

Exploring the Moderation Effect of Organizational Support & Job Satisfaction on Teaching Effectiveness

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Abstract: The purpose of the study was to analyze the effect of job satisfaction and organizational support on Teaching Effectiveness. The entire study was conducted among 400 faculties of Private Engineering & Management Colleges of Uttar Pradesh. This paper explores the interaction effect of organizational support and job satisfaction. The study is based on primary data in which multistage technique was used to select the sample and questionnaire is the research tool. The paper defines the statistically insignificant interaction effect of organizational support.

Key words: Job Satisfaction, Organizational Support, Teaching Effectiveness etc.

I. INTRODUCTION

The most vital factor to run an educational institution is their faculty staff. Although many human resource managers were not aware about the current scenario of employee's dissatisfaction and seemed to lack an overall picture of job satisfaction among academic staff, it was the configuration of staff that was of most concerned to them. The entire education system of India is heterogeneous. All types of higher education institutions face serious problems in maintaining the quality of education. The rationale behind the deterioration of level of education gives rise to unemployment and lack of skills in students. Ultimately, the faculties of private engineering and management colleges have the responsibility to transform the current situation because faculties are an essential factor for imparting quality education. However the faculties need to be satisfied towards

their job for effective teaching. Further faculties need support from their organization in providing general amenities to maintain the quality standard of education.

An opportunity to advance professionally, adequate income, appreciation and support from supervisor, autonomy to take decisions, job security, peer support and advance methodology of teaching are few observed factors for job satisfaction of faculties, unfavorably. Hence many of the faculties are switching from academic to industry or any other career options. Further organizations are obstructing their faculty members for their professional development, research related activities, monetary and non monetary rewards, updated training, fair appraisal, permission to attend and organize workshop, seminars, conference etc. The study supposes above could be the reasons of worsen standard or quality of education.

Thus this study is sought to analyze the level of Job Satisfaction, Perception towards organizational support and Teaching Effectiveness among faculties of private engineering and management colleges in Uttar Pradesh. Additionally, the study analyzes the moderating effect of organizational support on the relationship between job satisfaction and Teaching effectiveness. This study suggests the management of Private engineering & management colleges to emphasize on to develop such policies & practices that improve Job satisfaction, organizational support and teaching effectiveness.

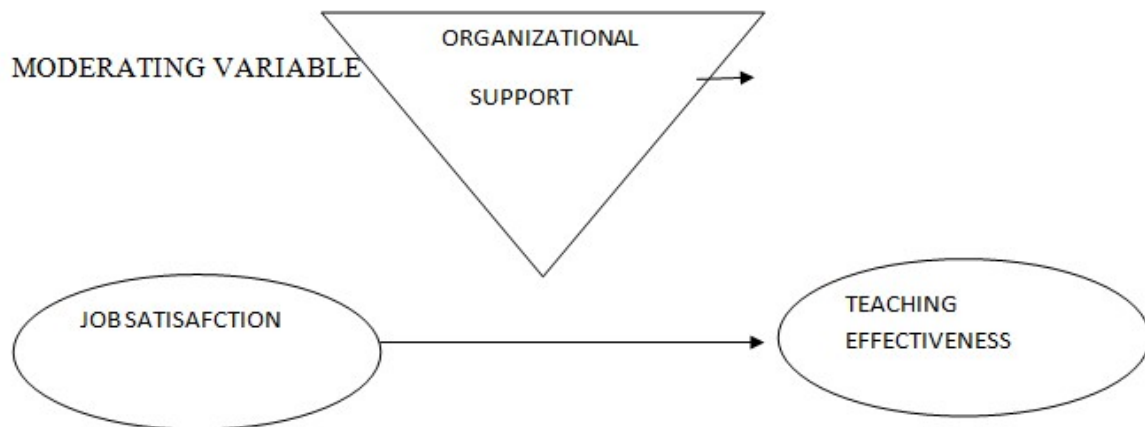


Fig.1 Moderation effect of Organizational Support

II. LITERATURE REVIEW

Literature review concerning job satisfaction

The aim of the literature review is to ensure that no important variable is ignored in the process of research that is supposed to have a significant impact on the study

(Davis Et Al., 1985) found that job satisfaction is a determinant of emotional feeling of employees towards their job in work place. According to his study the job satisfaction is measured by what they expect and what they received in terms of rewards from their job and if their certain desires are not fulfilled they became dissatisfied at their workplace and it reflects in their behavior.

(Hoppock, 1935) explored that there are three job related i.e. Psychological, physiological and environmental situations which act as reason of statement that he/she is satisfied with their job.

