Relationship between the organizational commitment and job satisfaction of academic staff in Turkey

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Abstract

Both organizational commitment and job satisfaction level of the workers are essential factors related with the overall success of the organizations. The managers can increase the job satisfaction level of the employees which than would result in the increased organizational commitment of the workers. When the literature is analyzed, it can be seen that there are various studies about the organizational commitment and job satisfaction of the employees. However, there is a limited number of studies related with the influence of organizational commitment on the job satisfaction of academic employees; both in Turkey, and other countries. In this study, the relationship between the organizational commitment and job satisfaction level of Turkish academic members employed at non-governmental universities was analyzed. This study was carried out in Ankara, the capital city of Turkey. In Ankara, there are total 9 non-governmental universities; Atılım University, Başkent University, Bilkent University, Çankaya University, TED University, TOBB University, Turgut Özal University, THK University and Ufuk University. The satisfaction level and the organizational commitment level of the academic members of these universities were studied by on-line self-report survey methodology. 244 academic staff participated in the study. The results of the study showed that, together with the demographics, affective commitment and normative commitment of the academicians had a positive effect on the job satisfaction, whereas continuance commitment had negative impact on the job satisfaction level of academic staff employed at Turkish non-governmental universities.

Keywords: Organizational commitment, job satisfaction, higher education, academic staff, Turkey

1. Introduction

Organizational commitment and job satisfaction of the employees is a topic that interests researchers, especially in health, education and management fields, due to the fact that they are defined as the main determinants of the efficiency of a company (Allen & Meyer, 1996, Lau & Chong, 2002, Porter, Steers, Mowday, & Boulian, 1974). Many studies have shown the mutual relationship between job satisfaction and organizational commitment. Kacmar, Carlson and Brymer (1999) carried out a research and concluded that job satisfaction and organizational commitment are related and this relationship is in a positive way. Akar and Yıldırım (2008) found out that, job satisfaction has a positive correlation with affective, continuance and normative commitment. In another study, a positive correlation between job satisfaction and affective and normative commitment was determined (Uyguc & Cimirin, 2004).

The purpose of this study is to find out the relationship between three sub-dimensions of organizational commitment (affective, normative and continuance) on the job satisfaction of the academic personnel employed in Turkish non-governmental universities.
2. Literature Review

According to Chen, Ployhart, Thomas, Anderson, and Bliese (2011), attaining the targeted positive outcomes from a job mainly depends on the satisfaction level of the employees. Skaalvik and Skaalvik (2011) define job satisfaction as the feelings an employee holds towards the job itself, and mention that when the expectations from the job matches with the real outcome, job satisfaction occurs. Aziri (2011) defines job satisfaction as the pleasure or displeasure an employee takes from the job he/she performs. Most of the theories that aim to define job satisfaction are based on the relationship between job satisfaction and motivation. The researches also revealed that the job satisfaction of an employee is affected by both organizational and personal factors. According to these studies, personal factors include traits, values, beliefs, expectations, socio-cultural environment an employee comes from, experience, age, gender, educational level and intelligence; and the organizational factors include the challenge a job offers, the significance of the job as perceived in the society, the structure of the job, organizational culture and climate, pay, promotion, status, rewarding, social opportunities and work environment.

As the studies concluded, job satisfaction helps to increase the morale of the employees, thus enables to create organizational commitment (Ma, Samuels & Alexander, 2003; Pankhania, 2012). On the other hand, job satisfaction may differ from employee to employee depending on the type, level, duration of the need of the employee, the nature of the expectation from the organization, and the sufficiency of evaluating the job. In this context, some factors that affect the job satisfaction of an employee in a positive way are; being able to use the abilities and skills, the job being available for self-improvement and learning, personal traits of the worker, having opportunities for promotion and on equal conditions, pay being sufficient enough for the job performed, an environment that workers are happy with and that fulfills the physical needs, appreciation, and management that gives importance to team work and creativity (Bogler, 2001).

2.1. Organizational commitment

Organizational commitment is defined as one of the fundamental factors that affect the success of the companies. Organizational commitment is the bond an employee has with the organization he/she works with and the degree to which he/she can identify him/herself with the values of the organization (Cohen, 2014). High organizational commitment can help the employee to be somewhat rewarded by transferring the authority (empowerment), as a result of his/her fidelity to the company. Low organizational commitment, on the other hand, may cause rumours, objections and complaints which in return harms the company itself, may result in the decline of trust of the customers and may end with financial loss (Sahharwal & Corley, 2009; Platsidou & Diamantopoulou, 2009).

