

**AFFECTIVE COMMITMENT MEDIATES JOB SATISFACTION  
AND WORK ENGAGEMENT: A STUDY ON TEACHERS OF  
TECHNICAL INSTITUTES IN ARUNACHAL PRADESH (INDIA)**

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**Abstract**

India has the most effective and efficient workforce across the world. The scope for improvement in the technical workforce is vast and needs effective integration. Arunachal Pradesh is one of the North Eastern states of India, has been committed to promote friendly academic ambiance and inculcate good practices in the Higher Educational institutions of the State. Since 1996, the Directorate of Higher and Technical Education, Government of Arunachal Pradesh, has taken enormous efforts in technical education to get an excellent grip on the knowledge economy. Work performance is a significant issue facing contemporary education theorists and practitioners. Human resource professionals and management had significantly identified the concept of employee/work engagement as the confident, active psychological work-related state of mind that leads employees to invest themselves physically, emotionally and cognitively actively. Organizational commitment is very widely researched studies in the field of organizational behavior. Organizational/Employee commitment to several desirable positive and behavioral outcomes aligned with the organizational goals and successful performance. Job satisfaction relates employee satisfaction to the feelings and attitudes of people towards their jobs and different aspects of their jobs (Spector, 1997). He also states that there are two

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antecedents of job satisfaction, i.e., job-setting characteristics, and individual/personal characteristics. Studies reveal that Work engagement Job satisfaction and Affective commitment plays a vital role in the stimulation of positive work behaviors and outcomes and employee well-being. The present study is carried out to find out the mediating effect of Affective commitment on the relationship of Work engagement and Job satisfaction. The study was carried out with 304 samples of the teaching faculty of technical institutes of Arunachal Pradesh (India). Findings provide useful perception and suggestions for the department of technical education of the state and by the institutes to adopt effective HRM practices that could lead to increased performance.

*Keywords: - Work engagement, Affective commitment, Job satisfaction, the Positive outcome*

## **Introduction**

India has one of the most strong technical workforces across the world. However, there lies a significant and significant scope for development and improvement in the harnessing of this technically strong workforce. The Department of Higher and Technical Education, Government of Arunachal Pradesh, in development of higher technical educational institutions of the State. Offers an excellent grip on the knowledge economy, is the key to improve the progress of development of higher/technical education and accelerate the pace of building a knowledge-based society. Thus, it is essential to consider the teacher's work performance facing technical education theorists and practitioners. The factors that affect work performance of teaching faculty is the necessary measure and to further promote higher technical education and improve human resource development of the technical institutes of the state.

Kahn (1990), provided a foundation for the theoretical development of employee engagement at work and be NIL the degree of physical, cognitive and emotional involvement in a work role, how much a worker puts into a job and work interactions and personal connections with work and co-workers. Ferrer (2005), brought out that employees who exhibit engagement are physically involved in their tasks, are cognitively alert and attentive and are emotionally connected to their work and others in the workplace. Halbesleben, Harvwey, and Bolino (2009), also brought out that work engagement benefits the organization by stimulating task and contextual performance. Highly satisfied and happy employees would be more productive and

profitable to the organization (Saari& Judge, 2004). Highly satisfied employees create positive attitudes in their work, have a high value of morale, enhance their performance and have a respectful relationship with their co-workers. Chughtai and Zafar (2006), found out that fostering organizational commitment among employees is very vital because employees who are highly committed towards their organizational are likely to stay longer, have better performance, and they tend to be highly involved at the workplace. Also, (Dey, Kumar and Kumar, 2014), brought out that committed employees show their loyalty and become productive individuals in their organization. Thus, such employees display a positive attitude toward organizational goals and values and are likely to develop positive work-related behaviors. The study of the impact of work engagement, Job satisfaction, and Affective commitment has a crucial role in the employment outcomes of the teachers' professional outcome or performance.

### **Objective**

The present study is aimed to determine the level of strength and significance of relationship of work engagement and job satisfaction and the mediating effect of Affective commitment using Model 4 template for PROCESS for SPSS, Andrew F Hayes and The Guilford press (2013-2016) and AMOS (using Trial version of the software).

