

THE EFFECTS OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT ON INTENTION TO STAY: CASE STUDY AT THE UNIVERSITIES, COLLEGES IN BAC LIEU CITY, BAC LIEU PROVINCE

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Abstract

The aim of this paper is to adjust and verify job satisfaction scale (Weiss et al 1967), the organizational commitment (Cevat Celep 2000) and intention to stay (Johnsrud & Rosser 1999) on the conditions of Vietnam. Based on a sample of 300 lecturers working at universities and colleges in Bac Lieu City, Bac Lieu province and using methods of Structural equation modeling (SEM) to verify the relationship between the three above listed concepts. The results show that Job satisfaction scale, Organizational commitment and Intention to stay achieve the value and reliability in this study. The study findings indicate that job satisfaction does not directly affect the intention to stay, but has an indirect effect through the organizational commitment. The study results helped verifying the relationship between job satisfaction, organizational commitment and intention to stay in the environment of a public university, college in the Bac Lieu City, Bac Lieu province.

Key words: Job satisfaction, organizational commitment, intention to stay, lecturer, universities and colleges.

JEL Code: I21, M19, M31

Introduction

The maintenance of a highly-qualified workforce to work and commit in long-term with the organization is more and more concerned by organizational managers, especially in universities and colleges on over the world as well as in Vietnam. This has attracted many researchers' attention, Dalessio et al (1986, according to Mustapha Noraani et al, 2011) have emphasized that more concern should be given on intention to stay rather than turnover, as whenever an employee exit, an organization has to incur the variety of costs related to

him/her. For this reason, the improvement in intention to stay of lecturers for the organizational performance has attracted wide attention of researchers in recent years.

The studies on the effects of job satisfaction and organizational commitment on the intention to stay were conducted in Western countries, where the economic, cultural and social environments are much different compared with a developing country in Asia. Whether this model is appropriate when applied to Vietnam or not? Therefore, formation of a study in which the basic characteristics of public universities and colleges and cultural elements is very essential.

1 Background theory and analysis framework

1.1. Job satisfaction

Job satisfaction is a concept that is understood in various ways, Spector (1977, according to Komal Nagar 2012) suggested that job satisfaction is simply that whether or not people like the job or individual aspects or facets of the jobs. Consistent with this view, Ellickson & Logsdon (2001, according to Khalid Salman et al, 2011) suggested that job satisfaction is generally defined as the extent to which employees like their job, which is an attitude based on the awareness of employees (positive or negative) about the job or the working environment. Simply said, the more working environment meets the needs, values and personality of the employees, the higher job satisfaction is. Therefore, individuals will evaluate or view their jobs based on the basic factors which they consider as being important to them (Sempane, Rieger & Roodt, 2002 according to Adam Martin 2007).

Thus, with different perspectives there will be a lot of definitions of job satisfaction. But in general, job satisfaction is the evaluation of the employees for the aspects related to job performance. This assessment is based on the perceptions of employees about positive or negative attitude to the job or working environment (Ellickson & Logsdon, 2001 under Salman Khalid & CTG 2011). At the same time, job satisfaction is simply that employees feel like their work (Spector, 1997), individuals are satisfied with their job when internal and external satisfaction is met.

In the field of education, Linda Evans (1997, according to Ehsan Malik Muhammad et al, 2010) also defined the job satisfaction of lecturers as a psychological state determined by the extent to which individuals perceive needs related to their work are being met. Thus, the definition of job satisfaction of lecturers is based on the definition of job satisfaction in general.

Besides, the research on job satisfaction in the field of education has discovered the results of job satisfaction of lecturers. There are at least three results of job satisfaction: *the maintenance, energy consumption, absent without good reason* (Beverly A. Perrachione & CTG, 2008). This study indicates that if job satisfaction is higher, lecturers will more intend to stay as well as increase the ability to maintain their position (McLaughlin, Pfeifer, Swanson Owens & Yee, 1986; Meek, 1998; Bobbitt et al, 1991; Cohn, 1992; Cockburn, 2000 quoted in Beverly A. Perrachione & CTG, 2008). Therefore, when satisfaction decreases, energy consumption and absence without reason increase - creating opposite relationships between the job satisfaction and turnover (Lortie, 1975; McLaughlin et al, 1986; Bobbitt et al, 1991; Hargreaves, 1994 quoted in Beverly A. Perrachione & CTG, 2008).

