Volume 19 Issue 36
Originally issued as A9



Global Journal of human-social science: A
Arts & Humanities - Psychology
Volume 19 Issue 9 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Does Supervisory Behavior and Support Lead to Teacher's Affective Commitment?

By Dr. Vivek Pachauri
Institute of Technology & Science Ghaziabad

Abstract- To meet the demand of globalization, war of diversity, talent and fast technological developments, in order to deploy and preserve an innovative workforce specifically in education industry, should allow a greater amount of flexibility and innovation in their HRM policies and practices. Furthermore, Indian universities are presently grappling with the shortage of teachers. Therefore, it is imperative for universities to retain, develop and improve the performance of their existing educators. The central role Human Resource Management (HRM) practices play in creating and maintaining employee's affective commitment is critical especially in a highly socially interactive job of teaching. HRM is seen as a mechanism that nurtures social relationships in order to support an innovative workforce and enlarge the innovation capacity of organizations.

Keywords: *supervisory behavior and support (SVBS), affective commitment and job satisfaction.*

GJHSS-A Classification: *FOR Code: 389999*



Strictly as per the compliance and regulations of:



© 2019. Dr. Vivek Pachauri. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Does Supervisory Behavior and Support Lead to Teacher's Affective Commitment?

Dr. Vivek Pachauri

Abstract- To meet the demand of globalization, war of diversity, talent and fast technological developments, in order to deploy and preserve an innovative workforce specifically in education industry, should allow a greater amount of flexibility and innovation in their HRM policies and practices. Furthermore, Indian universities are presently grappling with the shortage of teachers. Therefore, it is imperative for universities to retain, develop and improve the performance of their existing educators. The central role Human Resource Management (HRM) practices play in creating and maintaining employee's affective commitment is critical especially in a highly socially interactive job of teaching. HRM is seen as a mechanism that nurtures social relationships in order to support an innovative workforce and enlarge the innovation capacity of organizations. Supervisory Behavior and support (SVBS) is one of the most significant factor has greater influence on employees' affective commitment. The purpose of the present study is to address the relationship between SVBS, affective commitment and job satisfaction of the academicians of Institutions in Delhi NCR. Variables such as Supervisory Behavior and job satisfaction were proposed to enhance Teachers' affective commitment of their organizations. Supervisory Behavior and support (SVBS), Job satisfaction and affective commitment were proposed as the independent, intervening and outcome variables respectively. The data of this study have been collected from a group of employees in Delhi NCR and other parts of north India through questionnaire survey. The data were analyzed using SPSS. The findings revealed that SVBS has significant relationship with job satisfaction and affective commitment. Likewise; this study suggested that SVBS can improve the employees' affective commitment by presenting a significant relationship between SVBS and affective commitment and job satisfaction.

Keyterms: supervisory behavior and support (SVBS), affective commitment and job satisfaction.

I. Conceptual Background

Organizations do tend to face various challenges such as cut-throat competition, recession and information technological advances. Their survival is, therefore, dependent upon a loyal and committed workforce. Robbins & Coulter, (2005) concluded that people are the most significant asset of the organization. The modern workplace for most organizations can be very diverse as the workforce today is filled with people with different skills, attitudes, and characteristics which in turn enable themselves to perform accordingly at work place. In current scenario, It is now imperative that public and private administrators must become effective managers of individuals with diverse cultures, backgrounds, and interests. The central role Human Resource Management (HRM) practices play in creating and maintaining employee's affective commitment is critical especially in a highly socially interactive job of teaching. Among the various factors of commitment, the supervisor support is particularly important because supervisors are formally responsible for monitoring the performance and progress of employees, are involved in decisions regarding pay and promotions that affect their employees which in turn is accountable for reducing turnover in their teams (Panaccio and Vandenberghe, 2011). Affective commitment depicts a high quality relationship between employees and their supervisors (Cheng et al., 2003), It is likely to have a significant bearing on employees' work related attitudes and behaviors. Furthermore, Indian universities are presently grappling with the shortage of committed teachers. Therefore, it is imperative for universities to retain, develop and improve the performance of their existing educators. Managers must have human skills to manage effectively which relates to Organizational commitment of employees especially the affective commitment. Thus, in world of innovation in business organizations, the relationship between Supervisory Behavior and support, Job satisfaction and affective commitment especially in Education Indsutry is a key topic of concern among managers and employees.