### **Review of Literature**

#### **Conceptual Model (Model 4)**



## **Affective Commitment**

Organizational Commitment is identified as an essential variable in organizational literature towards the understanding of the work-related behavior of employees in organizations (Meyer et al., 2002; Meyer and Herscovitch, 2001; Mowday, Steers and Porter, 1979). Organizational commitment consists of three dimensions, namely,

- **Affective** - defined as the employees' positive emotional attachment to the organization
- **Continuance** - defined as the employees' attachment to the organization because of the perceived high costs of leaving the organization.
- **Normative** - defined as an employees' attachment to the organization because of feelings of obligation, loyalty, and duty

Meyer et al., (2002), examined the validity of all the three dimensions, out of which Affective commitment had the most reliable and most favorable correlations with organization relevant (attendance, performance, and organizational citizenship behavior) and employee relevant (stress and work-family conflict) outcomes. Therefore, Affective commitment is a dependent variable in this study. It is imperative to build organizational commitment among the employees of various technical institutes in Arunachal Pradesh to enhance their potential and competitiveness. Also, Researchers have shown that commitment has an impact on several work-related attributes,

- ✧ **Motivation and Job performance** (Abdul Rashid, Sambasivam, and Johari, 2003; Chen, Silverthorne and Hung, 2006; Samad, 2005; Yousef, 2000)
- ✧ **Intention to stay** (Chew and Chan, 2008; Mathieu and Zajac, 1990; Meyer et al., 2002; Porter et al., 1974)
- ✧ **Absenteeism** (Angle and Perry, 1981; Meyer et al., 2002; Porter et al., 1974)

## **Work Engagement**

An increased trend of research, in the area of work engagement, is emerging in the field of Organizational Psychology over the years. It is prominently explained by growing intrigue in the positive related aspects of work and organizational life (Nelson & Cooper, 2007). Work

engagement refers to the positive, affective psychological work-related state of mind that leads employees to actively invest themselves, emotionally, physically and cognitively (Schaufeli et al., 2002). Work engagement, defined as a positive, fulfilling work-related state of mind that is characterized by,

- ❖ **Vigour** - is characterized by high levels of energy and mental resilience at work
- ❖ **Dedication** - refers to a state of being intensely involved in one's work and experiencing a sense of enthusiasm, inspiration, and pride in one's work
- ❖ **Absorption**- is characterized by significant levels of concentration and engrossment in one's work

Hakenen, Perhoniemi, and Toppinen-Tanner (2008) have shown that the presence of job resources would undoubtedly result in work engagement. Work engagement is related to positive attitude towards work and towards the organization, such as job satisfaction, organizational commitment and lower turnover intention (Demerouti, Bakker, Nachreiner and Schaufeli, 2001).

### **Job satisfaction**

Luthans (2007), defined Job satisfaction, as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Mossadegh (2003), defines it as, the person's evaluation of three different things, these are his work, the work context or the environment in which he works and the content of the work, which he/she does. Spector (1997), added that employee or job satisfaction includes both humanitarian and utilitarian perspectives. According to the humanitarian perspective, people deserve to be treated courteously and pleasantly. While the functional perspective proposes that employee or job satisfaction can lead to employee behaviors that affect organizational performance. Cranny, Smith & Stone (1992), defines Job satisfaction as an employee's reactions to a job based on comparing actual outcomes with desired outcomes. It is a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Howard & Frink, 1996). Agho, Mueller & Price (1993), focuses Job satisfaction primarily on its impact on employee commitment, absenteeism, intentions to quit and really turn over. Porter & Stress (1973), argued that the extent of job satisfaction reflects the increasing level of met worker expectations. Locke E.A. (1990), described it as a pleasurable or

positive emotional state as a result of the evaluation of job or job experiences). Job satisfaction is a concept which has a close relationship with motivation and activity. The leading cause for this is the assumption that employees satisfied with their job are more productive, useful and in a better approach to their jobs (Hirszowicz M, 1981)

### **Work engagement, Job satisfaction, and Affective commitment**

Job satisfaction and Work engagement are two crucial positive dimensions of work-related well-being (Rothmann, 2008). Job satisfaction defined as ‘the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs’ (Spector, 1997). Further, Job satisfaction is an effective reaction that individuals have about their job in general or regarding different facets (i.e., Job conditions, Supervision, Co-workers). Although some characteristics of work engagement define it simply as the opposite of burnout (Maslach and Leiter, 1997; 2008), others define it as a positive, fulfilling, work-related state of mind that is characterized by Vigour, Dedication, and Absorption (Schaufeli, Salanova, Gonzalez-Roma and Bakker, 2002). The concurrent employment and expression of an employee's preferred self in task behaviors that promote connections to work and to others, personal presence (Physical, Cognitive and Emotional) and active, full performances (Kahn, 1990).

