



AN INVESTIGATION OF THE RELATIONSHIP BETWEEN JOB ATTITUDES AND JOB PERFORMANCE OF UNIVERSITY TEACHERS

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Abstract: This study investigates the relationship between job attitudes and job performance of university teachers in the Sri Lankan context. The study highlights that the performance of university teachers in Sri Lanka is not still comprehensively researched by respective organizations to determine whether their service is a dedicated sustainable effort motivated by their career to put on their respective organizations as healthy as possible. This is the research gap in the literature that is addressed in this study. Nevertheless, the study is a replication on the relationships of Job Satisfaction and Organisational Commitment to Job Performance with reference to the Eastern University, Sri Lanka (EUSL) and contributes to the existing theoretical attitudes – performance relationship. The results show that there is a positive relationship between job satisfaction and job performance of university teachers in EUSL as expected, and no meaningful relationship of organizational commitment to job performance.

Key words: Attitudes, Job Satisfaction, Organisational Commitment, Job Performance

University teachers, as universally admitted, do render an incomparable service to bring the nation in prosperity, since the universities have become the pride and the achievements of a truly developed and, if not, a matured nation. Undoubtedly, an effective performance of university teachers, therefore, ensures healthy existence of these institutions.

1. PERFORMANCE AND SIGNIFICANCE OF JOB ATTITUDES

What constitutes an effective performance of university teachers is rather debatable, as it is determined by many diverse factors, depending on many criteria adopted. As generally believed, their performance is reflected on such factors like the number of hours they work, their role play in the community and national development, their literary contribution and involvement in research activities, the number of students successful at the examinations of respective courses, and the number of graduates per year (e.g., Economic Review, 1983).

Theoretically, performance of any individual depends on the result oriented actions such as contribution to the achievement of the organisation's stated goals (e.g., Etzioni, 1964) and of the operative goals (e.g., Perrow, 1961),

acquisition of resource from the environment (e.g., Yuchtman and Seashore, 1967), providing returns from the organization to its environment (e.g., Keeley, 1978 and 1984), and enhancement of the internal process (structure and operations) of the organisation (e.g., Pfeffer, 1977). Apart from these stated and researched areas of performance, however, the teacher performance activities are identified with students and environment including lecturing, tutoring, planning and developing the curriculum, marking examination scripts, assessing students' work, serving on various boards within the universities and in the wider community, keeping abreast of new knowledge, engaging in research, and taking part in the administrative work in the department (Economic Review, April 1983).

Perhaps, the above may be some of the extra-personality criteria of teacher evaluation system, and also these may be the performance determinants universally accepted and adopted by many higher educational institutions. Undoubtedly, the above criteria may also assist universities to measure and evaluate, to an extent, the effectiveness of teachers' performance quantitatively (UGC – Restructuring universities, 1972). Yet, as theoretically and empirically verified, several organizational behaviour forces and intrapersonal factors such as job attitudes (e.g., Vroom, 1964); effort, abilities, and traits of the

individual (e.g., Porter and Lawler, 1968); characteristics of the individual, individual variable, and work environment (e.g., Blumberg and Pringle, 1982) do significantly influence and moderate the performance of employees in an organization. Among these factors, job attitudes seem to play a dominant role in influencing employee performance, of which Job Satisfaction (e.g., Locke, 1976), Organisational Commitment (e.g., Work in America, 1973), Job Involvement (e.g., Jewel, 1985), Morale (e.g., Allport, 1942), and Career Satisfaction (e.g., Greenhaus and Parasuraman, 1993) are well documented as important factors to enhance employee's attitudes at work place.

An employee's work attitudes influence his/her job-oriented behaviour (e.g., Ajzen and Fishbein, 1980). It is also said that the performance of the employee depends much on his/her behaviour (e.g., Mitchel and Larson, 1987), i.e. the attitudes of the employee are translated into the job performance through his/her behaviour in the organization.

Implicitly, the job attitudes of university teachers become important elements playing significant roles of producing the expected outcomes such as employable graduates and intellectuals, than such factors as individual characters and work environment. To support the above assumption, a vast number of research outcomes generally reveals and suggests that there is a positive correlation between the job attitudes and the job performance (e.g., Brayfield and Crockett, 1955; Vroom, 1964). The Meta-analysis of the relationship between job satisfaction and job performance (e.g., Iffaldano and Muchinsky, 1985) supports this positive postulation. Jabri's (1992) study of the relationship between job satisfaction and job performance among research and development scientists reveals a positive relationship between job satisfaction and performance.

Undoubtedly, a few researches has been, so far, conducted in the third world (developing) countries, especially in the South Asian region. It is, therefore, no wonder why significantly very less research has been conducted in this regard in the Sri Lankan context. Though ample research evidence is found in the western world for the relationship of job attitudes to performance in many fields, less research is conducted even in these countries in relation to university teachers.

Evidently, it seems very rare to find a good empirical study between job attitudes and performance of university teachers, especially in the Sri Lankan context (Economic Review, 1983; Udagama, 1997 [The Island, 24/09/97]). It is also equally true that whatever the measures and evaluation systems adopted, the performance of university teachers in Sri Lanka is not still comprehensively researched by respective organizations to determine whether their service is a dedicated sustainable effort motivated by their career to put on their respective organizations as healthy as possible (e.g., Kapila Goonasegera, FUTA News 2, 1995/96). This is the research gap in the literature that will be addressed in this empirical study.

