

TEACHING EFFECTIVENESS: A STUDY ON MODERATION EFFECT OF ORGANISATIONAL SUPPORT AND JOB SATISFACTION

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Abstract Perceived organisational support is defined as the employees' beliefs with regards to the extent to which the organisation values their contributions and cares about their well-being. The present study assumes that faculty can teach effectively in an environment where there is organisational support. It further assumes that job satisfaction is a significant employee attitude towards his job with regard to effective teaching. Consequently, the study is sought to analyse the moderation of organisational support on the relationship between job satisfaction and teaching effectiveness. It is conducted among 410 private engineering college faculties working in Rayalaseema region of Andhra Pradesh. It follows descriptive research design, as it describes the moderation effect of organisational support. It follows probabilistic, multi-stage sampling method for selection of sample. It administers structured questionnaire among engineering college faculty for collection of primary data and finds statistically significant moderation effect of organisational support.

Keywords: Job Satisfaction, Organisational Support, Teaching Effectiveness, Private Engineering Colleges

INTRODUCTION

A major issue in the present phenomenon in educational sector is unemployability of students; the reason could be the deteriorating educational standards in educational institutions.

Particularly, private engineering graduates are lacking the key technical skills for performing job.

In this respect, faculty of private engineering colleges have become the central focus to enhance the present scenario, since among the resources in engineering colleges, faculty are the significant contributor for providing quality education. However, the faculty need to be satisfied at their workplace to be effective in teaching and contributing quality education. Further, the faculty require support from their institution in form of basic facilities for developing their teaching standards.

It is discussed among the faculty circles regarding their dissatisfaction in working with private engineering colleges. Hence, many of the faculty are turning towards industry for jobs, leaving educational field. Improper and insufficient payment of salary, ill treatment by the management, high

work load from teaching and administrative work are some of the major issues faced by the faculty. Further, the organisations are restraining the faculty in doing research activities, providing research infrastructure, permission to attend and organise symposiums, conferences and seminars. The study assumes above reasons could be the factors for deteriorating educational standards.

Hence, this study is sought to understand the levels of job satisfaction, perception of organisational support, and teaching effectiveness among faculty in private engineering colleges in Andhra Pradesh. The study analyses the moderating effect of organisational support on the relationship between job satisfaction and teaching effectiveness. The study contributes insights to the management of private engineering colleges to focus on designing practices and processes that enhance job satisfaction, organisational support, and teaching effectiveness.

REVIEW OF LITERATURE

This section discusses the key literature available with respect to job satisfaction, organisational support, and teaching effectiveness.

JOB SATISFACTION

A study was conducted to find effect of management and decision-making styles on the job satisfaction of academic staff in a Malaysian Research University. The study found that the research university had adopted an analytical decision making style. According to the study, the hygiene factors were the predictors of job satisfaction as perceived by the academic staff. The university management determines the decision-making style, and the job satisfaction of the academic staff is affected by the decision-making style of the university. The study confirms the view that the management style and decision-making style can predict or affect the job satisfaction of the academic staff (Amzat, 2012).

An empirical study by Fredman and Doughney (2011) examines perceptions by academics of their work in the Australian state of Victoria, and places such perceptions within the context of international and Australian debates on the academic profession. A 2010 survey conducted by the National Tertiary Education Union in Victoria was analysed in light of the literature on academic work satisfaction and on corporatised managerial practice. The analysis is also placed in context of neo-liberalism, defined as a more marketised provision combined with increased pro-market state regulation. Regression models show the relative effects of these factors on two items measuring work satisfaction. This analysis is complemented by discursive analysis of open-ended responses. Study found that satisfaction among academics was low and decreasing compared to a previous survey, and that management culture was the most important driver. Concern with workloads also drove dissatisfaction, although academics seem happy to be more productive if they have control over their work and develop in their jobs. Work status had little effect. In the open-ended responses, the more dissatisfied academics tended to contrast a marketised present to a collegial past. While respondents seem to conflate all recent managerial change with marketisation, we pose a crucial question: whether the need for more professional management needs to be congruent with marketising policy directions (Fredman & Doughney, 2011).

