

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

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5

6 **Abstract**

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

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18 **Index terms**— supervisory behavior and support (SVBS), affective commitment and job satisfaction.

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

38 The findings revealed that SVBS has significant relationship with job satisfaction and affective commitment.
39 Likewise; this study suggested that SVBS can improve the employees' affective commitment by presenting a
40 significant relationship between SVBS and affective commitment and job satisfaction.

41 **3 I. Conceptual Background**

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

61 **4 II. Literature Review a) Supervisory Behavior and Support**

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

67 It was found in a study that as agents of the firm, supervisors are responsible for directing and evaluating em-
68 ployees' job performance and employees often view their supervisor's feedback as indicative of the organization's
69 orientation toward them (Eisenberger et al., 1986; Levinson, 1965). Employees are aware that their supervisor's
70 evaluations of their job performance are often communicated to managers, who are seen as the executives or
71 representatives of the organization, which further strengthen the association between affective commitment and
72 supervisor support (Eisenberger et al., 2002). Those employees who believe that their supervisors are considerate
73 leaders will be highly committed than those who do not perceive that their managers as such (Johnston, M.W.,
74 Parasuraman, A., Futrell, C.M. and Black, B.C, 1990).

75 **5 b) Job Satisfaction**

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

86 **6 c) Affective Commitment**

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

97 **7 d) Supervisory Behavior & Support, Job Satisfaction and**
98 **Affective Commitment**

99 Supervisory Behavior & Support (SVS) should be an indicator to overall job satisfaction by meeting socio-
100 emotional needs, increasing performance-reward expectancies and ensuring the availability of aid when needed.
101 High level of job satisfaction reveals high enthusiasm, good feeling and truly value the job, which leads then
102 to high affective commitment. ??uthans (1973:326-329) developed a model of human behavior which enables
103 the relationship between supervisory behavior, perception, and teacher satisfaction to be established. The
104 model uses an interaction approach to integrate the classic stimulusresponse (behavioristic) view that behavior
105 is determined by the situation, with the humanistic (psychoanalytic) view that behavior comes from within
106 the individual ??Luthans, 1973). Teacher satisfaction with supervision is conceptualized as one element of
107 (but distinct from) job satisfaction. ??ewitson (1975:13) suggested that it may depend on two critical aspects
108 of professional autonomy: firstly, their involvement in decisions which directly affect them; and secondly,
109 the supervisory practices of administrators who have the hierarchical power to thwart their needs for esteem
110 and autonomy. Halpin (1969:290) demonstrated that "leadership consideration" and "initiating structure" are
111 key dimensions of leadership behavior. Initiating Structure, refers to the leader's behavior in delineating the
112 relationship between himself and subordinates, while Consideration refers to behavior indicative of trust, respect,
113 and warmth. Miskel, ??lasnapp and Hatley (1975:40) hypothesized that attitudinal discrepancies between
114 motivational factors and organizational incentive factors are significant predictors of educators' job satisfaction.
115 ??ompson (1971:349) investigated the interrelationships of self-perception, perceived supervisory style and job
116 satisfaction for professional employees and 18 administrators in a state department of education. Neeru Malhotra,
117 Avinandan Mukherjee, (2004) conducted a study together and correlated Job satisfaction and organizational
118 Commitment. Jen-Te Yang (2008) analyzed and found that employee turnover intent is greatly influenced by
119 his/her commitment to the organization and that can be reinforced by providing job satisfaction. (Rose, Raduan
120 che, Kurnar naresh, Ong Gua Pak, 2009) portrays that there is a relationship between organizational learning
121 organizational commitment, job satisfaction and work performance.

122 **8 e) Research Gap**

123 Based on abovementioned literature review with variety of empirical results available It has been found that
124 there are still some important unanswered questions regarding the connections between Supervisory Behavior,
125 Job Satisfaction and Affective Commitment specifically in highly interactive job of teaching. Employees will most
126 likely identify with the organization's goals and values, and they genuinely want to be there. If employees are
127 satisfied with supervisory behavior and support they will enjoy their work and are likely to be satisfied with their
128 job and feel good which in turn will increased job satisfaction and their feeling of affective commitment.

129 **9 f) Research theoretical framework**

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

132 **10 g) Objectives of Study**

133 ? To find the relationship between Supervisory
134 Behavior & support and academician's Job satisfaction in education sector.

135 **11 h) Scope**

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

139 **12 i) Hypothesis**

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

142 **13 III. Research Methodology**

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

148 **14 a) Measures**

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

161 **15 b) Findings**

162 The descriptive and inferential statistical methods were used to conduct the analysis. For hypotheses testing, the
163 Pearson correlation coefficients were used. The first part of the analysis focused on the descriptive analysis of
164 the respondents. After collecting the data, the reliability of the scales was analyzed. An analysis was performed
165 in the study to ascertain the reliability of the measures by using Cronbach alpha reliability coefficient; 0.60 being
166 the acceptable reliability coefficient level in terms of research standards as shown in Table I. As it can be seen in
167 Table I, the measures of the study are reliable because all the variables have an acceptable reliability coefficient
168 which ranged from .812 to .948.

169 **16 c) Inferential analysis of the respondents**

170 The correlation data shows the relationship between the independent, intervening and dependent variables of
171 study as shown in The results of Table III demonstrated that there is significant positive relationship between
172 supervisor support and job satisfaction at ($r=.468$; $p=.01$) and the correlation is significant if the $p=.01$. The
173 correlation shows that there is significant relationship between supervisory support and job satisfaction. Hence
174 the alternative hypothesis is supported.

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

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

179 **17 IV. Results & Discussion**

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

194 Therefore, there was a positive strong relationship among these three variables i.e. Supervisory Behavior &
195 Support (SVS), Job Satisfaction and affective commitment.

196 **18 V. Conclusion**

197 The aim of the study was to analyze the relationship between supervisory Behavior and support, job satisfaction
198 and affective commitment. The adopted measures of this study have shown remarkable level of reliability. Three
199 hypotheses were developed; all of them were supported. The findings of research reveal that, the affective
200 commitment and job satisfaction have a significant relationship with supervisory support at work. Supervisory
201 Behavior and support shapes employees to be more emotionally positive and stable, thereby making them more
202 productive which results in better quality work and high commitment. This study is certainly capable of inspiring

I

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

Figure 1: Table I :

III

Does Supervisory Behavior and support lead to teach results of the Pearson correlation show that the dimensions of the independent variable and dependent variables were positively correlated to each other.

Relationship

Correla^{Hypothesis}

	Co- effi- cient	Sup- port	
SVS	JS	.468*	Yes
JS	AF	.527*	Yes
SVS	AF	.354*	Yes

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

H1: Supervisory Behavior and support has a significant relationship with job satisfaction. H2: Job satisfacti

relationship with affective commitment.

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Figure 2: Table III :

18 V. CONCLUSION

203 new ideas that can lead in problem statement of other research in the years to come, as well can help add to the
204 literature review of other researchers.¹ ²

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