The importance of this empirical study lies in assessing the performance and the effects of job attitudes on job performance of university teachers. Nevertheless, the study will be only a replication of studies of the relationship of Job Attitudes and Job Performance, conducted in many developed countries, particularly a country like USA (e.g., Luthans *et al.*, 1981). This empirical study intends to provide a support as a contribution to the existing theoretical attitudes – performance relationship.

2. THE RESEARCH PROBLEM

According to the gap in the literature, the research question may be forwarded as “*Do the job attitudes of university teachers affect their performance?*” Thereby, the importance of the investigation could be highlighted and amplified in respect to following areas.

- Public's attitudes towards university teachers' performance;
- Teachers' concern about their performance and the evaluation system; and
- Evaluation of the teachers' performance by the universities.

2.1 Public's attitudes towards university teachers' performance

A public criticism of Sri Lankan university teachers' performance is generally geared towards the way how the graduates are brought up during their university life to meet the present requirements of the country (e.g., Samarajiwa,

1997). Prof. Kapila Goonasekera (1995/96), the President of the Federation of University Teachers' Association (FUTA) in his writing to the colleagues indicates that

“One main point that needs addressing is ‘Are we producing employable graduates?’. One could argue that ‘it is not our main role in a university and our aim is to produce intellectuals for the country’. However, the truth is that, in most instances, we have neither produced intellectuals nor graduates fit for employment.”

(Source: FUTA News 2, 1995/96)

The relationship between teachers' performance and students' performance basically shows a positive correlation. The following statement reinforces to the positive relationship.

“The effectiveness, with which any teaching institution operates its functions, depends ultimately on the teacher – his scholarship and the effectiveness with which he can stimulate and guide the students in the Learning process.”

(Source: Economic Review, April 1983)

FUTA's concern to conduct seminars and workshops for graduates (FUTA News 3, 1995/96) indicates the need realized to solve unemployment problem. From the Sri Lankan point of view, why the graduates cannot be meaningfully absorbed into the dynamic private sector becomes questionable to support the above further. Implicitly, the performance of the university teachers may directly influence the quality, the knowledge, and the skills of the graduates in the nation. Professor W.D. Lakshman, the Vice-Chancellor of the University of Colombo (1992 – 1997) pointed out that

“A major requirement for improvement of the quality of the degree offered by our universities is substantial enhancement of resources channeled into university education “The education” + “poor quality degree” combination is clearly not acceptable to any part of society.”

(Source: Daily News, 10th of June, 1997)

The teachers' contribution as involving in national and organizational development oriented programs, perhaps, could produce products that may lead for a favourable national growth. Implicitly, therefore, failing to provide appropriate education to the

undergraduates might cause unemployment crisis in the nation, i.e. the mismatched education of undergraduates cannot fit into the nation's dynamic sectors. The unemployment situation of the graduates may contribute indirectly to realize the significance of the issue.

2.2 Teachers' concern about their performance and the evaluation system

University teachers have taken steps by means of trade union actions to establish their preferred level of salary scale, benefits, privileges, and social status rather than other state officials, (FUTA News 2 and 3, 1995/96). The trade union actions taken by the FUTA such as resignations of Heads of Departments, Deans of the Faculties, and voluntary posts; strikes; and so on (FUTA News 1, 1995/96) were aimed to put the government into a drastic situation to meet the expectations of the teachers. The salary structure for the state officials reveals that the university teachers are relatively paid a highest salary in Sri Lanka, next to the officials in Central Bank of Sri Lanka. However, salary increase of the teachers was the major theme of most of the trade union actions directed against the Ministry of Higher Education.

The primary and crucial objective of the trade union actions is to provide equal salary based on the different levels of university teachers. Treating efficient and inefficient teachers equally becomes major shortcoming of this system because of the trade union action for equal pay (FUTA News 1, 1995/96). Most of the trade union actions directed by FUTA towards highest and equal salary pay agitated the Sri Lankan government and made the situation worse, especially of the university life. On the other hand, this led to blocking the regular operation of other government functional areas of the nation and the universities because the government and the FUTA kept their efforts to maintain a win-win situation. The strikes and other trade union actions had brought the government to pay attention and to do something to avoid them. A presidential committee formed in 1995 recommended in its interim report to Her Excellency Chandrika Bandaranaike Kumaratunge, the President of Sri Lanka (1994 – 2000) to do something especially through higher salary scale in order to attract and retain high quality staff in the university system (Source: Letter to Vice-

Chancellor Eastern University, Sri Lanka from the Secretary of the committee, dated 18th May, 1995).

The FUTA's President Prof. Kapila Goonasekera (1995/96) appealed during 1995/96 to every university teacher to think and divert the actions about what needs to be fulfilled within the university system to produce intellectuals and graduates fit for the growing economy of Sri Lanka. Implicitly, teacher performance and its evaluation system do not specify in relation to teacher's satisfaction. When the morale and commitment are low, leaving of teachers from university profession may be the result of it. A study of job attitudes in relation to performance might help to understand the issue more clearly.