A study has been conducted in two particular faculties from that University, enabling in depth comparative analysis of relevant factors influencing employee satisfaction at work. The analysis has especially been focused on attitudes and satisfaction with compensation as a whole and its main elements. The study confirms significant differences in employee satisfaction between two Faculties within the same university. Satisfaction of teaching staff with salaries and benefits (and compensations in general) was significantly higher at the Faculty of Economics than at the School of Medicine. Reasons stated in the study for such difference are most probably related to the compensation system that was much better developed, with higher salaries and more

incentive elements, on first than on the second Faculty, but can also be reflecting differences in preferences, values, perceptions, and other behavioural factors among teaching staff at the one compared with the other faculty. Reasons for these differences could be also partly attributed to the 'spillover' effects of dissatisfaction of a part of teaching staff from the School of Medicine, who were working also outside the University, and were encountering significantly worse working conditions there (Srećko GOIĆ, 2013).

Organisational Support

A meta-analysis indicated that three major categories of beneficial treatment received by employees (i.e., fairness, supervisor support, and organisational rewards and favourable job conditions) were associated with POS (perception of organisational support). POS, in turn, was related to outcomes favourable to employees (e.g., job satisfaction, positive mood) and the organisation (e.g., affective commitment, performance, and lessened withdrawal behaviour). These relationships depended on processes assumed by organisational support theory: employees' belief that the organisation's actions were discretionary, feeling of obligation to aid the organisation, fulfillment of socio emotional needs, and performance-reward expectancies (Rhoades & Eisenberger, 2002).

An empirical paper examines the relationships between the perceived organisational support and expatriates' organisational commitment. The correlation analysis proved that the perceived organisational support was highly important to affective and normative commitment whereas its relationship with continuance commitment is not relevant. Finally, the regression analysis revealed perceived organisational support as being more significant at influencing organisational commitment. Furthermore, the regression results also showed that 40.6 % of total variance of POS was explained by organisational commitment. This denotes that POS play a vital role in promoting organisational commitment (Yahya, Mansor, & Warokka, 2012).

Teaching Effectiveness

Organisational effectiveness is the main concern of all higher education institutes. Over the years, there have been many different models of effectiveness along with the criteria for measuring organisational effectiveness. Four main models of organisational effectiveness namely the goal approach, the system resource approach, the process approach and the strategic constituency approach are reviewed. Moreover, this paper introduces several models of organisational effectiveness in higher education. Then, a brief review is made on some empirical studies that used the Cameron's

(1978) model of organisational effectiveness. In the end, the paper suggests that Cameron's (1978) model seems the most appropriate for studying organisational effectiveness in higher education (Ashraf & Kadir, 2012).

Students' and lecturers' perceptions of own effectiveness and creativity as teachers are compared, using a survey questionnaire. Results indicate that students concentrate more than faculty on creativity when imagining how they would perform as teachers; when effectiveness is considered, the opposite applies. In addition, the lecturers selected as creative score similar to students, as to the perception of their own creativity, and to their peers, as to effectiveness. Teaching creatively is seen by its agents as the search for doing things better, and if the communication process is successful, that attempt is perceived by the students as creative. This research demonstrates that creativity lies not in the teacher or the student, but in the interaction between the two. It also suggests that it seems more important to understand what is involved in the construction of the role of teacher, and in the communication process with the students, rather than exploring creative ways to present the subject matter to students (Sousa, 2010).

Hypothesis Development

H1: There is significant influence of job satisfaction on teaching effectiveness.

H2: There is significant influence of organisational support on teaching effectiveness.

H3: There is a moderate effect of organisational support on the relationship between job satisfaction and teaching effectiveness.

RESEARCH METHODOLOGY

The objective of this study is to understand the levels and direction of relationship among job satisfaction, perception of organisational support, and teaching effectiveness of private engineering college faculty. The study is descriptive in nature, since it examines and describes the relationship and moderation effect of job satisfaction, organisational support, and teaching effectiveness. Job satisfaction is considered as independent variable, organisational support is taken as moderating variable, and teaching effectiveness is considered as dependent variable. This study is conducted among the faculty members of private engineering colleges in Kadapa, Anantapur, Chittoor, and Kurnool districts of Andhra Pradesh. The study collected primary data through self-administered questionnaire.