1.2 . Organizational Commitment

There are many different definitions of organizational commitment, Porter et al (1974, according to Mathieu & Zajac, 1990) suggested that organizational commitment is the intention to maintain membership in the organization, and the consistence with the values and goals of the organization. Mowday et al (1979) regarded organizational commitment as the power of the individual consistent with the organization and active participation in the organization. Especially, organizational commitment is characterized by three factors: (1) The unifying: a strong belief in and acceptance of the organization's goals and values; (2) Effort: a willingness to exert considerable effort on behalf of the organization; (3) Loyalty: a definite desire to maintain organizational membership. Allen & Meyer (1991) further elucidated this concept by suggesting that the organizational commitment is the individual's psychological attachment to the organization and is expressed in three components: affective commitment, continuance commitment, and normative commitment.

Thus, there are many opinions and ways to measure organizational commitment. These views on measurement create the differences in the approach to the organizational commitment of the authors. These differences relate primarily to components such as a psychological state shown in their commitment to the organization, the conditions that have critical influence on the development of commitments, the expected behaviors are the result of commitment to the organization. Hence the number of components and the meaning of each component in the commitment to the organization is very different in the previous study, the definition of Mowday & Co and Allen & Meyer's definition is two definitions widely used in current studies of organizational commitment (Dung Tran, 2006).

Incidentally, in recent years there are a number of other researchers as Vandenberg & Self (1993, according to Aaron Cohen 2007) suggests that the scale of Allen & Meyer cannot be homogeneous for all cases i.e. there is no structural stability between the three components. Ko & Co (1997, according to Aaron Cohen 2007) concluded that Allen & Meyer does not provide a clear definition of organizational commitment but which measure organizational commitment through three components: commitment in emotion, commitment in behavior and commitment in attitude. And through these three components, implying that organizational commitment is “psychological state” that ties individuals to the organization, but did not state what “psychological state” is. Ko & Co (1997) suggested that it is difficult to distinguish between commitment in emotion and commitment in behavior. Commitment in behavior based on the belief that staying with the organization is a right thing to do, while the commitment in emotion is being attached to the organization, engaged in the organization and love to be a member of the organization. Therefore, to avoid this complexity, some authors have a favoritism towards the scale of Mowday & Co because this scale focused both on behavioral and attitudinal commitment of the employees to the organization. In the field of education, Cevat Celep inherited the organizational commitment scale of Mowday & Co and developed it into a separate scale to measure the commitment of lecturers to the educational institutions.

1.3 . Intention to stay with the organization

While job satisfaction and organizational commitment are of the employees’/lecturers’ psychology to the job and the organization, the intention to stay with the organization belongs to the behavior of employees/lecturers who wants to continue as a member of the organization (James L. Price, 1997). The intention is a direct factor in the measurement of employee resignation, which shows that employees will be happy to stay with the organization when the individual needs are more fully met by the organization than other organizations (Shaw & Co, 1998).

Hewitt (2004, according to Noraani Mustapha & Co, 2011) also think that the intention to stay with the organization reflects the level of commitment of the employees to the organization and their willingness to retain as the organization's members. Staying behavior is affected by the intention to stay, and the intention to stay or leave is a good indicator to predict the actual action of employees.

The intention to stay (or quitting) is one of the broadest studies on the results of the job satisfaction and organizational commitment, based on this relationship, the researchers

created a relationship between *attitude* and *behavior* of employees (Mowday & Co, 1982; Shore, Newton, & Thornton, 1990 under Adam Martin, 2007).