Work engagement and Job satisfaction are conceptually different constructs with distinct antecedents and outcomes (Christian, Garza and Slaughter, 2011). Job satisfaction is focused on the affective aspects of work, an evaluative description of Job conditions / or characteristics (Christian et al., 2011). Work engagement focused on physical, emotional and cognitive aspects of involvement with the job, ‘a description of an individual’s experience resulting from work.’ Zedeck, Maslach, Mosier, and Skitka (1988), conclude that burnout and job dissatisfaction are linked. Further, Burnout and job dissatisfaction caused by another factor such as poor working conditions.

Organizational commitment positively related to job performance, organizational citizenship behavior and job satisfaction (Allen and Meyer, 1996; Meyer and Allen 1997). Further, Lum and Colleagues (1998), found that organizational commitment had a direct impact and employees leaving intentions. An analysis of the current literature indicates that work engagement was

positively related and exerted a substantial positive impact on Affective commitment (Hakanen et al., 2006; 2008). Crawford et al., (2010), brought out that employees with high levels of work engagement display an affective commitment to the organization and meet formal performance requirements in the service delivery process.

### **Hypothesis**

**H<sub>1</sub>**- There is no significant and positive linear relationship between Work engagement and Job satisfaction of teaching faculty of technical institutes in Arunachal Pradesh

**H<sub>2</sub>** - There is no significant and positive linear relationship between Job satisfaction and Affective commitment of teaching faculty of technical institutes in Arunachal Pradesh

**H<sub>3</sub>** - There is no significant and positive linear relationship between Affective commitment and Work engagement of teaching faculty of technical institutes in Arunachal Pradesh

**H<sub>4</sub>**-Affective commitment does not mediate the relationship between Work engagement and Job satisfaction(as per model 4 of Andrew F Hayes (2013)), about the teaching faculty of technical institutes in Arunachal Pradesh

### **Methods and Measures**

The study is exploratory, based on the collection of primary data of teaching faculty of technical institutes in Arunachal Pradesh (India). A total of 400 survey questionnaires were distributed to teaching faculty members and collected 304 valid data sheets, thus the sample size  $N = 304$ . The procedure of simple random sampling was followed, which gave equal opportunity to all the samples equally. The structured questionnaires are filled in on a Likert scale of 1-5. Work engagement measured with the Utrecht Work Engagement Scale (UWES) - long form that contains seventeen items with distinct components of Vigour, Dedication, and Absorption (Schaufeli & Bakker, 2001). Affective Commitment is measured using a scale of six items (five items from Meyer and Allen's Affective Commitment scale (Meyer and Allen, 1997; Meyer, Allen and Smith, 1993). Job satisfaction is measured using a scale of 19 items (Dr. CN Daftuar,

2001) and the inquiries were related to the Work environment, Recognition and work satisfaction inclusive of all the stakeholders of the organization.