According to Allen and Meyer (1990), organizational commitment is the psychological bond that connects the employee to the organization. Allen and Meyer (1990) stated that there are three dimensions of organizational commitment; affective, continuance, and normative commitment. Affective commitment is positive thoughts and feelings of an employer towards the organization he/she works for which is formed as a result of a combination of personal traits, perceptions and work experiences (Mowday, Porter & Steers, 1982). An employee, who feels affective commitment, feels him/herself as a part of the company and therefore, the company means a lot to the worker and he/she feels proud to be a part of the company (Allen & Meyer, 1990; Meyer & Herscovitch, 2001). As the positive attitudes of the employee continues; he/she would continue to stay with the organization, and would want to increase his/her contributions for the company (Ketchland, 1998). Continuance commitment is the reason of the thoughts of the employee that, in case of leaving the company the burden would be too high; like change of places, not being able to adapt to another organization, or not being able to find another job. Allen and Meyer (1990) claim that continuance commitment can be explained by the investments made to the organization and the perceived alternatives for finding another job. Normative commitment happens when an employee feels responsibility towards the company he/she works for by thinking that he/she owes to the company to show appropriate job performance. Here, unlike continuance commitment, the employee does not have any concerns about the financial losses he/she
may face by leaving the job. The background of the employee, social norms, and appreciation from others about working within the same company for a long time can be addressed as the factors that affect normative commitment. In academic context, organizational commitment of the academic staff would not only provide job satisfaction, but also increase the success level of the students, which would result in the overall increase in the success level of the university. Also, the positive effects of organizational commitment of the academic staff would reflect in the communication of the staff with the students, parents and colleagues in a favourable way (Malik, Nawab, Naeem, & Danish, 2010).

2.2. Job satisfaction

According to Chen, Ployhart, Thomas, Anderson, and Bliese (2011), attaining the targeted positive outcomes from a job mainly depends on the satisfaction level of the employees. Skaalvik and Skaalvik (2011) define job satisfaction as the feelings an employee holds towards the job itself, and mention that when the expectations from the job matches with the real outcome, job satisfaction occurs. Aziri (2011) defines job satisfaction as the pleasure or displeasure an employee takes from the job he/she performs. Most of the theories that aim to define job satisfaction are based on the relationship between job satisfaction and motivation. The researches also revealed that the job satisfaction of an employee is affected by both organizational and personal factors. According to these studies, personal factors include traits, values, beliefs, expectations, socio-cultural environment an employee comes from, experience, age, gender, educational level and intelligence; and the organizational factors include the challenge a job offers, the significance of the job as perceived in the society, the structure of the job, organizational culture and climate, pay, promotion, status, rewarding, social opportunities and work environment.

Job satisfaction helps to increase the morale of the employees, thus enables to create organizational commitment (Ma, Samuels & Alexander, 2003; Pankhana, 2012). On the other hand, job satisfaction may differ from employee to employee depending on the type, level, duration of the need of the employee, the nature of the expectation from the organization, and the sufficiency of evaluating the job. In this context, some factors that affect the job satisfaction of an employee in a positive way are; being able to use the abilities and skills, the job being available for self-improvement and learning, personal traits of the worker, having opportunities for promotion and on equal conditions, pay being sufficient enough for the job performed, an environment that workers are happy with and that fulfills the physical needs, appreciation, and management that gives importance to team work and creativity (Bogler, 2001).

2.3. The relationship between organizational commitment and job satisfaction

Various researches have identified that organizational commitment and job satisfaction depends on many factors. DeCotiis and Summers (1987) concluded that organizational structures and procedures influence corporate climate and combining with the personal factors, have a direct effect on the organizational commitment. Besides, job satisfaction is a factor that affects organizational commitment, together with the morale of the employees and the efficiency of the organization. When these factors have positive outcomes, the performance and the motivation of the employees would increase. The studies revealed that not only organizational commitment has a positive effect on the job satisfaction, but also job satisfaction has a positive effect on the organizational commitment (Yucel, 2012). In other words, the employees whose job satisfaction level is high tend to show higher levels of organizational commitment, whereas the employees who have lower job satisfaction level tend to show behaviours that would harm the organization more.