II. Literature Review

a) Supervisory Behavior and Support

Supervisory behavior and support can be defined as the degree to which supervisor is supportive, friendly and considerate, consult subordinates and recognize their contribution. Supervisory Behavior & support is termed as employees' views concerning the degree to which their supervisors value their contributions at workplace and care about their well-being (Eisenberger et al., 1986; Kottke & Sharafinski, 1988). Supervisory support is a tool which facilitates changes in employees' levels of affective commitment (Sadiya, 2015).

It was found in a study that as agents of the firm, supervisors are responsible for directing and evaluating employees' job performance and employees

Author: Institute of Technology & Science Ghaziabad U.P.
e-mail: Vivek.mba.india@gmail.com

© 2019 Global Journals

often view their supervisor's feedback as indicative of the organization's orientation toward them (Eisenberger et al., 1986; Levinson, 1965). Employees are aware that their supervisor's evaluations of their job performance are often communicated to managers, who are seen as the executives or representatives of the organization, which further strengthen the association between affective commitment and supervisor support (Eisenberger et al., 2002). Those employees who believe that their supervisors are considerate leaders will be highly committed than those who do not perceive that their managers as such (Johnston, M.W., Parasuraman, A., Futrell, C.M. and Black, B.C, 1990).

b) Job Satisfaction

Job satisfaction is termed as an employee's overall attitude towards their job (Witt, 1991). Job Satisfaction is an internal state based assessment about the job and job-related experiences with some degree of like or dislike (Locke, 1976). Job satisfaction is one of the most enduring yet elusive constructs used in the study of industrial relations Locke, (1976) and Yuzuk (1961). Job satisfaction is considered as one of the most heavily researched employee attitudes over five decades. Researchers have measured job satisfaction as a 'global' measure, as well as by focusing on several constituents, or facets, of job satisfaction Price, (1997). Study reveals that employees with high level of job satisfaction are in a proper state physically and mentally. Job satisfaction is derived from employees' perception that provided them with valuable context and content. Employees' assessment of their job and expression of satisfaction or dissatisfaction can be regarded as the outcomes of their job constituents (Robbins 1995).

c) Affective Commitment

Organizational commitment consists of three components basically such as affective, normative and continuous commitment (Meyer and Allen, 1991). As far as affective commitment is concerned "it is considered as the most widely studied component, the most generalizable across targets, and the most predictive of employee behavior in organization" (Morin et al., 2011, p. 718). Affective commitment can be broadly termed as to, identification with and involvement in that particular target (Meyer and Allen, 1997; Meyer and Herscovitch, 2001). Employees may develop commitment to a boss or to professional company membership (Morrow & McElroy, 1993; Randall & Cote, 1991; Tyree, 1996). The degree of Employees commitment may also vary to various companies' aspects such as organizational philosophy (Meyer & Allen, 1997). Affection and attachment for employees' job occurs when they feel a strong emotional attachment to their organization, and towards their work that they do (Meyer, Allen, &Smith, 1993).

d) Supervisory Behavior & Support, Job Satisfaction and Affective Commitment

Supervisory Behavior & Support (SVS) should be an indicator to overall job satisfaction by meeting socio-emotional needs, increasing performance-reward expectancies and ensuring the availability of aid when needed. High level of job satisfaction reveals high enthusiasm, good feeling and truly value the job, which leads then to high affective commitment.