1.4. The relationship between job satisfaction, organizational commitment and intention to stay with the organization

Job satisfaction and organizational commitment are the two most important variables affecting the resignation/staying of employees (Iverson, 1992; Mueller & Co, 1992; Price & Mueller, 1986 according to Douglas B. Currivan, 1999). The more the employees committed to the organization, the greater the intention to stay is and as a result, the lower the quitting would be (Mowday & Co, 1982; DeCotiis & Summers, 1987; Mathieu & Zajac, 1990; Lincoln & Kalleberg, 1996; Douglas B. Currivan, 1999). However, there are only quite a small number of studies support a direct relationship between job satisfaction and the intention to stay/leave (Mueller & Co, 1994 under Douglas B. Currivan, 1999) but there are a few studies support the indirect influence through the organizational commitment (Lincoln & Kalleberg, 1985, 1990; Mowday & Co, 1982; Mueller & Co, 1994; Price & Mueller, 1986a; Wallace, 1995 according to Douglas B. Currivan, 1999).

2 Method for processing data

The testing of the scale was conducted through the steps: Cronbach's Alpha Reliability Testing, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and testing the research model through analysis of Structural Equation Modelling (SEM), based on the results of statistical data processing via AMOS software (Analysis of MOment Structures).

3 Research results

3.1. Sample

Data was collected from 10/08/2015 to 28/08/2015, collecting method is to send questionnaires directly to the interviewees. Total number of questionnaires returned is 300 copies, after collecting and testing, 10 were excluded due to the questionnaire had too many empty boxes, eventually 290 completing copies are used (96.67%). Of which 46.6% are male; 53.4% are female; 53.8% of the lecturers are less than 32 years old; 46.2% from 32 years old and above; 52.4% work time is less than 5 years; 47.6% greater than 5 years; 83.5% are lecturers; 11% are at the level of the Head/Deputy Head of Department; 5.5% are

Head/Deputy Head of Faculty; 54.1% are Master; 37.0% are Bachelors; 1.7% are PhD; 7.2% are other qualifications; 48.6% of the lecturers have family and have children; 33.8% still single; 17.6% are married and without children; 54.1% of the lecturers have a monthly average income of 2 to under 4 million; 32.8% have income from 4 to under 6 million; 7.2% have income from 6 to less than 8 million; 4.1% lecturers have income from 8 to less than 10 million; and 1.7% of the lecturers have income above 10 million/month.

3.2. Preliminary Assessment

This study used MSQ20 scale of Weiss & Co (1967), the scale of organizational commitment of teachers in educational institutions of Cevat Celep (2000), and scale of intention to stay with the organization by Johnsrud & Rosser (1999) with 50 observed variables measures for 3 main concepts include job satisfaction, organizational commitment, and intention to stay with the organization. The Qualitative Research result, compared with the original scale, the adjusted scale is added 01 observed variables, removed 02 observed variables and adjusted 07 observed variables. A total of 20 observed variables is used to measure job satisfaction, 26 observed variables are used to measure organizational commitment and 3 observed variables are used to measure the intention to stay with the organization. The scale is a preliminary assessment through two main instruments (1) Cronbach's Alpha Reliability Coefficient and (2) Exploratory Factor Analysis (EFA) method.

In pretreatment scale, the measurement scale of job satisfaction, organizational commitment and intention to stay with the organization are satisfactory in terms of Alpha reliability and used in the subsequent EFA. In the EFA results for the scale of job satisfaction, there are two small weighted observed variables, which are unsatisfactory thus be eliminated respectively (variable JS5 and JS13), the remaining 18 variables are extracted into 6 groups with the total variance extracted is 61.86%; the measurement scale of organizational commitment has 11 small weighted observed variables, unsatisfactory thus in turn be eliminated (CO6, CS2, CW5, CW6, CG1, CW7, CW1, CW2, CO1, CO2, and CG2), the remaining 15 variables are extracted into 4 groups with the total variance extracted is 57.94%; in the scale of the intention to stay with the organization, there is a factor extracted at eigenvalue 2.012 and variance extracted is 67.1%. These observed variables were used to test in the CFA analysis.

3.3. Expertise of the research model

CFA's results model measures the relationship between job satisfaction, organizational commitment and intention to stay with an organization are presented in *Figure 1*.