Other researchers argue that organizational commitment is related with the attitudes an employee had towards the company and therefore job satisfaction and organizational commitment would have positive outcomes in individual, organizational and social levels (Imran, Arif, Cheema, & Azeem, 2014). Also, some researchers argued that external awarding like pay, reward and promotion have positive effect on job satisfaction; whereas in organizational commitment, internal awarding has a more positive effect (Miao, Newman, Sun, & Xu, 2013).
2.3.1. The relationship between organizational commitment and job satisfaction in academic settings

Although there are various theoretical approaches to job satisfaction, as mentioned above, all of them have identified job satisfaction as multi-dimensional phenomena. In the researchers concerning higher education, it can be seen that job satisfaction determinants are based on two dimensions; internal (achievement, recognition, autonomy and alike), and external (pay, safety, physical environment and alike) (Hagedorn, 2000). The rarity of the studies about job satisfaction of teacher and academic staff in the literature is remarkable. Between 2000 and 2015, there are total 686 articles published that have the terms “organizational commitment” and “job satisfaction” in the title with in Social Sciences Citation Index. Of those articles, 29 of them are about teacher’s organizational commitment and job satisfaction. Among these 29, only five of them are related with the organizational commitment and job satisfaction of academic staff employed at higher education intuitions.

When the studies about organizational commitment are analyzed, it can be seen that some of them are about career commitment. However, the significant amount of studies are based on demographics (Fisher, Boyle, & Fulop, 2010), job satisfaction (Lok & Crawford, 2001), working environment, work stress, role ambiguity, role conflict and job performance in relation with organizational commitment. In the studies carried out on academic settings, organizational commitment level of both the managers and academic staff is analyzed, and these studies revealed the high level of organizational commitment (Gormley & Kennerly, 2010, Khan et al., 2013).

Thus, for this study we had proposed the following hypotheses:

- **H₁**: Affective commitment has a positive influence on the job satisfaction of the academic staff employed at Turkish universities
- **H₂**: Continuance commitment has a positive influence on the job satisfaction of the academic staff employed at Turkish universities
- **H₃**: Normative commitment has a positive influence on the job satisfaction of the academic staff employed at Turkish universities

3. Methodology

This study took place in Ankara, the capital city of Turkey. In Ankara, there are total 9 non-governmental universities. Atılım University, Başkent University, Bilkent University, Çankaya University, TED University, TOBB University, Turgut Özal University, THK University and Ufuk University. In Atılım University, the number of academic members is 97, in Başkent University, the number of academic members is 377, in Bilkent University, the number of academic members is 350, In Çankaya University, there are 75 academic members, in TED University there are 34 academic members, in TOBB University there are 91 academic members, in Turgut Ozal University there are 20 academic members, in THK University, there are 33 academic members and in Ufuk University, there are 30 academic members (Vakıf Üniversiteleri, 2011). So, there is totally 1100 full-time academic staff employed in non-governmental universities in Ankara. This study was carried out by online self-reported survey method. The invitation to participate to the survey was sent to all 1100 academic staff via e-mail. 244 of the staff completed the survey.

In order to assess the level of job satisfaction of the academic members, MSQ was used; which is a widely accepted questionnaire. Reliability and validity analyses of MSQ were carried out in many countries, including Turkey (Karatepe, Avcı, Karatepe, & Canozer, 2003). MSQ has two versions; the long version being 100 items, and the short version being 20 questions. In this study, as it is more practical, and time convenient, 20-item short version of MSQ was used. According to Nicolescu, Dima, Anghel, & Paun (2009), MSQ short version carries out many advantages in terms of being used to measure job satisfaction in multiple ways. Also Nicolescu et al. (2009) stated that MSQ is one of the most reliable tools to measure job satisfaction, and has been commonly used in academic researches for over 30 years.

MSQ contains 20 sub categories such as; success, authority, management policy and applications, ethical values, pay, colleagues, creativity, being able to act independently, social statue, change, working conditions, reputation,
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Responsibility, social services, employer-employee relationship, and safety. The short version items are easy to complete, understandable, and can be applied to managers and employees in each sector easily.