Luthans (1973:326-329) developed a model of human behavior which enables the relationship between supervisory behavior, perception, and teacher satisfaction to be established. The model uses an interaction approach to integrate the classic stimulus-response (behavioristic) view that behavior is determined by the situation, with the humanistic (psychoanalytic) view that behavior comes from within the individual (Luthans,. 1973). Teacher satisfaction with supervision is conceptualized as one element of (but distinct from) job satisfaction. Hewitson (1975:13) suggested that it may depend on two critical aspects of professional autonomy: firstly, their involvement in decisions which directly affect them; and secondly, the supervisory practices of administrators who have the hierarchical power to thwart their needs for esteem and autonomy. Halpin (1969:290) demonstrated that "leadership consideration" and "initiating structure" are key dimensions of leadership behavior. Initiating Structure, refers to the leader's behavior in delineating the relationship between himself and subordinates, while Consideration refers to behavior indicative of trust, respect, and warmth. Miskel, Glasnapp and Hatley (1975:40) hypothesized that attitudinal discrepancies between motivational factors and organizational incentive factors are significant predictors of educators' job satisfaction. Thompson (1971:349) investigated the interrelationships of self-perception, perceived supervisory style and job satisfaction for professional employees and 18 administrators in a state department of education. Neeru Malhotra, Avinandan Mukherjee, (2004) conducted a study together and correlated Job satisfaction and organizational Commitment. Jen-Te Yang (2008) analyzed and found that employee turnover intent is greatly influenced by his/her commitment to the organization and that can be reinforced by providing job satisfaction. (Rose, Raduan che, Kurnar naresh, Ong Gua Pak, 2009) portrays that there is a relationship between organizational learning organizational commitment, job satisfaction and work performance.

e) Research Gap

Based on abovementioned literature review with variety of empirical results available It has been found that there are still some important unanswered questions regarding the connections between Supervisory Behavior, Job Satisfaction and Affective Commitment specifically in highly interactive job of

© 2019 Global Journals

teaching. Employees will most likely identify with the organization's goals and values, and they genuinely want to be there. If employees are satisfied with supervisory behavior and support they will enjoy their work and are likely to be satisfied with their job and feel good which in turn will increased job satisfaction and their feeling of affective commitment.

f) Research theoretical framework

This research study opts for quantitative research to discover the relationship among Supervisory Behavior and support, Job Satisfaction and affective commitment of teachers.

g) Objectives of Study

- To find the relationship between Supervisory Behavior & support and academician's Job satisfaction in education sector.
- To find the relationship between academician's Job satisfaction and affective commitment in education sector.
- To find the relationship between Supervisory Behavior and affective commitment in education sector.
- To give the suggestions for enhancing Supervisory Behavior and support, job satisfaction and affective commitment in organizations.
- To open new vistas for further research in the selected literature streams of Supervisory Behavior and support, job satisfaction and affective commitment in organizations.

h) Scope

The study covered the academicians of Delhi NCR and other parts of North India. With the help of this research Managers can restructure their factors which are responsible for their Supervisory support and can increase their Job Satisfaction and commitment towards the organization.

i) Hypothesis

The hypothetical model of the study is elaborated in the theoretical framework and these are proposed hypotheses of the study:

H1: Supervisory Behavior and support has a significant relationship with job satisfaction.

H2: Job satisfaction has a significant relationship with affective commitment.

H3: Supervisory Behavior and support has a significant relationship with affective commitment.

III. Research Methodology

Data were collected through a questionnaire survey from academicians in Delhi NCR and other parts of North India. Among the 205 employees who received the questionnaire, 122 responded to the items capturing our variables of interest as part of a larger survey. The response rate was 60 % percent and is one of the average response rate for studies that utilized data collected from individuals. Average age was 40 years and 46.8 percent were male.

a) Measures

The scale for supervisor support concerns about three main things in supervision of the employees such as respecting the views and ideas of the employees, collaborative approach in supervision and safe feedbacks. The researcher used the scale developed by Palomo (2010) which includes two items, They are 'My supervisor is respectful of my views and ideas', 'My supervisor has a collaborative approach in supervision' and 'My supervisor gives feedback in a way that feels safe'. The job satisfaction scale was used to assess whether an individual is satisfied with his or her job. This scale, developed by Wright and Cropanzano (1991), a two-item scale and it is assesing overall job satisfaction including internal and external satisfaction. Sample items include 'All in all, I am satisfied with the work of my job' (Internal JS; Position) and 'All in all, I am satisfied with my pay (total wages and tips)' (External JS; Payment). Affective commitment to the organization is assesd using an organizational scale developed by Meyer and Allen (1991). It is a two items scale in order to assess the affective commitment dimension, including 'I would be happy to work at my company until I retire' and 'I feel like part of a family at my company'.

b) Findings

The descriptive and inferential statistical methods were used to conduct the analysis. For hypotheses testing, the Pearson correlation coefficients were used. The first part of the analysis focused on the descriptive analysis of the respondents. After collecting the data, the reliability of the scales was analyzed. An analysis was performed in the study to ascertain the reliability of the measures by using Cronbach alpha reliability coefficient; 0.60 being the acceptable reliability coefficient level in terms of research standards as shown in Table I.