Sample Design

The study follows probabilistic, multi-stage sampling technique to select the sample. The first stage in sampling design is selection of region. Andhra Pradesh has two regions, Rayalaseema and coastal region. Among them, Rayalaseema region is selected. In the second stage, among the districts of Rayalaseema, viz. Kadapa, Anantapur, Chittoor, and Kurnool, few towns were selected based on availability of majority of engineering colleges, for collection of data.

Data Collection

The study collects primary data through well-structured questionnaire administered to faculty in engineering colleges. The questionnaire consists of two sections. In the first section, questions were asked to measure demographic factors like age group, gender, years of experience, qualification, designation etc. In the second section, the questions related to job satisfaction, organisational support, and teaching effectiveness are asked. The respondents are requested to rate their answers on a five-point Likert scale from strongly agree to strongly disagree.

The study measures job satisfaction by adopting the items designed by Spector (1985) in his seminal paper. There are ten questions as follows: "I feel I am being paid a fair amount for the work I do", "There is really too little chance for promotion on my job", "My supervisor is quite competent in doing his/her job", "I am not satisfied with the benefits I receive", "When I do a good job, I receive the recognition for it that I should receive", "I find I have to work harder at my job because of the incompetence of people I work with", "The benefit package we have is equitable", "There are few rewards for those who work here", "I feel a sense of pride in doing my job", and "There are benefits we do not have which we should have". The respondents were asked to rate the statements on a five-point Likert scale as 5 = strongly agree and 1 = strongly disagree.

The statements are adopted from the scholarly research of Eisenberger, Huntington, Hutchison, and Sowa (1986). The statements are as follows: "My organisation really cares about my well-being", "My organisation strongly considers my goals and values", "My organisation shows little concern for me", "My organisation cares about my opinions", "My organisation is willing to help me, if I need a special favour", "If given the opportunity, my organisation would take advantage of me".

Teacher effectiveness is assumed as a significant dimension of organisational effectiveness in the context of higher education. Teacher effectiveness in this study means creating

deep understanding in students by using less content and more perspectives and application. Learning is also a significant factor to teach effectively. Hence, the following statements are used for measuring teaching effectiveness: “Knows subject matter”, “Speaks at appropriate volume”, “Uses class time efficiently”, “Gives multiple examples”, “Friendly/

easy to talk with/ approachable” “Encourages/ responsive to questions and comments/ encourages discussion”, “Stresses important points/ emphasizes principles and generalisations”, “Respects students”, “Communicates effectively/ explains clearly”, “Helpful to individual students”. The respondents are requested to rate the statements from totally effective to totally ineffective on a five-point Likert scale.