The short version used in this study was translated to Turkish by Baycan (1985) and the reliability and validity analyses were carried out (Cronbach Alpha= 0.77). In general, attitudinal scales are used to measure job satisfaction. One of the widely accepted scales in this area is Likert Scale. MSQ uses Likert scale that is measured between 1 and 5. MSQ was designed to measure the level of job satisfaction of the employees, and items were arranged for the respondents to answer the questions aimed to find out how satisfied they are with the existent conditions in their workplace as; “1=very dissatisfied with this aspect of my job”, “2=dissatisfied with this aspect of my job”, “3=can’t decide if I’m satisfied or dissatisfied with this aspect of my job”, “4=satisfied with this aspect of my job” and “5=very satisfied with this aspect of my job”. Item responses are summed or averaged to create a total score – the lower the score, the lower the level of job satisfaction.

Allen and Meyer (1990) evaluated organizational commitment for an employee in three dimensions which are; normative commitment, affective commitment and continuance commitment. As Chen and Francesco (2003) state, these factors determine the reasons an employee sticks with the company.

As mentioned above, Allen and Meyer’s (1990) OCS aims to measure the three dimensions of organizational commitment. Under affective commitment dimensions, there are total 8 items that assess the positive feelings an employee holds towards the company and the wish for staying with the company for as long as possible. Continuance commitment dimension also has eight items that assess whether the employee stays with the company due to the benefits it brings or not, and the normative commitment dimension has also eight items that assess whether the employee stays with the company due to the feelings of loyalty and fidelity or not (Allen & Grisafe, 2001) which adds up to 24 items. The OCS uses 5 point Likert scale where 1=Strongly Disagree, 2= Slightly Disagree, 3=Neither Agree, nor Disagree, 4=Slightly Agree, 5=Strongly Agree.

The validity and reliability of the OCS was carried out by different researchers (Hackett, Bycio, & Hausdorf, 1994; Dunham, Grube, & Castenada, 1994; Rhoades, Eisenberger, & Armeli, 2001). Banks (2006) mentioned that “Allen and Meyer’s (1990) research supported their hypothesis that each component of commitment can be measured reliably with the ACS (.87), CCS (.75), and NCS (.79), but there was evidence of a correlation between affective commitment and normative commitment (r=.51) (p.17). Also, Wasti (2002) has adapted the OCS to Turkish culture, and also confirmed the validity and reliability of OCS and concluded that this scale can be generalized to Turkey as well. Internal consistency of OCS is “varying between 0.85 for affective, 0.79 for continuance and 0.73 for normative. The overall reliability estimates exceed 0.70” (Meyer & Allen, 1997, p.120).

4. Data Analysis & Figures

The data from the survey were analysed by using SPSS software program. Before starting the analysis, missing value analysis was carried out, and it was confirmed that the data did not include any missing value. Additionally, in order to determine the outliers, box-plot was drawn for each variable and mode values of variables were used instead of outliers.

The participants who responded the survey were distributed as %53 female, and %47 male. As for the age groups, %23 of the participants were between 23-30 years of age, %28 were between 31-38 years of age, %12 were between 47-54 and %16 were 55 and older. Also the analysis showed that %64 of the participants was married and %36 was single.

Job satisfaction of the academic staff employed in non-governmental universities was measured by MSQ. The level of job satisfaction was calculated by taking the average of the answers given to 20 items in MSQ. Organizational commitment was measured by OCS, and was evaluated in three sub categories which are affective commitment, continuance commitment and normative commitment that each includes 6 items. Reliability analyses of the tools were carried out and the results were as follows: job satisfaction α= 0.908, Affective commitment α= 0.908, normative commitment α= 0.838, and continuance commitment, 0.769. These results show that the measurement tools are reliable.
Descriptive statistics related with the job satisfaction and commitment values of the academic staff is shown in Table 5 below. According to the analysis, The mean of the job satisfaction is 3.7064 out of 5, and standard deviation is 0.5979. The mean of affective commitment variable is 3.3019 and standard deviation is 1.0411. The mean of normative commitment variable is 2.9146 and standard deviation is 0.9341. Finally, the mean of continuance commitment is 2.9952, and standard deviation is 0.8350.