Table I: Reliability Statistics

Variable	Cronbach's Alpha
supervisor support	.843
job satisfaction	.812
Affective commitment	.948

As it can be seen in Table I, the measures of the study are reliable because all the variables have an acceptable reliability coefficient which ranged from .812 to .948.

c) Inferential analysis of the respondents

The correlation data shows the relationship between the independent, intervening and dependent variables of study as shown in Table. The table displays correlation coefficients between these variables. The

© 2019 Global Journals

results of the Pearson correlation show that the dimensions of the independent variable and dependent variables were positively correlated to each other.

Table III: Pearson correlations between Variables

Relationship	Correlation Coefficient (r)	Hypothesis Support
SVS → JS	.468*	Yes
JS → AF	.527*	Yes
SVS → AF	.354*	Yes

*. Correlation is significant at the 0.05 level (2-tailed).

The results of Table III demonstrated that there is significant positive relationship between supervisor support and job satisfaction at (r=.468; p=0.01) and the correlation is significant if the p=.01. The correlation shows that there is significant relationship between supervisory support and job satisfaction. Hence the alternative hypothesis is supported.

Similarly, the results shows that there is significant correlations between job satisfaction and affective commitment (r=.527; p=.01), so the alternative hypothesis is accepted.

In addition, Table III have shown that there is a significant high correlation between supervisor support and affective commitment (r=.354; p=.01), so the proposed alternative hypothesis is accepted

IV. Results & Discussion

The study analyzed the relationship between, job satisfaction and affective commitment. Therefore, three hypotheses were proposed in order to achieve the aim of the study. The first hypothesis proposed that there was a positive relationship between Supervisory Behavior & Support (SVS) and job satisfaction (JS). It indicates that an employee who is given good level of supervisor support in their jobs, will have high level of good perception towards their organization into getting involved in activities. This means that due to that high level of perception, they will reciprocate from the supervisor support to good job satisfaction (Isaks, 2002). Likewise, the proposed second hypothesis predicted that there was a positive relationship between job satisfaction and affective commitment. The outcome results have supported the prediction of the hypothesis and there was a significant relationship between job satisfaction and affective commitment. This reveals that when the employees get high level of good job satisfaction, their perceptions towards their company increase which will further increases their feeling towards organization and thus affective commitment. Likewise, the third hypothesis examined the relationship between SVS and affective commitment. It followed that the employees having good support from their supervisors, view their employers as being generally caring about their well-being, that type of attitude will influence their affective commitment in a positive way. Therefore, there was a positive strong relationship among these three variables i.e. Supervisory Behavior & Support (SVS), Job Satisfaction and affective commitment.

V. Conclusion

The aim of the study was to analyze the relationship between supervisory Behavior and support, job satisfaction and affective commitment. The adopted measures of this study have shown remarkable level of reliability. Three hypotheses were developed; all of them were supported. The findings of research reveal that, the affective commitment and job satisfaction have a significant relationship with supervisory support at work. Supervisory Behavior and support shapes employees to be more emotionally positive and stable, thereby making them more productive which results in better quality work and high commitment. This study is certainly capable of inspiring new ideas that can lead in problem statement of other research in the years to come, as well can help add to the literature review of other researchers.

References Références Referencias

1. Adler, N. J. 1997, International dimensions of organizational behavior (3rd ed.), Cincinnati: South/ Western.
2. Al-Aameri, A.S. (2000), 'Job Satisfaction and Organizational Commitment for Nurses,' Saudi Medical Journal, 21, 6, 531–535.
3. Allen, J.N., and Meyer, P.J. (1990), 'The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization,' Journal of Occupational Psychology, 63, 1, 1–18.
4. Allen, N.J. and Grisaffe, D.B. (2001) 'Employee Commitment to the Organization and Customer Reactions: Mapping the Linkages', Human Resource Management Review, 11: 209–36.
5. Bateman, T.S., and Strasser, S. (1984), 'A Longitudinal Analysis of the Antecedents of Organizational Commitment,' Academy of Management Journal, 27, 95–112.
6. Chen, P., Sparrow, P., & Cooper, C. (2016). The relationship between person-organization fit and job satisfaction. Journal of Managerial Psychology, 31(5), 946-959.
7. Cropanzano, R., Howes, J. C., Grandey, A. A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. Journal of Organizational Behavior, 22, 159–180.
8. Daly, C. L. (1998). Explaining the extra-role behavior of part-time and full-time workers: A matter of support? Unpublished doctoral dissertation, Michigan State University.