The model has 418 degrees of freedom. CFA analysis results show that this model compatible with market data (Chi-square = 678.364, df = 418, p = 0.000; Chi-square / df = 1.623 <2; TLI = 0.929> 0.9; CFI = 0.936> 0.9; and RMSEA = 0.046 <0.08). This result confirms the unit's research concepts, except the concept of organizational commitment is no correlation between the errors of the observed variable model scale should not achieve unidirectional.

The weight of the scale is satisfactory. Scale of job satisfaction with minimum weight is 0.51 (policy components - Income), the scale of organizational commitment with minimum weight is 0.67 (components commitment to teamwork) and scale of intended to stay organized with minimum weight is 0.70 (observed variables TR3). So these three scales achieve convergence value.

CFA results showed that the relationship between the concepts of studies is different from 1 (*see Table 1*). Thus, the concept of job satisfaction, organizational commitment and intention to stay in the organization achieve differentiated value.

Tab. 1: Correlation coefficient between concepts in the research model

Correlation coefficient			Estimate	SE	CR	p-value
Job satisfaction	↔	Organizational Commitment	0.203	0.057	13.54	0.000
Job satisfaction	↔	Organizational staying intention	0.076	0.059	15.96	0.000
Organizational Commitment	↔	Organizational staying intention	0.547	0.047	6.98	0.000

Source: Data analysis results of the author (2015)

Synthetic reliability of job satisfaction is 0.821 with 48.5 % of variance extracted, synthetic reliability of organizational commitment is 0.822 with 60.9% of variance extracted and the synthetic reliability of organizational staying intention is 0.849 with 74.3% variance extracted. The result shows that the researched concept scale is satisfactory in terms of value and reliability, excluding the variance extracted of the job satisfaction concept is slightly low. However, the difference is not very large, so job satisfaction conception is still accepted as satisfactory (*see table 2*)

Tab. 2: Summary of the scale inspection result of the research model

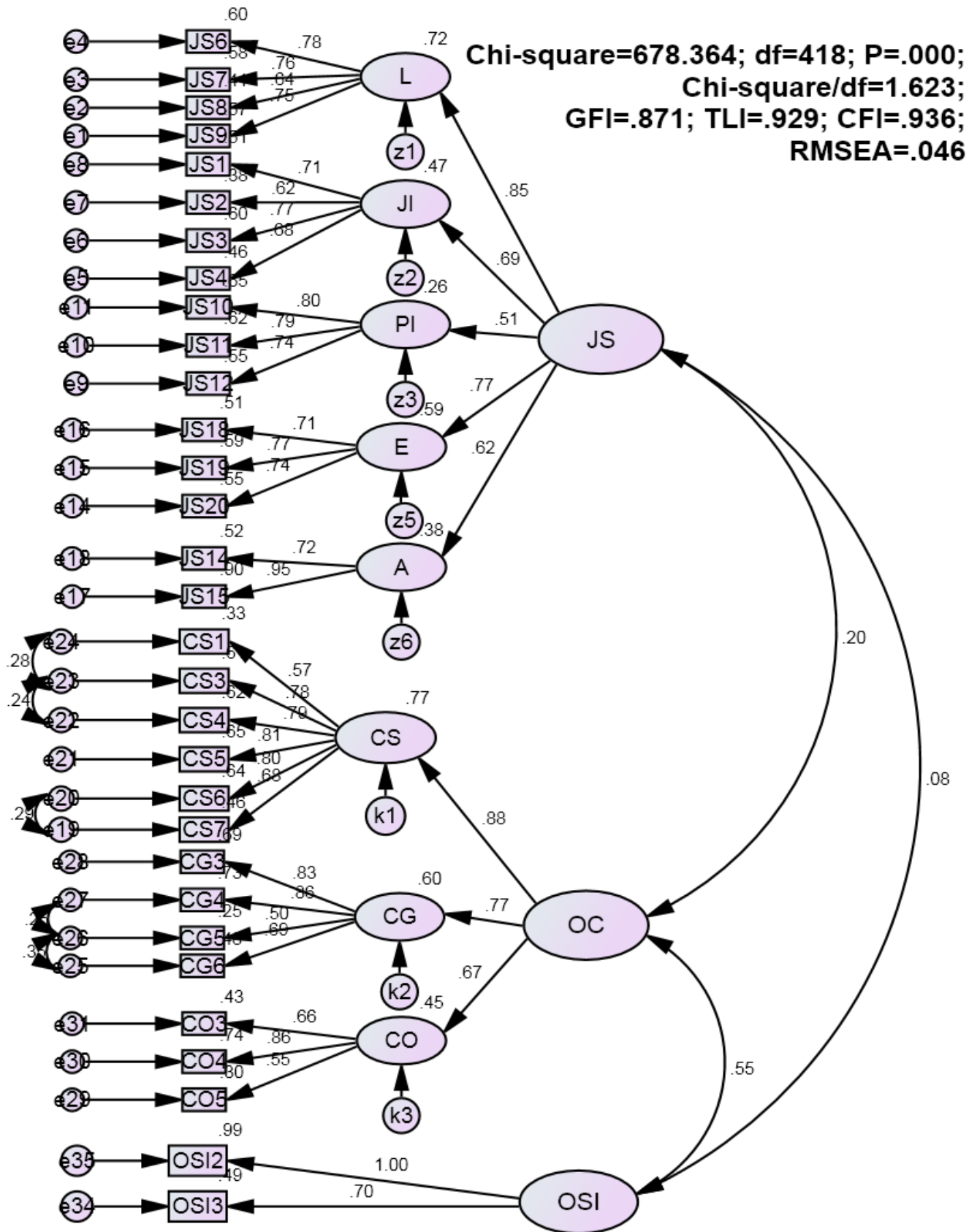
Concept	Component	Number of observed variables	Reliability		Variance extracted (%)	Value
			Cronbach	Synthetic		
Job satisfaction		5	0.890	0.821	48.5	Qualified