2.3 Evaluation of the teachers' performance by universities

The present formal appraisal of teachers' individual performance, somehow, shows its lack of objectivity as it is, at the moment, conducted in an ad hoc manner. The appraisal system simply accepts the recommendation of their respective Head of the Department and the Dean of the Faculty to enable the teachers for the annual salary increment. The usual method of appraising individual teacher's performance is based on the number of courses conducted and the number of hours taught per year. The criteria to evaluate the performance of the teachers in the universities of Sri Lanka have no universally accepted standard and uniformity. The criteria for appraising annual and individual performance of a teacher differ from university to university. On the other hand, the respective authorities keep confidentially and secretly the information in the increment report about the teachers' individual performance. This type of closed system of appraisal cannot convey any feedback information to the respective teacher. The ambiguity about the performance of a teacher is inherent in the closed system of appraisal. This appraisal system can be under a view about the extent to which it keeps flexibility to adapt the performance based reward system. Further, the FUTA's demand for an equal salary through trade union action keeps indirect resistance to implement performance based reward system. This highlights the fact that there is, so far, no correlation between reward and performance in relation to the teachers of the Sri Lankan universities, thus implying that performance is not related to hard work; and by

paper work, university teachers who work hard are not happy with the system. This warrants an investigation to the performance and job satisfaction relationship.

3. THE SPECIFIC RESEARCH ISSUE

Though the problem is applicable to all university teachers in general, the investigation is mainly focused to the teachers of the Eastern University, Sri Lanka (EUSL), since there is a general opinion that the graduates from EUSL are comparatively well down from the expected level of standard due to low level performance of university teachers. Thus, the specific research question can be asked as

“Do job attitudes of teachers in EUSL affect their performance?”

The EUSL is one of the universities in Sri Lanka (1998) consisting of four (4) faculties in the disciplines of Arts and Culture, Commerce and Management, Science, and Agriculture. The total number of students enrolled in the EUSL is, at present, 859 and that of teachers serve in 145 comprised of their different levels (source: A . D. Harris, Senior Assistant Registrar, Establishment, EUSL, 1998).

The graduates of EUSL have become unemployable even with their degree qualification. The public viewed that the performance of the EUSL teachers enhances neither capacity nor capability of the graduates of EUSL. Though the EUSL has experienced seventeen years of producing graduates in 1998, yet the present state of unwillingness to conduct postgraduate courses in healthiest manner reveals its immaturity of maintaining the higher educational standard. The performance of the teachers in EUSL is then clearly questionable when asked whether the teachers are willing to work for the EUSL to develop it as a worthy institution. Looking at the gravity of the problem, this study empirically attempts to verify particularly:

- whether the teachers of EUSL are satisfied with their job;
- whether the teachers of EUSL really are committed to their organization; and
- how the present performances of the teachers in the EUSL does depend on their attitudes.

Most of the permanent teachers in the EUSL engage themselves in classroom work as a main part of their job. They are not so interested in involving in research and publications to enhance the wealth of the nation and the University – EUSL. Teachers' opinion is that they could not effectively involve in research activities and publication because of internal workload in the EUSL. One of the major roles of a teacher is to add more values to his/her organization by attending literary work to a great extent. However, this is not the order of the EUSL. Generally, most of the teachers in EUSL put their utmost efforts to increase their personal incomes and benefits. They always intend to find avenues giving more revenue to their personal growth and prosperity than the development of the university.

Many believe that there are many incidents visible in the history of the EUSL where power struggling among the teachers becomes the way of life. The extent to which the teachers of the EUSL are willing to work for their organization to make it an effective one is doubtful, and it is under heavy criticism. Two trade unions for the teachers in the EUSL can be an account of its unhealthy environment of teachers' power struggling that may remarkably influence the individual performance of the teachers. The job insecurity of the temporary staff has become another reason for the poor performance level at EUSL. In other universities, the termination of the temporary staff is a normal practice, but not in EUSL. This situation affects the temporary teachers to feel insecurity about their job and their willingness to work for the EUSL becomes questionable as their attitudes towards job security can influence the performance-oriented behaviour.

A low performance level due to low level of job attitudes should be immediately addressed in order to put an end to the unhealthy growths and developments of EUSL. This is the special need to study the relationship of job attitudes to job performance of teachers in EUSL. A flexible adaptation to the time is mainly expected from the teachers in EUSL, which presently experiences this shortcoming.

4. THE OBJECTIVES OF THE STUDY

The main objective of the study is to clarify the possibility of promoting the performance through

enhancing positive attitudes of the teachers. Because of it, contributing for the establishment of productive institutions is one of the objectives of this empirical study through assessing the gap in performance of university teachers. A productive academic institution can be critically assessed using mainly two aspects.

- A. Adjusting to the times and demands of the society/nation
- B. Producing intellectuals and graduates fit for employment

As universities are, at present, not in a position to perform the tasks above, it is felt that the attitudes of the teachers should be enhanced positively to achieve the same. This will lead to introducing new courses, updating the existing syllabuses, and eliminating/removing unproductive items. This is the time to realize the importance of computers to the progressive dynamic world. The extent to which each faculty of the universities is prepared to offer computer based education to undergraduates is questionable because most of our teachers have no attitudes to make justification about themselves *whether we are genuinely adjusting to the times and demands of the society/nation.*

Changing teachers' attitudes positively will pave a way to perform the duties and responsibilities as to produce a useful and efficient service in their respective university, in particular, and to fulfill the demands of the society/nation as perceived, in general. As all the teachers move towards satisfying the demands of the society/nation, a systematic process of producing intellectuals and employable graduates to enhance the nations' growth will be automatically installed into the system of development.

Providing a commanding leadership to the rest of the university communities (non-academic staff and undergraduates) is necessary through developing positive attitudes of the teachers in favour of the institution. As the teachers are concerned with trade union actions on certain issues, the non-academic staffs of the universities also select the same option for their issues. Three communities (teachers, undergraduates and non-academics) are part and parcel of the entire university system. One single community alone cannot function in the system. The universities come to a stand-still if the teachers go on a strike.