Table 1. Descriptive Statistics

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>244</td>
<td>2.85</td>
<td>2.15</td>
<td>5.00</td>
<td>3.7064</td>
<td>0.0383</td>
<td>0.5979</td>
<td>0.3575</td>
</tr>
<tr>
<td>Affective</td>
<td>244</td>
<td>4.00</td>
<td>1.00</td>
<td>5.00</td>
<td>3.3019</td>
<td>0.0666</td>
<td>1.0411</td>
<td>1.0838</td>
</tr>
<tr>
<td>Normative</td>
<td>244</td>
<td>4.00</td>
<td>1.00</td>
<td>5.00</td>
<td>2.9146</td>
<td>0.0598</td>
<td>0.9341</td>
<td>0.8725</td>
</tr>
<tr>
<td>Continuance</td>
<td>244</td>
<td>3.83</td>
<td>1.00</td>
<td>4.83</td>
<td>2.9952</td>
<td>0.0535</td>
<td>0.8350</td>
<td>0.6972</td>
</tr>
</tbody>
</table>

In order to determine whether there is a difference in the level of job satisfaction of academic staff in terms of their genders; Independent sample t-test was administered.

**H₀**: The average of job satisfaction level of female’s and male’s are the same.

According to test results, since statistical significance value (p-value) is 0.02<0.05; H₀ can be rejected. According to this result, there is enough evidence to claim that there is a significant difference between job satisfaction level of females, and males. In order to conclude whether female’s or male’s have a higher level of job satisfaction, the mean of job satisfaction level of both groups were analysed. According to the results, female's job satisfaction mean is 3.5981 and male's job satisfaction is 3.8298.

In order to analyse whether there is a difference between age groups and job satisfaction variables, ANOVA (Analysis of Variance) test was administered.

**H₀**: The mean of all age groups are equal.

P-value of ANOVA test result is 0.000<0.05, and it can be concluded that at least one of the age groups have different job satisfaction level than other groups.

Table 2 Dependent Variable: Job satisfaction Mean LSD

<table>
<thead>
<tr>
<th>(I) Age Groups</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-30 years old</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>31-38 years old</td>
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</tr>
<tr>
<td>39-46 years old</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>47-54 years old</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>55 years and older</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-30 years old</td>
<td></td>
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<tr>
<td>31-38 years old</td>
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<td>39-46 years old</td>
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<tr>
<td>47-54 years old</td>
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<td></td>
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<tr>
<td>55 years and older</td>
<td></td>
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</tbody>
</table>
Although it has been shown that there is a significant difference between the age groups, Analysis of Variance test is not sufficient to determine which age groups differ from others. Therefore, in order to determine which age groups differ, LSD (Least Significance Difference) test was administered. According to LSD which measures the difference of each group with the others, it was concluded that the age group between 23 and 30 years old, differs from all other groups. Also, 31-38 years of old age group and 55 years and older show some differences.

Table 3. Mean of job satisfaction distributed to age groups

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Job satisfaction mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-30 years old</td>
<td>3.35</td>
</tr>
<tr>
<td>31-38 years old</td>
<td>3.66</td>
</tr>
<tr>
<td>39-46 years old</td>
<td>3.82</td>
</tr>
<tr>
<td>47-54 years old</td>
<td>3.87</td>
</tr>
<tr>
<td>55 years and older</td>
<td>4.04</td>
</tr>
</tbody>
</table>

In order to test whether there is a difference between the job satisfaction of level of employees and tenure, ANOVA test was administered.

$H_0$: The mean of all tenure groups are equal.

P-value of ANOVA test results were concluded as 0.037<0.05; thus it can be concluded that at least one of the groups differ from others in a statistically significant way.

Although it has been shown that there is a significant difference between the tenure groups, ANOVA test is not sufficient to determine which age groups differ from others. Therefore, in order to determine which tenure groups differ, LSD (Least Significance Difference) test was administered. According to LSD which measures the difference of each group with the others, it was concluded that employees who worked for less than 2 years have different levels of job satisfaction level compared to employees who work for fifteen years and more. Similarly, the employees who has been working between 3 to 5 years; have different levels of job satisfaction compared to employees who have been working for fifteen years or more. P-value between these groups is less than 0.05.
Regression analysis was performed in order to determine the level of impact organizational commitment has on the job satisfaction of academic staff employed in Turkish non-governmental universities. In order to do this, job satisfaction was taken as dependent variable and sub-categories of organizational commitment which are affective, normative and continuance commitment acted as independent variables. To measure the influence of independent variables on the dependent variable, simple linear regression analysis was conducted. The significance level according to this model is shown in Table 6 below, and it was concluded that since ANOVA test results show $0.000<0.05$; at least one variable has a coefficient that is more than 0.