(Armstrong, 2006) found that favorable and non favorable attitude of employees towards their jobs are indicator of job satisfaction & dissatisfaction respectively.

Md. Mizanur Rahman and Md. Solaiman Chowdhury (2012) have found that there is a significant relationship between job satisfaction and teacher's turnover and it happens due to absence of certain factors like job security, working environments, opportunity for promotion, professional development & compensation package etc.

Literature review concerning teaching effectiveness

Papanastasiou (1999) determined that a single characteristic is not enough to define teacher's effectiveness in the classroom.

Wenglinsky (2000) found that teaching effectiveness is based upon how effectively he or she teaches in the class and the way he handled or managed the class is a crucial element of learning.

Mishra (1999), explored in his study there is strong positive relationship between teaching effectiveness and job satisfaction and it shows significant impact on teacher's attitude toward their job.

Goe, Bell, & Little (2008), in their study, elaborated various researches, policy documents, standards, and reports on teacher effectiveness and given a five-point definition of after scrutinizing the collected definitions. According to them, effective teachers consists of the following: i) effective teachers have high expectations for all students and help students learn, as measured by value-added or other test based growth measures, or by alternative measures; ii) effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior; iii) Effective teachers use

diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence; iv) Effective teachers contribute to the development of classrooms and schools that value diversity and civic mindedness; and v) effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe, Bell, & Little; 2008, p. 8).

Literature review concerning towards organizational support

(Rhoades and Eisenberger 2002) have investigated that every employee wants support from their top management by which they can utilize their competency to fulfill organizational goal and it will be beneficial for organization.

(Demircan and Yildiz 2009) have found that to fulfill the employees need and expectations and be grateful for their efforts will motivate them to show positive feeling towards organization. Beside this, when organization understand the worth of their employees it boost up the positive feeling of employees to work harder for achievement of organizational goal.

(Ranida b & Kenneth j, 2008 have found that when organization takes initiative for their employee's welfare then employee will feel positive and their behavioral intentions towards organization become favorable.

Hypothesis Development

- H_1 There is significant influence on job satisfaction and teaching effectiveness.
- H_2 There is significant influence on organizational support and teaching effectiveness.
- H_3 There is a moderation effect of Organizational Support on the relationship between Job satisfaction and Teaching Effectiveness.

III. RESEARCH METHODOLOGY

The purpose of this study is to understand and analyze the levels and direction of relationship among job satisfaction, Organizational Support, and Teaching Effectiveness among private engineering & management college faculties. Entire study is descriptive thus it defines the relationship and moderation effect between job satisfaction, organizational support and teaching effectiveness. In the present study job satisfaction is an independent variable and teaching effectiveness is considered as dependent variable while organizational support acts as a moderating variable. To fulfill the research objectives the research was conducted among the private engineering and management colleges of Lucknow, Agra, Kanpur and Ghaziabad of Uttar Pradesh. Data collection for this study is based on self administered questionnaire.

Sample Design

This study is done with probabilistic sampling in which researcher follow the multi stage technique to select the sample. In the first stage of sampling Lucknow and Kanpur were selected while in second stage Agra & Ghaziabad was selected on the basis of majority of private engineering & management colleges for data collection.

Data Collection

This study collects the primary data through well structured questionnaire administered to faculty in engineering & management colleges. The questionnaire is having four sections, in the first section; questions were asked to measure demographic factors like Age, Gender, Year of Experience, Qualification, Department and Designation. In the second, third & fourth section, the questions associated to Job satisfaction, Organisational Support and Teaching Effectiveness are present. The statements are requested rate on five point Likert Scale from Strongly Agree to Strongly Disagree.

The survey was used with a five-point Likert scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

Statistical Tools

Correlation and Regression- Moderation Model was employed using SPSS 16.0 to analyze and understand the direction and levels of Organizational Support and Teaching Effectiveness

The following table describes the demographic detail of various faculties like Gender, Qualification, and Designation etc.

Table 1 Demographic factors of Faculty

Here N = 400

S. No.	Demographic Factors	No. of Respondents	Percentage
1	GENDER		
	Male	270	67.5
	Female	130	32.5
2	QUALIFICATION		
	Graduate	46	11.5
	Post Graduate	255	63.75
	UGC –NET/ CSIR NET	17	4.25
	M.Phil	18	4.5
	Ph.d	64	16
3	DESIGNATION		
	Asst. Professor	362	90.5
	Associate Professor	28	7
	Professor	8	2

	Others	2	0.5
4	DISTRICT		
	Lucknow	120	30
	Kanpur	80	20
	Ghaziabad	110	27.5
	Agra	90	22.5

After observing the data it was found that, there are 270 males (67.5) and 130 female (32.5) faculties. Around 11.5 % (46) faculties are graduate, 255 were PG, NET Qualified are 17, 18 are M.Phil and 64 were Doctorate. There were 362 faculties having a designation of Asst professor, 28 were Associate Professor, 8 were Professors and only 2 faculties were on guest or visiting faculty. 120 members of faculty were from Lucknow, 80 from Kanpur, 110 from Ghaziabad, 90 were from Agra.