Likewise, it will happen if the students and/or non-academics do the same for different purposes. The non-academics, in particular, are the personnel assisting the teachers to perform their duties and responsibilities in a peaceful way. If they go on a strike, for example, the laboratories, the computer units, and the offices of teachers become inaccessible. Dr. Priyan Dias (1995/96), a teacher of the University of Moratuwa, states in relation to the strikes by non-academics:

“If we as academic staff are prepared to create disruption in the course of our trade union action, there is no reason to believe that the above sector (non academic) will not. In fact, by our example, we are clearly opening the floodgates for them to actively consider such action.”

(Source: FUTA News 1, 1995/96)

On the other hand, if the students went on strike, the teachers simply blame them as misguided by some individuals. Dr. Priyan Dias (1995/96) states further in this connection that the teachers must be motivated not by the self-interest but by teachers responsibility to guide the student in a right way. In this response, the teachers themselves must justify *“whether we provide a meaningful leadership to the rest of the communities in the universities”*. The urgent need of changing teachers’ attitudes in favour of the universities is necessary to provide those communities a sustainable commanding leadership.

One main indirect remarkable objective of this empirical study is a contribution to fill the gap in the literature not only in Sri Lanka, but also in South Asian region in particular. The finding of this study would have importance in addressing the gap in literature and provide an enhancing expansion further in knowledge, existing theories and research studies.

5. THE SIGNIFICANCE OF THE STUDY

The present ad-hoc system of performance appraisal of university teachers urges for a performance based appraisal and reward system in order to promote a productive university system in Sri Lanka. The performance as an outcome of the teachers is combined with their behaviour. The importance of making conclusion about the degree of relationship of the attitudes to performance of the teachers is the vital outcome of this study as a

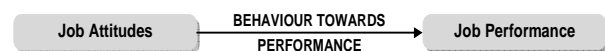
contribution to pave ways to establish meaningful constructive performance based appraisal and reward system in the university context.

The research analyses done in Sri Lanka are, most probably, qualitatively engaged in many areas of social studies. Quantitative assessment of the extent to which the job attitudes of an employee do determine his/her performance is a contribution to fulfill the gap in justifying performance. This study is a quantitative approach on university teachers’ Job Attitudes-Job Performance relationship and may notably be the pioneering effort in this field of study in Sri Lanka. This empirical study is very important in Sri Lanka as it will be the primary avenue for those who study university teachers’ attitudes in relation to their performance. I hope that this study would be a milestone in the field of research concerning the study of organizational behaviour in the higher educational institution of Sri Lanka.

6. PERFORMANCE AND JOB ATTITUDES

The attitudes of an employee, as a principle, predict his/her job-related behaviour (e.g., Ajzen and Fishbein, 1980). The aggregation of one’s behavioural results is ultimately referred to his/her job performance (e.g., Hellriegel *et al.*, 1995). This is the relationship between job attitudes and job performance (see Figure 1).

Figure 1: Relationship of job attitudes to job performance in general



Attitudes are defined as relatively lasting feelings, beliefs, and behaviour tendencies directed toward specific persons, groups, ideas, issues, or objects (e.g., Myers, 1993). Attitudes cannot be thought as simple concept because their effects on behaviour are extremely complex (e.g., Eagly and Chaiken, 1992). However, it is understood, as said before, that the job attitudes become the major determinants of successful performance by an employee in a job (e.g., Mowday *et al.*, 1974). Assessing employees’ attitudes is then necessitated to predict the productivity in their job (e.g., Mowday *et al.*, 1982).

One may have a number of job related attitudes (e.g., Mitchell and Larson, 1987). The employees

simply constitute attitudes towards their work, organization, supervision, pay and other personal outcomes, and so on. Though the job attitudes of an employee can be reflected in many ways, Morale (e.g., Allport, 1942; Katz, 1952); Job Satisfaction (e.g., Locke, 1976); Organisational Commitment (e.g., Work in America, 1973); Job Involvement (e.g., Jewel, 1985) and Career Satisfaction (e.g., Greenhaus and Parasuraman, 1993) are basically considered as summary attitudes in most of the studies conducted in relation to the job attitudes – job performance relationship.

More than three thousand (>3000) studies have been conducted on the relationship between the job attitudes and the job performance (e.g., Vroom, 1964; Luthans *et al*, 1981; Brayfield and Crockett, 1955). The studies revealed that there is generally a low positive correlation between them. For instance, the Meta – analysis devised by Iffaldano and Muchinsky (1985) endorses the job satisfaction – job performance relationship having an average correlation coefficient $r = 0.17$. Particularly in South Asian region, the studies conducted regarding job attitudes – performance relationship seem very few. Whatever the conclusions made by many scholars who study the job attitudes in organizational context, they do strongly agree with that the job attitudes have direct effect on employees’ performances individually.

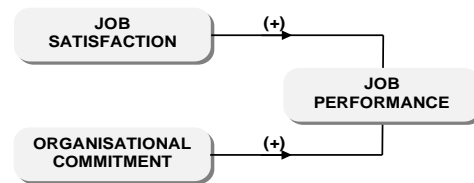
It is obvious that there is a considerable lack of studies conducted in relation to the relationship of job attitudes to performance of university teachers. Some of the studies have been, so far, conducted with respect to teachers’ attitudes (e.g., Dissanayake, 1984; Chandrakumara, 1995). Anyhow, such studies did not attempt to relate the job attitudes to job performance. This empirical study fills the gap in the literary work, particularly in Sri Lanka.