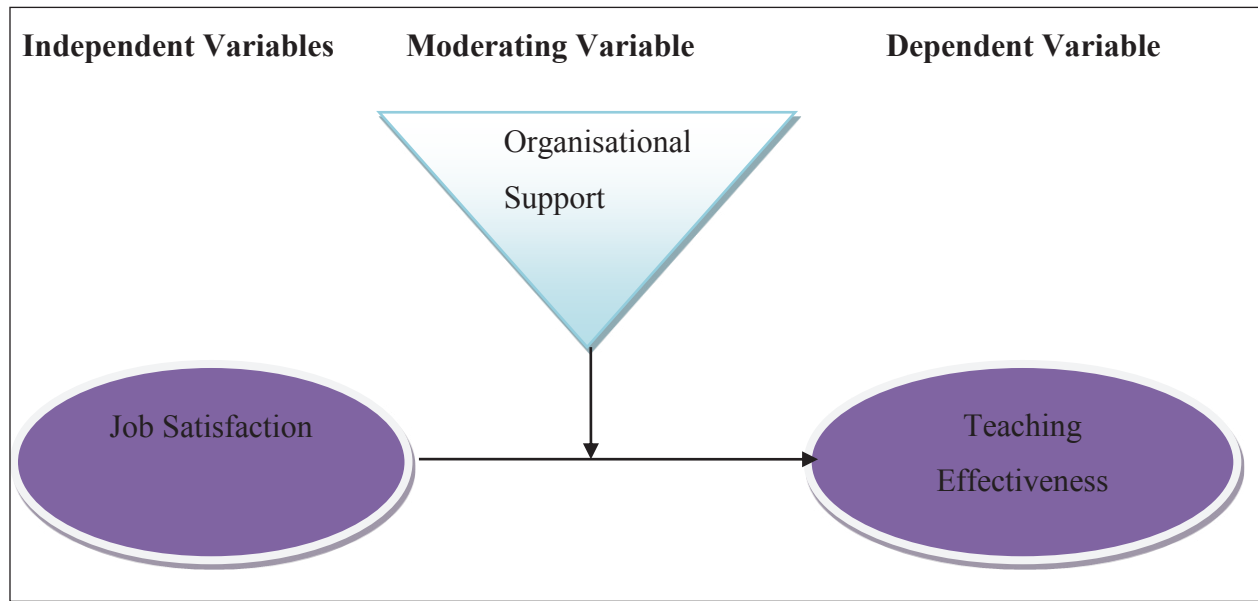


Fig. 1: Moderation Effect of Organisational Support

Statistical Tools

Correlation and regression- moderation model was employed using SPSS 16.0 to analyse the direction and levels of job satisfaction, organisational support, and teaching effectiveness.

DATA ANALYSIS

Table 1 explains the statistic details of demographic factors like age group, gender, years of experience, qualification, and designation.

It is observed from the data that 257 (62.7 %) respondents are in the age group of 25-30 years, 138 (33.7%) in 31-40 years, 10 (2.4 %) in 41-50 years, and 5 (1.2 %) respondents are in 51-60 years. The sample comprises 264 (64.4%) male and 146 (35.6%) female faculty. Around 250 (61 %) faculty members have 0-5 years of experience, 101 (24.6 %) faculty have 6-10 years, 42 (10.2 %) faculty have 11-15 years, 13 (3.2 %) faculty have 15-20 years, and 4 (1.0 %) faculty have 20 and above years of experience.

Table 1: Descriptive Statistics of Demographic Factors of Faculty (N=410)

S. No	Demographic Factors		Number of Respondents	Percentage
1	Gender	Male	264	64.4
		Female	146	35.6
2	Age Group	25-30 Years	257	62.7
		31-40 Years	138	33.7
		41-50 Years	10	2.4
		51-60 Years	5	1.2
3	Year of Experience	0-5 Years	250	61.0
		6-10 Years	101	24.6
		11-15 Years	42	10.2
		15-20 Years	13	3.2
		21 and above Years	4	1.0

4	Qualification	Graduation	47	11.5
		Post-graduation	305	74.4
		NET/ SLET(CSIR)	5	1.2
		M. Phil	19	4.6
		Ph. D	34	8.3
5	Designation	Assistant Professor	350	85.4
		Associate Professor	51	12.4
		Professor	8	2.0
		Others	1	0.2
6	District	Kadapa	110	26.8
		Chittor	100	24.4
		Anantapur	100	24.4
		Kurnool	100	24.4

Around 47 (11 %) faculty have graduation degree, 305 (74.4 %) have post-graduation, 5 (2.7%) faculty have NET/SLET, 19 (4.6 %) have M. Phil, and 34 (8.3 %) faculty have PhD degree. 350 (85.4 %) faculty are assistant professor, 51 (12.4 %) faculty are associate professor, 8 (2 %) faculty are professor, and 1 (0.2 %) faculty has other designation like principal, visiting and guest faculty. 110 (26.8%) faculty members have participated from Kadapa, and 100 (24.4%) from each of Chittor, Anantapur and Kurnool districts.

The weighted means and Cronbach's alpha of variables likewise job satisfaction, organisational support, and teaching effectiveness is analysed. Cronbach's alpha is concerned with the degree of interrelatedness among the set of items designed to measure a single construct. The Cronbach's alpha for job satisfaction, organisational support, and teaching effectiveness is resulted as 0.876, 0.736 and 0.940 in order, which is above the standard norms. The weighted mean score of job satisfaction, organisational support, and teaching effectiveness is observed at 3.61, 3.4 and 4.20 is interpreted as neutral levels of perceptions regarding organisational support and job satisfaction among

engineering faculty. However, teaching effectiveness perceived to be effective by the faculty.

Influence of Job Satisfaction on Teaching Effectiveness

To analyse the relationship between job satisfaction and teaching effectiveness, correlation and regression analysis is employed. Job satisfaction is considered as independent variable and teaching effectiveness is considered as dependent variable. The results are summarised in Tables 2 and 3.