The weighted means and Cronbach’s Alpha of variables likewise Job satisfaction, Teaching effectiveness & organizational support was analyzed and found that Cronbach’s alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. The Cronbach’s alpha for Organizational Support is 0.874 for Teaching Effectiveness it is 0.965 and for Job satisfaction it is 0.558.

IV. IMPACT OF JOB SATISFACTION ON TEACHING EFFECTIVENESS

The study analyzes the relationship between Job satisfaction and Teaching Effectiveness through the application Co relation and Regression Analysis. Job satisfaction is consider as an independent variable while Teaching effectiveness is consider as a dependent variable. The result is summarized in following table

Table 2 Correlation Study among Variables

S. No.	Relationship	r	p-value
1	Job satisfaction → Teaching Effectiveness	0.309	0.000
2	Organizational Support → Teaching Effectiveness	0.377	0.000

Table 3 Regression Analysis among variables

S. No.	Relationship	R ²	p-value
1	Job satisfaction → Teaching Effectiveness	0.071	0.000
2	Organizational Support → Teaching Effectiveness	.1979	0.000

The co relation analysis disclose that there is a significant relationship between job satisfaction and teaching effectiveness i.e. r=0.309 at p< 0.000 and regression analysis express that Job satisfaction is capable to express that 19 % of

the variance in Teaching effectiveness $R^2 = 0.195$. Thus the study confirms that there is a significant relationship between Job satisfaction and Teaching Effectiveness.

Hence, the Hypothesis there is significant influence on job satisfaction and teaching effectiveness is *accepted*.

Impact of Organizational Support & Teaching Effectiveness

To understand the relationship between Organizational Support and Teaching Effectiveness co relation analysis and regression analysis is applied. Organizational support is considered as independent variable and teaching effectiveness is considered as dependent variable.

Correlation analysis express that there is a significant relationship between both of them i.e. $r=0.377$, $p<0.000$ and regression analysis is capable to express that there is 13.8% of the variance in Teaching Effectiveness i.e. $R^2 = 0.1979$, $p<0.000$. Thus the study reveals that there is significant relationship between Organizational Support and Teaching effectiveness.

Hence, the hypothesis that there is significant influence on organizational support and teaching effectiveness is *accepted*.

Moderation Effect of Organizational Support

Organizational support moderates the relationship between Job satisfaction & Teaching Effectiveness. During the analysis independent variable is job satisfaction, dependent variable is teaching Effectiveness & moderate variable is Organizational Support. The result is shown in following table.

Table 4 Moderating Effect of Organizational Support

Model	R	R ²	Adjusted R ²	Change Statistics	
				R Square Change	Sig F Change
Job Satisfaction	0.458	0.197	0.178	0.197	0.000
Job Satisfaction Organizational Support	0.492	0.062	0.227	0.169	0.000

After regression analysis researcher found that Organizational support on teaching effectiveness is significant at $\beta = 3.923$, $t(398) = 101.28$, $p = 0.000$. The regression of job satisfaction on teaching effectiveness is significant in the presence of Organizational support at $\beta = 0.329$, $t(398) = 4.126$, $p = 0.000$.

Moderation Effect of Organizational Support and Job satisfaction is insignificant at $R^2 = 0.0002$, $F(398) = 0.106$, $p = 0.7349$. However the study is fail to explain and prove the moderation effect of Organizational Support, Thus the hypothesis that there is a moderation effect of Organizational Support on the relationship between Job satisfaction and Teaching Effectiveness is *Rejected*.

V. CONCLUSION

The present study was conducted to understand the deteriorating effect of education in Private Engineering & Management Colleges. There was a statistically evidence which proves that there are few aspects of job satisfaction among the faculty members but without having proper organizational support they are unable to express effectiveness in their teaching. In particular the study has found that organizational support plays a significant role in teaching pedagogy. To enhance the faculty commitment towards organization it is necessary that organization should support their employees (faculty) for research and development activities, growth in their career, training for advancement in career, regular exposure and ample amount of time to explore their competency etc. Thus management should change their relevant administrative policies, working conditions to improve teaching effectiveness. A limitation of this study is that the survey was conducted only in four major cities of Uttar Pradesh where higher numbers of private engineering and management colleges are running.

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