7. CONCEPTUAL FRAMEWORK AND HYPOTHESES

Many scholars have identified job satisfaction and organizational commitment as the distinguished summary attitudes that influence relatively the job performance of the employee. (e.g., Vroom, 1964; Luthans, 1992; Mitchel and Larson, 1987; Robbins, 1989; Mullins, 1989). They have identified that the job satisfaction and the organizational commitment are the most determinant attitudes of job

performance. Whereas, the conceptual frame work of this study is constructed in the same manner (see Figure 2). In this model, the relationships between independent and dependent variables are assumed positive (+) based on the studies conducted (e.g., Jabri, 1992; Luthans *et al*, 1985).

Figure 2: The framework conceptualized



7.1 Job Satisfaction and Job Performance

Job satisfaction is the degree of favourability with which a university teacher views his/her work. It results while the characteristic of the profession he/she holds and his/her requirements are in agreement. On the other hand, the job satisfaction refers to the inner feelings of the worker in relation to his/her job. The definition for job satisfaction by Mullins (1989) is considered for this study.

“Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with personal feelings of achievement, either quantitative or qualitative”.

(Source: Adapted from Management and Organisational Behaviour, 1989)

As said earlier, a number of trade union actions by university teachers (FUTA News 1, 2 and 3, 1995/96) are the evidence for their poor satisfaction in their job. Those actions put the government to resolve their problems and to fulfill their expectation in order to keep them satisfied and to increase their rate of performance (Source: Letter from the secretary, Presidential Committee – 1995 to Vice-Chancellor, EUSL – Dated 18th May 1995). Therefore, with the consideration of relationship as job satisfaction causes job performance, the Hypothesis 1 (H_1) states that job satisfaction of the university teachers in EUSL has direct effect on their job performance.

H_1 : Job satisfaction of teachers in EUSL is positively related to their job performance.

7.2 Organisational Commitment and Job Performance

The employees having high degree of organisational commitment can secure a stable work force, provide a high level of task competition, and meet organizational goals (e.g., Steers, 1977; Randall, 1987; Lincoln, 1989), i.e. A sound attitude of organizational commitment leads to a better performance and there is a positive correlation between them too.

As far as the university teachers are concerned, the subjective matter is to verify whether they are committed to their respective institution to perform well in the jobs they hold. The definition for organizational commitment by Northcraft and Neale (1990) is considered for this study.

“Organisational commitment is an attitude about employees’ loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well being.”

(Source: Adapted from Organisational Behavior, 1992)

As organizational commitment is one’s attitude towards continuous participation in an organization, the university teachers are also expected in the same manner. The teachers’ behaviour should reflect their loyalty to, personal identification with, and acceptance of goals of, their respective university. All these belong to the organizational commitment of each and every teacher.

In particular, the employment crisis in Sri Lanka is the fundamental aspect relatively considered for their organizational commitment – performance relationship. Based on the finding ‘*high level commitment for high level productivity*’ forwarded by Luthans, *et al.* (1985), the Hypothesis 2 (H_2) for this empirical investigation is formulated. It predicts that high level of organizational commitment leads to high level of job performance, i.e. the organizational commitment of the university teachers has direct effect on their job performance.

H_2 : Organizational commitment of teachers in EUSL is positively related to their job performance.

8. METHODOLOGY AND DATE EVALUATION

Research evidence shows a positive relationship between job satisfaction and performance; and between organizational commitment and performance. The hypotheses are formulated on the conceptual framework derived and the findings of previous research with consideration of objective of the study. The methodology consists of 84 samples of teachers from EUSL.

A questionnaire is used to collect primary data with a follow up interview to get the information from the respondent for the item not responded. Each respondent’s personal information such as age, gender, job tenure and educational qualifications are collected for analysis. By using Likert’s scale (Likert, 1967), job satisfaction is assessed in terms of work itself, status, superior, organization of a teacher and co-workers. Likewise, the organizational commitment is assessed with the dimensions: the respondent’s loyalty to, personal identification with, and acceptance of goals of, the university; and the job performance dimensions considered are organizational development, contribution to society and nation, personal growth, and students’ performance.

Overall attribute for every variable of the sample is evaluated with its aggregate score of each variable. For data evaluation, descriptive analysis is performed with the measures of percentage, mean, and standard deviation. Correlation analysis took place to verify the association of one variable with another and to test the hypotheses.

9. DATA ANALYSIS AND HYPOTHESES TESTING

9.1 Univariate Analysis

9.1.1 Overall of Job Satisfaction of a Teacher

The survey represents about 72.6% of the teachers in the sample are satisfied with their job ($X_1 > 60$) with a mean value of 71.975, while marginally satisfied and dissatisfied teachers are about 25% ($X_1 = 60$) and 2.4% ($X_1 < 60$), respectively. Job satisfaction is measured with 20 statements of Likert’s Scale. Therefore, a respondent’s expected mean value is 60 for being neutrally satisfied, i.e., the median value 3 of Likert’s scale multiplied by 20 statements.

Overall job satisfaction of a teacher is measured with five aspects: work itself, status, superior, organization of a teacher and co-workers (see Table 1).