### Data Analysis and Interpretation

**Table 1**, Descriptive statistics and Reliability test,

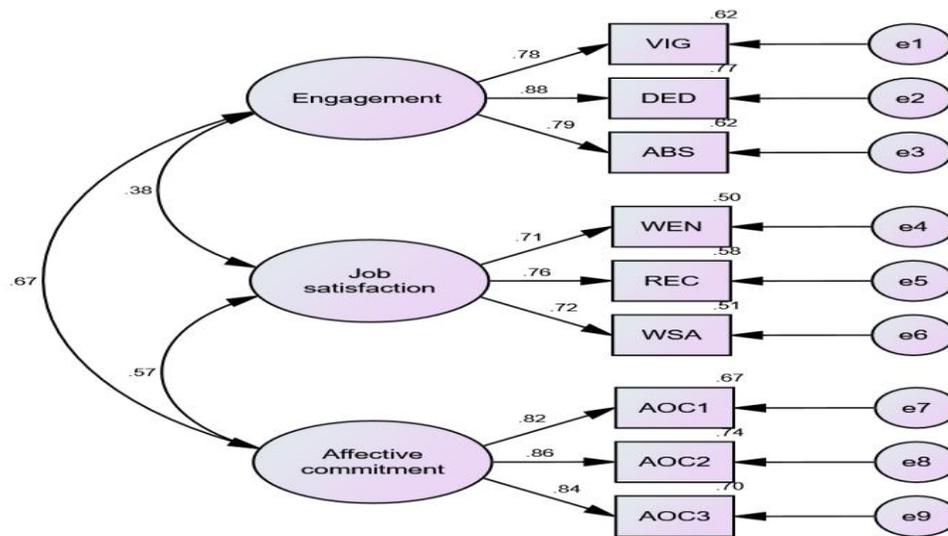
| Variables            | Mean  | SD    | Cronbach's alpha | KMO value | Approx chi-square | Bartlett's Test of sphericity |
|----------------------|-------|-------|------------------|-----------|-------------------|-------------------------------|
| Work engagement      | 3.895 | 0.577 | 0.835            | 0.763     | 342.561           | < 0.001**                     |
| Job satisfaction     | 4.093 | 0.561 | 0.862            |           |                   |                               |
| Affective Commitment | 3.982 | 0.698 | 0.893            |           |                   |                               |

From the above table, we infer that all the data collected from the samples are reliable as mentioned against each variable (as determined by Cronbach's alpha > 0.6, KMO value of > 0.6 and significant value of Bartlett's test of sphericity).

### Confirmatory Factor Analysis (CFA)

The measurement model represents the theory that specifies how measured variables come together to represent the theory. The measurement model is the part of the model that examines the relationship between the latent variables and their measures. It is essential that measurement model to be nearly fit for the furtherance towards SEM path model.

### Fig 2 Measurement model (CFA)



**Table 3 Fitness measures of the Measurement model**

| Chi-square Value   | DF         | C <sub>Min</sub> /DF | P Value   | CFI       | SRMR      | RMSEA     |
|--------------------|------------|----------------------|-----------|-----------|-----------|-----------|
| 20.675             | 24         | 0.861                | 0.658     | 0.998     | 0.026     | 0.001     |
| Cutoff criteria*   | Poor       | > 5                  |           | < 0.90    | > 0.10    | > 0.08    |
|                    | Acceptable | > 3                  | > 0.05    | < 0.95    | > 0.08    | > 0.06    |
|                    | Excellent  | > 1                  |           | > 0.95    | < 0.08    | < 0.06    |
| Model fit measures |            | Excellent            | Excellent | Excellent | Excellent | Excellent |

\*Note: Hu and Bentler (1999, "Cut-off Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives")

Gaskin, J. & Lim, J. (2016), "Model Fit Measures," AMOS Plugin.

From the above table, CFA has a very valid output, as presented. The ratio C<sub>Min</sub>/DF criteria are excellent, as the value is greater than 1, as it predicts minimum discrepancy divided by its degrees of freedom. Bryne (2006), suggested that the ratio should not exceed the value of three. The p-value is above 0.05 signifies the null hypothesis to be accepted, i.e., there is no significant

difference between the measurement fit model and the saturated model or global fit model. The fit index measures, GFI (Goodness of fit index) is 0.964, above 0.9 considered as a good fit (Joreskog and Sorbom, 1984). AGFI (Adjusted goodness of fit) is 0.932, above 0.9, deemed as a good fit (Tanaka and Huba, 1985). CFI (comparative fit index) close to the value of one is a perfect fit (Bentler, 1990) and RMSEA (Root mean square approximation) value is .001, which is less than 0.05, considered as a good fit (Arbuckle, 2005) are in acceptable and excellent range, and therefore the model is accepted as a nearly perfect fit, as confirmed on the theoretical grounds.