The factors that influence job satisfaction and the degree of their impact can be seen from the model. Since affective commitment's significance level upon job satisfaction is $0.000<0.05$, it can be concluded that affective commitment has a positive impact of job satisfaction ($0.541$). Thus, $H_1$ of this study; which assumes that there is a positive correlation between job satisfaction and affective commitment of the academic staff employed at Turkish universities; is confirmed. Since the significance level of normative and continuance commitment are bigger than 0.05; it can be concluded that they do not have a meaningful significance on job satisfaction. However, according to the model, continuance commitment has a negative relation with job satisfaction. Thus, it can be concluded that $H_2$ of this study; which assumes that there is a positive correlation between job satisfaction and continuance commitment of the academic staff employed at Turkish universities, is rejected. On the other hand, the model shows that normative commitment of the academic staff has a positive correlation with job satisfaction. This confirms $H_3$ of this study; which assumes that there is a positive correlation between job satisfaction and normative commitment of the academic staff employed at Turkish universities.
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Table 7. Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2,611</td>
<td>.151</td>
<td>17,296</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>affective</td>
<td>.311</td>
<td>.042</td>
<td>.541</td>
<td>7,418</td>
</tr>
<tr>
<td></td>
<td>normative</td>
<td>.078</td>
<td>.047</td>
<td>.123</td>
<td>1,680</td>
</tr>
<tr>
<td></td>
<td>continuance</td>
<td>-.054</td>
<td>.036</td>
<td>-.075</td>
<td>-1,482</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job satisfaction mean

Discussion

As a result of this study, it can be seen that there are more than one factor that influences the job satisfaction of the academic staff employed in non-governmental universities in Ankara, Turkey. These factors are not only work or organization related, but also related with demographics.

According to the test results, it can be concluded that males have higher job satisfaction level than females, which is not consistent with the previous studies. Also, our study concluded that older academic staff is more satisfied with their job compared to younger academicians, which was consistent with the literature. Also, tenure was found to be related with job satisfaction of the full-time academic staff.

Besides demographics that influence the job satisfaction, affective, normative and continuance commitment of the academic staff was also studied in this research. The results showed that affective commitment has a significant positive impact on the job satisfaction. One unit of increase in the affective commitment would lead to a 0.541 levels of increase in the job satisfaction. In other words, the more an academician feels affective commitment towards the organization, the more he/she will be satisfied with his/her job. Also, normative commitment was found to influence the job satisfaction in a positive way, although not statistically significant. On the other hand, continuance commitment was found to have a negative impact on the job satisfaction. Meaning, the more an academician feels continuance commitment to the organization, the less satisfied he/she will be towards the job. Thus the model of the study can be concluded as: job satisfaction = 2,611 + 0.541 (affective) + (0.123) normative - 0.075 (continuance).

This study has some limitations. First, since the location is only limited to a certain city, Ankara, the findings of this study cannot be generalized to whole population. Also, in this research, only non-governmental university academic staff was surveyed. In future, researchers are highly encouraged to carry out this research in public universities, and compare the results.

The implications of this study will help the academic administrative to consider the significance of organizational commitment of the academic staff on their job satisfaction level. Higher education is a core system in a country’s development. Thus, being an academic staff requires lots of responsibilities and has a broad role definition. An academician is a lecturer, researcher, advisor, mentor, and administrator. Therefore, this post requires high job satisfaction. If not, the results can both influence the students, the organization and the society as whole. In order to boost the satisfaction of the academic staff, the higher education intuitions should try to increase the organizational commitment level of academicians, especially their affective commitment. In order to achieve this, a sense of belongingness to the university itself, should be created. Employees, who are emotionally attached to their organization, will be more satisfied with their job, and this would have a positive impact on all related parties.

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References


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