Table 1: Aspects of job satisfaction with means and standard deviations

Dimension	Mean	Standard deviation
JSD ₁ – Work itself	3.702	0.609
JSD ₂ – Status	3.518	0.805
JSD ₃ – Superior/Supervisor	3.718	0.859
JSD ₄ – Organization	2.877	1.088
JSD ₅ - Coworkers	3.591	0.790

(Source: Survey Data)

9.1.2 Overall of Organizational Commitment of a Teacher

About 66.7% of the samples represent a satisfactory level of commitment of the teachers to EUSL ($X_2 > 60$) with a mean value 72.452. A respondent's expected mean value for his/her neutrality is 60 (= median value 3 times 20 statements), since organizational commitment is measured with 20 statements of 7-point scale. On the other hand, a 27.3% and a 6.0% of the sample are with moderate commitment ($X_2 = 60$) and poor commitment ($X_2 < 60$), respectively.

Table 2: Dimension of organizational commitment with means and standard deviations

Dimension	Mean	Standard deviation
OCD ₁ – Loyalty to institution	4.845	0.887
OCD ₂ – Personal identification with institution	4.893	1.445
OCD ₃ – Acceptance of goals of the institution	4.741	1.180

(Source: Survey Data)

9.1.3 Overall Job Performance of a Teacher

The samples representing only about 25% of the respondents are in more favour in performance (X_3

> 48), while about 63.1% of them have a satisfactory (moderate) level of performance ($X_3 = 48$), and about 11.9% with poor performance ($X_3 < 48$). The job performance of a teacher is evaluated on four dimensions: organizational development, contribution to society and nation, personal growth, and students' performance (see Table 3). Job performance is measured with 16 statements of Likert's Scale. Therefore, a respondent's expected medium value for neutrality is 48 (= median value 3 of Likert's scale times 16 statements).

Table 3: Dimensions of job performance with means and standard deviations

Dimension	Mean	Standard deviation
JPD ₁ – Organizational development	3.595	0.788
JPD ₂ – Contribution to society and nation	2.766	0.919
JPD ₃ – Personal growth	3.581	0.626
JPD ₄ – Student's Performance	2.788	0.704

(Source: Survey Data)

9.1.4 Overall Measure of the Job Satisfaction for the Sample

The samples have produced the aggregate score 6046, greater than the expected median value 5040. Since a respondent's expected mean value of job satisfaction for neutrality is 60, the expected overall job satisfaction aggregate mean value (JS) of the respondents for neutrality would be 60×84 (samples) = 5040. The samples represent a favourable satisfaction of the teachers ($JS = 6046 > 5040$). The recent salary increase, and the academic freedom and autonomy of university teachers may be the reasons for such level of favourable satisfaction.

9.1.5 Overall Measure of the Organizational Commitment for the Sample

The aggregate score of the samples for organizational commitment (OC) is 6086. It is too greater than its expected median value 5040 (i.e., $OC = 6086 > 5040$). The expected overall aggregate mean value of organizational commitment (OC) of the respondents would be 60×84 (samples) = 5040, since a respondent's expected mean value of organizational commitment

for neutrality is 60 (= median 3 of 7-point scale times 20 statements). The samples represent favourable commitment of the teachers in EUSL.

9.1.6 Overall Measure of the Job Performance for the Sample

Job performance of the samples is described in a satisfactory manner, because the aggregate score of the samples (JP = 4236) approximates the median value 4032, (range for the approximation $3360 \leq JP \leq 4704$). Since expected mean value of job performance for neutrality is 48, the expected overall aggregate mean value (JP) of job performance of the respondents would be 48×84 (samples) = 4032. The score of the job performance (JP = 4236), therefore, is equated to 4032, and that explains a satisfactory/moderate performance level of the sample.

9.2 Bivariate Analysis

9.2.1 Correlation of independent variables with performance

A significant positive relationship exists between any of the independent variables and the dependent variable, i.e., job satisfaction with job performance, and organizational commitment with job performance. A correlation matrix describes such relationships between the variables (see Table 4).

Table 4: Correlation between the variables

Variable	Job Satisfaction (JS)	Organisational Commitment (OC)
Job Performance (JP)	0.1882* (p = 0.043)	0.1024 (p = 0.177)
Job Satisfaction (JS)	1.0000	0.2579* (p = 0.018)

Where p-significance level, and *significant at 5%

(Source: Survey Data)

The overall JP (job performance) seems to have a positive relationship with overall job satisfaction ($r = 0.1882, p = 0.043 < 0.05$); and with overall organizational commitment ($r = 0.1024, p = 0.177 > 0.05$). The correlation analysis also describes how the relationship between JP and job satisfaction (JS) exists at the significance level of 5%. However, JP has no significant relationship with organizational commitment (OC) as tested at

5% significance level. Since the relationship between OC and JP is not significant, OC can be dropped out from further analysis.

9.2.2 Correlation between independent variables

The positive correlation of JS with OC is described as significant at 5% level, ($r = 0.2579, p = 0.018 < 0.05$). It indicates that there is a very low level of multicollinearity. As the relationship between JS and OC is positive, the predetermined correlation coefficient between independent variables JS and OC for multicollinearity level ($r > 0.9$) does not allow for substitutability of the independent variables. The correlation coefficient ($r = 0.2579$) describes that there is no high level of multicollinearity, thus confirming respondents' categorical perceptions about JS and OC.

9.3 Testing of Hypotheses

9.3.1 Testing Hypothesis 1 (H₁)

Correlation analysis explained a positive relationship of JS with JP ($r = 0.1882, p = 0.043$), and regression analysis too indicates that predicting the behaviour of JP with JS is so significant at the 5% level. Thereby, individual performance level of the teachers in EUSL can be predicted by their level of job satisfaction individually.