	Leader	4	0.824	0.824	54.1
	Work engaging	4	0.789	0.791	48.7
	Policies- income	3	0.820	0.821	60.4
	Motivation	3	0.785	0.786	55.0
	Working autonomy	2	0.813	0.828	71.1
Organizational commitment		3		0.822	60.9
	Commitment to universities	6	0.885	0.878	55.0
	Commitment to working group	4	0.835	0.817	53.7
	Commitment to teaching profession	3	0.705	0.736	49.0
Organizational staying intention		2	0.822	0.849	74.3

Source: Data analysis results of the author (2015)

Based on the above table, it can be seen that the scale of the research model is suitable for the environmental conditions of Vietnamese education.

Fig. 1: The level of interpretation of the scale components in the research model (standardized)



3.4. The analytical results of SEM model

Using Structural Equation Modelling- SEM for calculating the effects of job satisfaction and organizational commitment to the organizational staying intention of lecturers, the results showed in *Figure 2 and Table 3*.

Tab. 3: Research hypothesis testing

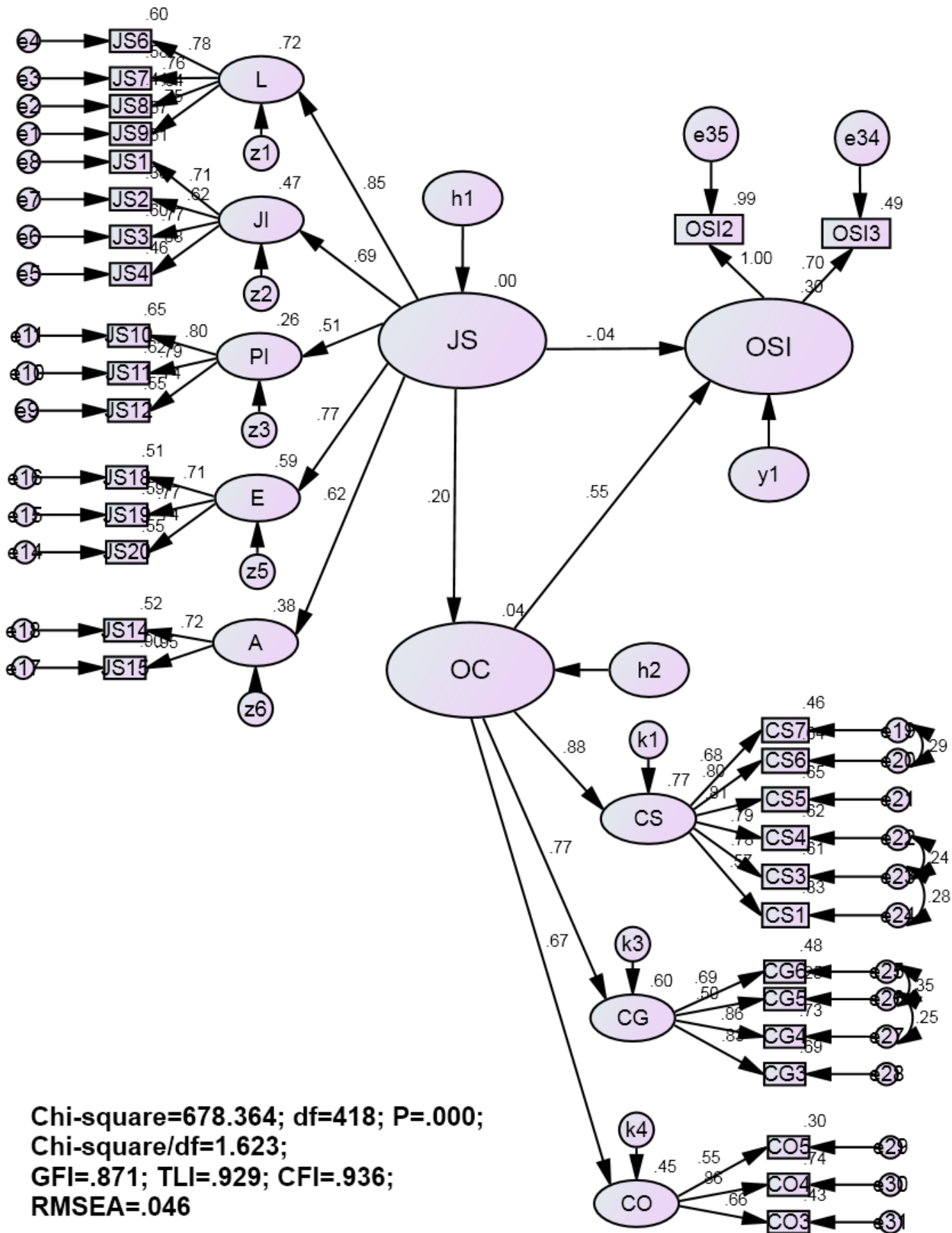
Hypothesis	Weight	S.E	C.R	P-value	Conclusion
H ₁ : Job satisfaction has covariates impact on organizational commitment	0.203	0.044	2.515	0.012	Accepted
H ₂ : Organizational commitment has covariates impact on organizational staying intention	0.554	0.167	4.722	0.000	Accepted
H₃: Job satisfaction has covariates impact on organizational staying intention	-0.037	0.047	-0.600	0.548	Refused

Source: Data analysis results of the author (2015)

The results indicated that job satisfaction has *a minor impacts (positive)* to the organizational commitment and the organizational commitment has *a major impact (positive)* to organizational staying intention, while job satisfaction having *no direct impact* on the lecturers' organizational staying intention as H3 hypothesis was rejected above. The research found that the average score of job satisfaction is quite high (Mean=3. 613) but this factor did not affect significantly to the organizational staying intention. In-depth interview with many lecturers indicated that they are willing to stay with universities and colleges, although their job satisfaction level is not high due to other external reasons, including having more time for family, for further research and for higher learning opportunities.

This result is reliable with Bootstrap testing N=500.

