies can be conducted on various other public universities as well as private universities located in geographically scattered locations. The comparative studies can also be conducted. The study can also be conducted for manufacturing, service organizations as well as non-governmental organisations. Other human resource dimensions such as performance appraisal, career development, incentives, leadership and work-life balance can be investigated in the context of employee job satisfaction and organizational commitment.

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