Decision

Accept the hypothesis H₁ – i.e., job satisfaction of teachers in EUSL provides information to predict their job performance ($r = 0.1882, p < 0.05$).

9.3.2 Testing Hypothesis 2 (H₂)

Correlation analysis described a positive relationship between OC and JP ($r = 0.1024$) but not significant at the 5% level ($p = 0.177 > 0.05$). Thereby, predicting teachers' individual performance in EUSL with their level of organizational commitment seems not meaningful ($p > 0.05$), i.e., the relationship of organizational commitment to job performance is positive but not significant to predict a teacher's performance.

Decision

Accept null hypothesis H₀ – Organizational commitment provides no information to predict job

performance. In other words, organizational commitment of teachers in EUSL is not related directly to their job performance ($r = 0.1024, p > 0.05$).

10. DISCUSSION AND CONCLUSION

University teachers are deemed to make an institution productive through their effective performance. Scholars forwarded the fact that job satisfaction and organizational commitment of an employee are important attitudinal factors contributing remarkably to their performance (e.g., Luthans, 1992; Mullins, 1996). The strikes and other trade union actions by university teachers in the history of Sri Lankan university system seem to urge the relevant parties to make immediate solutions to keep teachers' effective performance.

The specific intention of this study is to clarify the degree of job satisfaction and organizational commitment of teachers in EUSL and to examine their relationship with job performance by justifying their predictability based on the hypotheses formulated.

10.1 Discussion on the relationship of job satisfaction to job performance

This empirical investigation of the teachers in EUSL reveals the relationship between job satisfaction and job performance is positive and significant at the 5% level, i.e., the hypothesis (H_1) formulated ($r = 0.1882, p = 0.043$). It demonstrates the possibility of predicting the university teachers' performance with regression analysis by using their level of satisfaction in the job. The causal relationship of job satisfaction to performance becomes less significance in the correlation analysis. It concludes that the level of job satisfaction of a teacher in EUSL can provide information about his/her performance and it can account for explaining possibly 3.54% of variation of the performance with regression analysis. The accountability of job satisfaction in predicting performance is considerably low and less significant as stated by Iffaldano and Muchinsky (1985). Perhaps, it may emphasize a less meaningful conversion of teachers' job satisfaction into their job performance.

On the other hand, many scholars have cited the job satisfaction – performance relationship as positive and meaningful (e.g., Jabri, 1992). Hence,

there is a possibility to appeal for a strong significant relationship between job satisfaction and performance of university teachers, if this study extends covering of all university teachers in Sri Lanka. In other words, the performance of university teachers may be improved, if they find satisfaction in their job. A suitable approach in improving job satisfaction of the teachers may enhance their performance to make EUSL productive.

Organizational psychologists believe that a happy employee might not be expected as productive one that is evidently based on the classical view of the job satisfaction – job performance relationship by Brayfield and Crockett (1955) and Vroom's (1964) research on this relationship. Because of that, the organizational psychologists have extended their argument that job satisfaction and job performance are entirely two different aspects, i.e., job satisfaction is the decision to participate and job performance is to produce something. Thus, the findings of the study in this regard provide a less support to the argument because the significant relationship with correlation analyses has enough support for stressing the positive relationship between job satisfaction and performance.

However, a general phenomenon is that an employee's attitude towards his/her job reflects pleasant and unpleasant experiences in the job and anticipation about future experiences. According to Mitchel and Larson (1987), the job satisfaction is one of the most important aspects considered in determining job performance. This empirical study has recognized that more than 70% of the teachers in EUSL are satisfied with their job and relatively an 88.1% of the sample shows almost above poor performance level, i.e., satisfactory or more favourable performance. The study reveals the relativity of job satisfaction to performance as meaningful with less importance.

Many scholars have forwarded theories and literary reviews to recognize the significance of job satisfaction in determining job performance (e.g., Herzberg, 1966; Hackman and Oldham, 1975 and 1976; Lawler, 1973; Schwab and Cummings, 1970; Argyle, 1974). They believed that the satisfied employees in the job would substantially contribute to an expected level of performance. An appointed committee to study problems in the Sri Lankan universities has reported and recommended Her

Excellency Chandrika Bandaranaike Kumaranatunge (1994 – 2000), President of Sri Lanka, to take actions appropriately to satisfy the university teachers in order to improve their performance level to benefit the country. As this study emphasizes, job satisfaction of university teachers became one of the key determinants of their performance.

A Meta-analysis conducted by Iffaldano and Munchisky (1985) has derived a conclusion that the relationship of job satisfaction to job performance is not so strong and produced correlation coefficient $r = 0.17$ in average. This empirical study too approximates ($r = 0.1882$) to the same value and demonstrates the same result.

In order to establish productive universities in Sri Lanka, teachers have self-motivation to be satisfied to the level of their expectation in their job. The university system in Sri Lanka does immensely depend on its teachers' job satisfaction, if it wants to attract quality and well-equipped teachers for university advancement. Prof. Kapila Goonasegara's (1995/96) appeal to university teachers during the strike for a huge pay was to change their attitude in favour of the institution in particular, and the nation in general. However, the teachers have responded in the healthiest manner to the recent salary increase in 1996. It reveals that performance of a university teacher highly depends on his/her job satisfaction. Teachers' contribution to establish productive institutions will therefore probably depend on making them satisfied in the job and this becomes a vital part of the university system in Sri Lanka. Herzberg (1966) has materialized this fact by forwarding a two-factor theory. The fundamental of his two-factor theory has compatibility with job satisfaction – job performance relationship of this study, where salary and supervision are considered as necessary hygiene factors.