© 2019 Global Journals

9. Ellinger, A.D., Ellinger, A.E. & Keller, S.B. 2003. Supervisory coaching behaviour, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry, Human Resource Development Quarterly, 14(4), pp 435–458.
10. Feldman D and H Arnold, 1985. "Personality types and career patterns: Some empirical evidence on Holland's model". Canadian Journal of Administrative Science, 192–210.
11. Fletcher, C. & Williams, R. 1996. Performance management, job satisfaction and organizational commitment, British Journal of Management, 7(2), pp 169–179.
12. Foels R, J Driskell, B Mullen, and E Salas, 2000. "The effect of democratic leadership on group member satisfaction: An Interaction. Small Group Research, 31(6), 676–701.
13. Hoppock, R. Job Satisfaction (1935), Oxford, England: Harper Job satisfaction. (1935). xxi 303 pp.
14. Katzell R, D Thompson, and R Guzzo, 1992. "How job satisfaction and job performance are and are not linked", in CJ Cranny, PC Smith, and EF Stone (eds), Job Satisfaction. New York: Lexington Books, 1992, 195–217.
15. Liden, R.C., Bauer, T.N. and Erdogan, B. (2004), "The role of leader-member exchange in the dynamic relationship between employer and employee: implications for employee socialization, leaders, and organizations", in Coyle-Shapiro, J.A.M., Shore, L.M., Taylor, M.S. and Tetrick, L.E. (Eds),
16. Locke E, 1976. "The nature and causes of job satisfaction" in Handbook of Industrial and Organisational Psychology, M Dunnette, ed, Chicago: Rand McNally, 1297–1350.
17. Luthans F, 1989. Organisational Behaviour, New York, McGraw-Hill, 5th edition, pp 176– 185, 264–283.
18. Mayuri Duggirala, Meghendra Singh, Harshal Hayatnagarkar, Sachin Patel, and Vivek Balaraman. 2016. Understanding impact of stress on workplace outcomes using an agent based simulation. In Proceedings of the Summer Computer Simulation Conference. Society for Computer Simulation International, 35.
19. Moore D, 1997. "Public generally negative toward business, but most workers satisfied with jobs", Aug, Gallup Poll.
20. Mathieu J. & Zajac, D. 1990. A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment, Psychological Bulletin, 108(2), pp 171–194.
21. Noer D, 1993. Healing the Wounds. San Francisco, Jossey-Bass.
22. Robert C Cummins. 1990. Job stress and the buffering effect of supervisory support. Group & Organization Management 15, 1 (1990), 92–104.
23. Robbins SP (2005). Essentials of Organisational Behaviour. New Jersey: Pearson
24. Safi, M.-H., & Kolahi, A.-A. (2016). The Relationship between Job Satisfaction with Burnout and Conflict Management Styles in Employees. Community Health, 2(4), 266-274.
25. Spector, P. E. (1997). Job satisfaction. Thousand Oaks, CA: Sage.
26. Van der Klink, J., Blonk, R., Schene, A. H., & Van Dijk, F. (2001). The benefits of interventions for work-related stress. American journal of public health, 91(2), 270-281.
27. Vivek Balaraman, Harshal Hayatnagarkar, Meghendra Singh, and Mayuri Duggirala. 2016. Towards better crisis management in support services organizations using fine grained agent based simulation. In International Conference on Principles and Practice of Multi-Agent Systems. Springer International Publishing, 366–375.
28. Wayne S.J. & Green, S.A. 1993. The effects of leader-member exchange on employee citizenship and impression management behaviour, Human Relations, 43(12), pp 1431–1441.
29. Yarnall, J. (1998). Career anchors: results of an organisational study in the UK. Career Development International, 3(2), 56-61.

© 2019 Global Journals