Fig. 2: The analytical results of SEM model (standardized)



3.5. Discussion research result

Regression coefficients of job satisfaction on organizational commitment is 0.203, which means that the other conditions remain unchanged, as job satisfaction increased by 1 unit, increased organizational commitment 0.203 units; Similarly, when the level of commitment of lecturers for organizations increased by 1 unit, the organization intends to stay in the unit rose 0.554. However, contrary to general expectations, job satisfaction has not direct impact to intend to stay organized.

Specifically, H3 hypothesis is rejected (by the p-value = value $0.548 > 0.1$), it means, job satisfaction does not create effects directly impact intend to stay organized by lecturer, but indirect effects through organizational commitment, regression coefficients job satisfaction indirect impact on the organization intend to be represented: the organization is committed to the job satisfaction x is 0.113, which means that when other conditions remain unchanged, organizational commitment, and job satisfaction increased by 1 unit, intends to stay in the organization of faculty rose 0.113 units¹. This result is similar to the views of Mueller and others (1994), he said that very few studies support the direct connection between job satisfaction and intention to stay / intention to leave organization, however, there are a few studies support the indirect influence through the organizational commitment (Lincoln & Kalleberg, 1985, 1990; Mowday and others, 1982; Mueller and others, 1994; Price & Mueller, 1986a; Wallace, 1995). That may be due to the nature of the environment of higher education and colleges where the faculty wants more commitment to the organization and wish to stay with more schools.

4 Conclusions and policy implications for management

In the current research condition, the lecturers are satisfied with the job, then they will have more committed to the organization, more committed to the organization so they will have greater intention to stay with the organization. Thus, to raise the intention to stay organized for teachers, administrators need to raise the level of commitment of teachers to organize and improve the satisfaction level of teachers to work.

¹ This means that job satisfaction has an indirect effect on intention to stay organized through sectors committed to the organization; and regression coefficient = $0.203 * 0.554 = 0.113$. This result is similar to findings of Mueller & CTG (1994) about the relationship between job satisfaction, organizational commitment and intention to stay organized.

To enhance the level of commitment to the organization, managers need to consider raising the acceptance level of firms' goals and values, creating the appropriate attitudes of lecturers toward teaching work and raising loyal awareness, collaborating with other additional works by creating opportunities for lecturers in developing academic knowledge, skills, experience and expertise.

To enhance the level of satisfaction of lecturers, managers need to consider raising the satisfaction level of many working perspectives, including fully meet all individual needs and create their positive emotions toward current work and working environment. Specifically, enhancing the level of satisfaction via firms' policy factors- income, autonomy at work, engaged in work, leadership and motivation.

5 Contribution of the study

Research has helped introduce, combine, measure, analyze and test the scale "job satisfaction", "organizational commitment", "organizational staying intention" based on the research model of many previous foreign researchers and applied to the condition of the above listed universities and colleges in Bac Lieu City, Bac Lieu Province-Vietnam.

The research findings help universities' and colleges' managers in Bac Lieu City, Bac Lieu Province better understanding the effects of job satisfaction and organizational commitment on the intention to stay in the organization of lecturers, related to attracting and retaining lecturers to stay with the organization.

6 Limitations of the research and future research recommendation

Through the analysis and revealed findings, this study has contributed many policy suggestions for managers in the field of higher education and colleges in attracting, recruiting and maintaining highly qualified professional lecturers for the organization. Besides, this research has some following listed limitations.

Firstly, this study is only carried out at the universities and colleges in Bac Lieu City, Bac Lieu Province. Therefore, the level of generalization of the above findings is not very high, it would be better if the research samples has expanded to other cities in Vietnam such as Can Tho, Ho Chi Minh city, Ha Noi and so forth.

Secondly, because the initial objective of the research is to examine the effects of job satisfaction and organizational commitment to the staying intention of lecturers to organizations, so the research model only considers the impact of the two above listed factors on the organizational staying intention. It can be seen that there may be many other factors contributing to explain the staying intention of lecturers, but it was not fully considered in this

study. Therefore, future research can expand the consideration of other external factors such as the situation of the job market, family related factors, regional culture to explain thoroughly the organizational staying intention.

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