University teachers justify their level of performance relatively to their level of job satisfaction. They have valued their performance at a high level. FUTA's President has agreed with that the main theme of FUTA's trade union actions is for salary increase, (FUTA News 2, 1995/96). The public opinion however denies it. University teachers are expected to adjust to the time and demands of the society/nation. The domestic sectors of Sri Lanka, especially the private sector,

expect employable graduates suitably to their business operational activities.

According to Samarajiwa (1997), Sri Lankan business people expect the graduates to have job performing qualities such as well trained and disciplined minds; mental endurance and physical fitness; the capacity to arrive at decisions; moral and intellectual honesty; and the ability to communicate fluently in spoken and written English. Though this study reveals significant positive relationship between job satisfaction and job performance, it is so difficult to explain the compatibility of university teachers' performance with the expectations of private sector. It urges more illustrative studies to examine such compatibility, and that the extent to which the universities are flexible to adapt to the change of time and demands of the society/nation in their total operational system. Definitely, without any doubt, accumulated efforts of the teachers in universities would pave ways to establish such efficient universities, if there is a process of satisfying them in a sequential set-up readily available in the university system as the time passes.

University teachers do comprehensively involve in many routine activities such as teaching students to make them successful at examinations and at their literary and research activities. Hackman and Oldham (1975 and 1976) have provided ideal illustration with core dimensions for job satisfaction of an employee. They are more adaptable to university teachers. The core dimensions (skill variety, task identity, task significance, autonomy and feedback) do relatively associate with the job of university teachers to keep them satisfied favourably in order to obtain a satisfactory level of performance at least.

The evaluation of university teachers' individual performance takes place annually to enable them for their annual increment of salary as an ad hoc manner. Necessarily, the teachers with diverse capabilities and talents must be motivated by a performance based reward system. They will be satisfied if they are awarded for their distinguishable performance. Hence, this study does not reveal such relationship as performance causes job satisfaction as devised by Lawler and Porter (1967). They have devised the job performance – job satisfaction relationship with a

mediating variable “*reward*”. It may be, in fact, true in case of rewarding teachers’ individual distinguished performance in their career.

University teachers expect that their theoretical approach and findings in a new version should be respected with unique prestigious rewards. Sometimes, the lower correlation coefficient ($r = 0.1882$) may be the result of not having such performance based reward system. As this empirical study emphasizes the positive relationship of job satisfaction to job performance, it urges for more detailed studies to add further in knowledge about job satisfaction – job performance relationship. However, knowing the impact of job attitudes of a university teacher on his/her job performance may assist in designing teachers’ individual performance criteria for a meaningful reward system in relation to behavioural aspects.

Generally, the effective functions of any of the teaching institutions are ultimately derived from its teachers’ accumulated performance over a time. The study has intended to materialize the theories and former research findings of job attitudes – performance relationship. The investigation establishes that the job performance of university teachers may be the result of their job satisfaction, i.e., endorsing the relationship between job satisfaction and job performance as job satisfaction leads to job performance. Anyhow, the study has recognized a less significance in converting job satisfaction into job performance of university teachers.

10.2 Discussion on the relationship of organizational commitment to performance

The relationship between job performance and organizational commitment becomes meaningless in this investigation as tested at 5% significance level ($r = 0.1024$, $p > 0.05$). It implies that a level of organizational commitment of a teacher may not be converted in terms of his/her job performance at the 5% significance level.

Lincoln’s (1989) study on work-attitudes of American and Japanese employees revealed that the Japanese have high level of commitment to organization. He has emphasized in his findings that organizational commitment of the Japanese work force attractively contributed to a greater productivity. Luthans *et al.* (1985) too indicate the

same as a high level of commitment for a high level of productivity. In fact, the result of this empirical study was not. Unfortunately, the correlation analysis has failed to consider organizational commitment of the teachers as a causal factor of performance.

University teachers as intellectuals may be the source of providing a sustainable commanding leadership to the rest of the communities in universities. Teachers’ attention to care about their respective university may result in its undisrupted operation. Teachers may be an example to the rest of the communities in keeping such a smooth university operation. All these belong to a constructive organizational commitment of teachers in universities. Theories and research findings do also recognize organizational commitment as a modifying factor of employees’ behaviour. The investigation has unexpectedly disproved the formulated hypothesis (H_2). It concludes that a level of organizational commitment of a teacher in EUSL does not provide information about his/her relative level of performance. A suspicious manner lies in the findings of this study, while comparing with other studies conducted on the employees in different areas and organizations. The errors and bias might have led to this state of conclusion. The conclusion may be other way around some time, if the study covers a big sample size, especially considering all the university teachers in Sri Lanka.

10.3 Conclusion

The study examines the relationship of job performance to job attitudes in terms of job satisfaction and organizational commitment of university teachers in EUSL. The levels of job satisfaction and organizational commitment of the university teachers are individually favourable, while their job performance level shows a moderate level.

According to the correlation analysis, a positive relationship between job satisfaction and job performance of university teachers in EUSL is acceptably proved as expected and the relationship of organizational commitment to job performance seems not meaningful, thus requiring further extension of studies. This study can be extended to teachers in secondary schools as well as to the

universities in other nations, particularly in the developing countries.

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