The correlation analysis reveals that there is a significant relationship between job satisfaction and teaching effectiveness ($r = 0.224$, $p < .000$). The regression analysis reveals job satisfaction is able to explain 5% of variance in teaching effectiveness ($R^2 = 0.05$, $p < .000$). Consequently, the study results confirm there is significant relationship between job satisfaction and teaching effectiveness. Hence, Hypothesis 1 that there is significant influence of job satisfaction on teaching effectiveness is accepted.

Table 2: Correlation Analysis Among Study Variables

SL. No	Relationship	r	p-value
1	Job Satisfaction → Teaching Effectiveness	0.224**	.000
2	Organisational Support → Teaching Effectiveness	0.383**	.000

**Significance at $P < 0.01$.

Source: SPSS Output

Table 3: Regression Analysis Among Study Variables

SL. No	Relationship	R^2	p-value
1	Job Satisfaction → Teaching Effectiveness	0.050**	.000
2	Organisational Support → Teaching Effectiveness	0.146**	.000

**Significance at $P < 0.01$.

Source: SPSS Output

Influence of Organisational Support on Teaching Effectiveness

To analyse the relationship between organisational support and teaching effectiveness, correlation and regression analysis is employed. Organisational support is considered as independent variable and teaching effectiveness is considered as dependent variable. The results are summarised in Tables 2 and 3.

The correlation analysis reveals that there is a significant relationship between organisational support and teaching effectiveness ($r = 0.383$, $p < .000$). The regression analysis reveals organisational support is able to explain 14.6% of variance in teaching effectiveness ($R^2 = 0.146$, $p < .000$). Consequently, the study results confirm there is significant relationship between organisational support and teaching effectiveness. Hence, Hypothesis 2 that there is significant influence of organisational support on teaching effectiveness is accepted.

Moderation Effect of Organisational Support

To test Hypothesis 3 that teaching effectiveness is a function of employees and organisation related factors, and more specifically organisational support moderates the relationship

between job satisfaction and teaching effectiveness, the study employed moderation model in regression analysis using macro called Process, developed by Andrew F. Hayes in 2013 for SPSS 19.0.

To avoid potentially problematic high multicollinearity with the interaction term, the variables were centred and an interaction term is created. The output of moderation model developed by Andrew F. Hayes also gives mean scores of moderating variable at $+1\sigma$, -1σ and mean levels. The values at $+1\sigma$ are considered as high; -1σ is considered as low, and mean levels are considered as average scores of the specific variable. These values are utilised for plotting interaction effect.

The regression analysis considers dependent variable teaching effectiveness, independent variable job satisfaction, and moderating variable organisational support as input. The results are summarised in Table 4.

The regression of organisational support on teaching effectiveness is significant at $\beta = .531$, $t(407) = 7.378$, $p = .000$. The regression of job satisfaction on teaching effectiveness is insignificant in presence of organisational support at $\beta = .133$, $t(407) = 1.77$, $p = 0.76$. The total model summary is significant at $R^2 = 0.1654$, $F(1,406) = 26.82$, $p = .000$. Interaction effect of organisational support and job satisfaction is significant at $R^2 = 0.12$, $F(1,406) = 6.059$, $p = .014$, $\beta = .271$, $t(406) = 2.461$, $p = .014$.

Table 4: Moderation Effect of Organisational Support on Job Satisfaction and Teaching Effectiveness

Regression Parameters	Organisational Support (OS)	Job Satisfaction (JS)	OS * JS	Model Summary
R^2			.012	0.1654
Df			406	406
F			6.059	26.82
P			.014**	.000**
B	.531	.133	.271	4.1638 (Constant)
T	7.378	1.779	2.461	99.027
P	.000**	.076	.014**	.000**