**Table 4 Composite Reliability (CR), Convergent and Discriminant Validity of Work engagement, Transformational leadership, Affective commitment, and Job satisfaction**

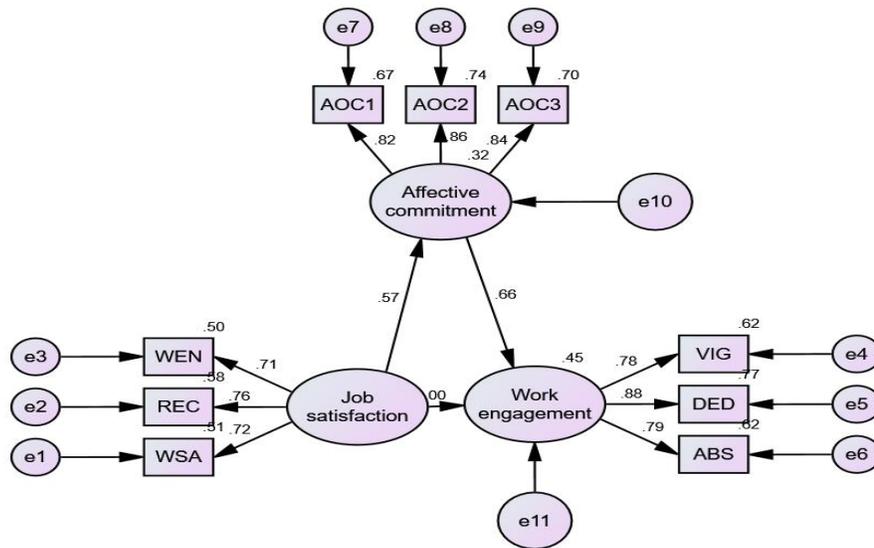
| Factors              | CR    | AVE   | Squared Inter Correlation (SIC) |              |              |
|----------------------|-------|-------|---------------------------------|--------------|--------------|
|                      |       |       | JS                              | WE           | AC           |
| Job Satisfaction     | 0.773 | 0.533 | <b>0.730</b>                    | -            | -            |
| Work Engagement      | 0.859 | 0.670 | 0.384                           | <b>0.818</b> | -            |
| Affective Commitment | 0.877 | 0.705 | 0.570                           | 0.667        | <b>0.839</b> |

Gaskin J and Lim J (2016) 'Master validity tool' AMOS Plugin

\*\* Significant at 1% level

From the above table, Composite reliability, which is a measure of the internal consistency is above 0.6 for all the variables (Farnell and Larker, 1981) is accepted. AVE (Average Variance Extracted) for Work engagement, Affective commitment, and Job satisfaction is above 0.5 and accepted as for convergent validity AVE should be higher than 0.5 (Hair et al., 1998). Discriminant validity, the value of AVE's compared with a squared correlation of the constructs. The thumb rule is that the square root of AVE should be more significant than the squared correlation between the constructs (Cooper and Zmud, 1990; Hair et al., 1998), in this model the values are adequately fit and discriminant validity established as a good fit.

**Fig. 5 Structural Equation Model (SEM)**



**Table 6 Reliability measure of a Pathmodel**

| Chi-square Value   | DF         | C <sub>Min</sub> /DF | P Value   | CFI       | RMR       | RMSEA     |
|--------------------|------------|----------------------|-----------|-----------|-----------|-----------|
| 262.856            | 240        | 1.095                | 0.149     | 0.997     | 0.025     | 0.008     |
| Cutoff criteria*   | Poor       | > 5                  |           | < 0.90    | > 0.10    | > 0.08    |
|                    | Acceptable | > 3                  | > 0.05    | < 0.95    | > 0.08    | > 0.06    |
|                    | Excellent  | > 1                  |           | > 0.95    | < 0.08    | < 0.06    |
| Model fit measures |            | Excellent            | Excellent | Excellent | Excellent | Excellent |

\*Note: Hu and Bentler (1999, "Cut-off Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives")

Gaskin, J. & Lim, J. (2016), "Model Fit Measures," AMOS Plugin.