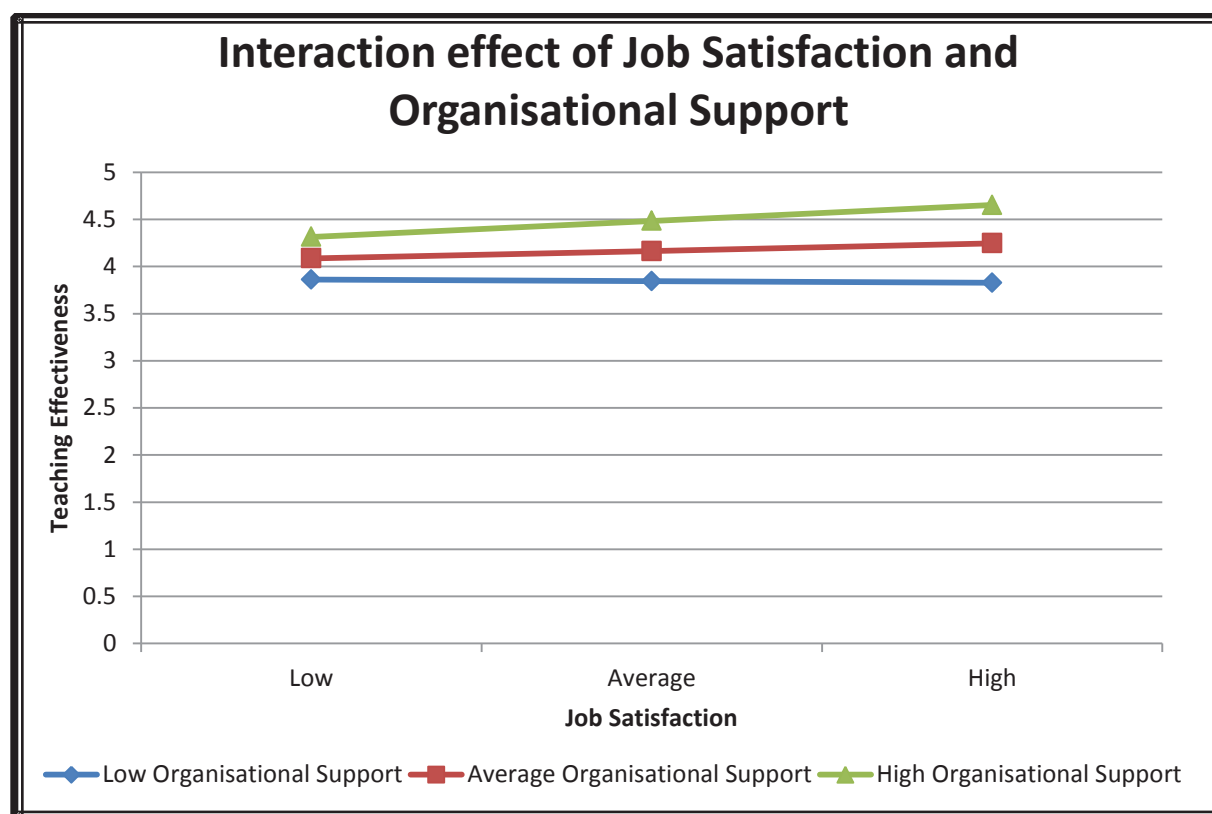
**Significance at $P < 0.01$.

* Significance at $P < 0.05$.

Model: Job Satisfaction (Predictor), Organisational Support (Moderating Variable) and Teaching Effectiveness (Dependent Variable).

Examination of Fig. 2 showed an enhancing effect, as organisational support and job satisfaction increased, teaching effectiveness increased. At low job satisfaction and organisational support, the teaching effectiveness

is observed to be the lowest. The study finds significant moderation effect of organisational support both statistically and graphically. So, H3 is accepted.



Interaction Effect of Job Satisfaction and Organisational Support

CONCLUSION

It is evident from the study that organisational support moderates the relationship between job satisfaction and teaching effectiveness. Consequently, the study suggests that management of private engineering colleges needs to take necessary policy decision to enhance the employee satisfaction. It is evident from the study that employee with job satisfaction can focus on the direction to enhance the effective teaching and therefore education standards. The satisfied employee concentrates on his job rather than the issues faced. Hence, the management should provide autonomy, attractive salary, participative decision making, career advancement schemes and etc., to amplify the levels of job satisfaction.

Perception of organisational support is a significant factor that contributes positive attitude in faculty towards the organisation and job. The management of colleges need to provide necessary infrastructure, policies and environment that enhances the perception of the faculty that they have support from their organisation. The management should support the faculty in their career advancement, research activities, training programmes, attending conferences and like. Since the positive perception of faculty is important in delivering effective teaching and enhancing educational standards.

The study concludes that perception of organisational support and job satisfaction is opined neutral. The study suggests the management need to take corrective actions to enhance job satisfaction and developing conducive environment for increasing the perception of organisational support.

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