From the above table, to evaluate the overall fit of the model, the following parameter estimates are analyzed. The chi-square statistic based on a comparison of predicted and observed

covariance matrices; a non-significant chi-square value indicates a good fit. Here, chi-square value is 262.856, and the p-value is 0.149 shows a non-significant relation between the sample and the population (global fit or saturated model). The reliable fit index which is less dependent on sample size is a Comparative fit index (CFI) (Bentler, 1989; and Bollen, 1989), compares the fit of a substantive model to the fit of some predetermined baseline model. The comparative fit index ranges from zero to one and the value greater than or equal to 0.9 indicates a good fit. Hu and Bentler (1999), suggested that for a good fit, the standard root mean square residual (RMR) should be less than 0.08, and root means square approximation (RMSEA) should be less than 0.06. In general, if the vast majority of the indexes are indicating a good fit, then there is probably a good fit.

**Table 7 Standardized regression weights of the SEM model**

| Model no 4         | Standardized estimate | S.E.  | C.R.  | P value   | Remarks   |
|--------------------|-----------------------|-------|-------|-----------|---|
| AC $\leftarrow$ JS | 0.570                 | 0.087 | 7.596 | < 0.001** | Hypothesis H <sub>2</sub> and H <sub>3</sub> rejected |
| WE $\leftarrow$ AC | 0.569                 | 0.051 | 6.353 | < 0.001** |   |
| WE $\leftarrow$ JS | 0.004                 | 0.070 | 0.060 | 0.952     | Hypothesis H <sub>1</sub> accepted                    |

\*\* Denotes significant at 1% level

The above table indicates the parameter estimates of path model, the standardized path coefficients, standard error estimates, t distribution value (C.R), p-value (path significance), and the remarks column that indicates the acceptance or rejection of the null hypothesis. The paths AC  $\leftarrow$  JS and WE  $\leftarrow$  AC are statistically significant and WE  $\leftarrow$  JS shows insignificant.

**Table 8 Total, Direct and Indirect Mediation effects of the model**

| Model no. 4     | Effect | Standardized error  | t value | p value   | LLCI    | ULCI   |
|-----------------|--------|---------------------|---------|-----------|---------|--------|
| <b>Total</b>    | 0.3031 | 0.0520              | 5.8342  | < 0.001** | 0.2009  | 0.4053 |
| <b>Direct</b>   | 0.0487 | 0.0505              | 0.9641  | 0.3358    | -0.0507 | 0.1482 |
| <b>Indirect</b> | 0.2544 | 0.0518<br>(Boot SE) | -       | < 0.001** | 0.1636  | 0.3677 |

Note: - PROCESS, by Andrew F. Hayes (2013)

The table confirms a Full mediation model as suggested by model no 4 of Andrew F. Hayes (2013). Hypothesis H<sub>4</sub> is accepted as Affective commitment fully mediates the relationship between Work engagement and Job satisfaction.

### **Discussion and Conclusion**

The study aimed to measure the strength and impact of the mediating effect of Affective commitment on the relationship between Work engagement and Job satisfaction. There is no significant relation between Work engagement, and Job satisfaction extracted from the data. However, Affective commitment fully mediates the relationship. By knowing these data and information, will undoubtedly improve the context of higher technical education in Arunachal Pradesh. While improving the engagement level and satisfaction level of the teaching faculty and their commitment to the organization, the quality of education readily available.

As we know, that relationship of Work engagement and Job satisfaction being a concern for the present work environment to improve performance and productivity. The organization should deliver the best to the faculty and is very important to understand their necessity for growth potential and performance. It should be equally contributed by the faculty too to maintain a congenial work atmosphere which will enhance the group dynamics and keep them active. The negative aspects and criticisms are viewed as footsteps for further improvement and growth.

Also, Affective commitment, which gives the identity to the faculty should be promoted and given equal autonomy in their jobs for their professional growth and towards excellence. This study reveals the importance of Work engagement and Job satisfaction, though the data shows insignificant that is not in-line with earlier studies should analyze its consequences and limitations. There is a need for continuous improvement and development both on the part of the faculty that should be self-motive and equally supported by the organization. Thus, this study is an essential step towards the contribution of measurement of Work engagement, Job satisfaction and Affective commitment of teaching faculty of higher technical institutes in Arunachal Pradesh, that can be generalized to the overall population.

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