



# The Journal of Indian Management & Strategy

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◀ Research

# A TRUE VISIONARY

*"You see things and you say Why? But I dream of things that never were and say Why not?"*

- George Bernard Shaw



Shri Jagannath Gupta  
(1950 - 1980)

*Also a true visionary...who dared to dream!  
He lives no more but his dreams live on....and on!*

JIMS (Rohini)	-	1993
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Jagannath University (Bahadurgarh)	-	2013

*And more dreams to come!*



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## Editor's Desk

### Emotional Intelligence

*"Anyone can become angry; that is easy. However, to be angry, with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not easy."- Aristotle, The Nicomachean Ethics*

Emotional Intelligence (EI) plays a vital role in our life. Emotion and intelligence are connected and seen as the basis of human development.

Emotional intelligence is the ability to identify, understand, and use emotions positively to manage anxiety, communicate well, empathize, overcome issues, solve problems, and manage conflicts. According to the ability EI model, it is the perception, evaluation, and management of emotions in oneself and others. Emotional Intelligence (EI), or the ability to perceive, use, understand, and regulate emotions, is a relatively new concept attempting to connect emotion and cognition.

In today's world, when the situation is volatile and dynamic, it is not easy to adjust to situations both at the workplace and in personal life. Dealing with people is the most significant task for any manager and the most revered topic for research for the researchers. Social norms cast a web around people, which becomes too much for people to handle. So they become dissociated with each other, leading to less cooperation and poor teamwork.

The pandemic brought many hidden problems and vulnerabilities of the population to the forefront. The corporates have seen the most significant number of resignations and movements of the people; this had an unprecedented global impact. Confinement to control the outbreak may have mental health consequences for the most vulnerable population, including adolescents.

This issue aims to describe and analyze the relationships between people and the environment. The employee intention to stay and employee engagement is a talked-about theme in the pandemic. The role of Perceived Organizational Support and subsequent Organizational Citizenship Behavior is being discussed. The second theme measures employees' emotional intelligence and proposes a scale on it. Another viewpoint focuses on Managing Emotional Labour for Retail Employees, the leadership styles in NGO are being covered, and on Business Intelligence and Operations by Sentimental Analysis. The 21st-century work culture of virtual meetups, the impact of Online Teaching on Students' Learning and Satisfaction during the pandemic and a study of Psychological Contract Breach in the Corporate and Academic sectors is presented. The issue is trying to give a wholesome picture of corporate to academics, and it is sure this will be an exciting read for all.

(Ashok Sharma)

## About the Journal

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# RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL POLITICS, JOB INVOLVEMENT, ORGANIZATION COMMITMENT AND JOB PERFORMANCE

**Ikram Ullah\* Harcharanjit Singh Mahinder Singh\*\*  
Fayaz Ali Shah\*\*\*Zainab M. Aljuboori\*\*\*\* Nur Naha binti Abu Mansor\*\*\*\*\***

**Purpose:** *The purpose of this paper was to investigate the effect of emotional intelligence on employee outcomes, specifically this research proposed that organizational politics would negatively relate to emotional intelligence and also will moderate the relationships between emotional intelligence and employee outcomes in the private Pharmaceutical companies in Peshawar, Khyber Pakhtunkhwa, Pakistan.*

**Design/ Methodology:** *Quantitative and descriptive approach was used based on cross sectional research design. Data was collected from 193 employees of five pharmaceutical companies of Peshawar, Khyber Pakhtunkhwa, Pakistan using a self-administered questionnaire. Preliminary analyses were performed to satisfy the assumptions, which allow us to analyze the data through SPSS Version 26 and Smart PLS Version 3.*

**Findings:** *Present research found a positive and significant relationship between emotional intelligence and employees job outcomes-organizational commitment, job performance and job involvement, while found negative relationship with organizational politics. In addition, the research also found that organizational politics moderate the relationship between emotional intelligence and job outcomes.*

**Originality:** *Present study recommends that Pharmaceutical companies' management to facilitate employee's development through training and knowledge sharing sessions to enhance emotion intelligence and create a political free atmosphere in their firms. Thus, this result provides significant value and knowledge to the Pharmaceutical companies' management to create free organizational politics environment that will increase sustainable job outcomes and higher productivity.*

**Keywords:** Emotional Intelligence, Organizational Politics, Organizational Commitment, Job Performance & Job Involvement

**JEL Classification:** M310, M390, M500

In current modern research era, emotional intelligence (EI) considered an influential element, especially in the field of behavioral science, psychology, HRM, and leadership (Shrestha & Baniya, 2016). Employees with EI can adjust their attitudes and behaviors in jobs that involve emotions, reducing job stress and enhancing job satisfaction. (Wen *et al.*, 2019). The concept of EI introduces a new direction for scholars to develop unique instruments of EI for exploring their relationship with individual level and organizational level variable (Hakim & Anggraeni, 2019). Previous research examined the relationship between EI and employee job outcomes (Ahad *et al.*, 2021; Alonazi, 2020).

Organizational politics (OP) is widely considered to be "actions by individuals which are directed toward the goal of furthering their own self-interests without regard for the well-being of others or their organizations" (Kacmar & Baron, 1999 p. 4). Management and organizational research contribute to organizational politics because of the negative effects on a wide range of job outcomes, as well as individual's work habits and attitudes (Park & Lee, 2020). Demonstrating the relevance of OP, a recent survey indicated that an employee declared OP as one of the top barriers to job outcomes (Park

& Lee, 2020). Previous studies suggested that based on Ferris

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et al. (1989) study OP effect employee job outcomes, they examined the effects of OP and showed an adverse impact on various job outcomes, attitudes and behaviors, job dissatisfaction, low organizational commitment, job stress and turnover (Vigoda, 2000). OP negative consequences and positive relationship of EI with employee job outcomes concept forced scholars to classify the function of emotion in politics in organizational context.

Majority of studies investigated established optimistic effects of EI on organizational and individual job outcomes in the western culture, but very less studies conducted to explore the association among EI and job outcome in eastern cultural context. EI drive emotions and considered as general human abilities and behavior depends on abilities, which is vary in cultures (Shrestha & Baniya, 2016). Emotions are found different across cultures (Planalp & Fitness, 1999). The organizational level and implications vary in the public and private sectors (Vigoda & Meisler, 2010).

In Pakistan private and public sectors, several competent employees quite their jobs due to strong influence of organizational politics (Asad *et al.*, 2020). Distrust of organization has an unfavorable effect on organizational commitment, loss of morale, anxiety, and depression, in result effect negative effect observed on job performance and job involvement (Saif *et al.*, 2020). Work stress reported to be inversely and significantly related with satisfaction with job and commitment to the organization in Pakistan (Malik *et al.*, 2019). EI can play a pivotal role in overcoming the problems associated with pharmaceuticals professionals of Pakistan related to work life balance and job outcomes. This study explored whether EI acts in the same manner across cultures, plus moderating consequences of OP in private sector. Hence, an inquiry of the eastern cultural environment was required, such as Pakistan. Specifically, the study examined the association among EI and employee job outcomes. Similarly, also examined the relationship among EI and OP. In addition, present study also explored the moderating role of OP between EI and job outcomes.

## I. Review of Literature

### Emotional Intelligence(EI)

Emotional intelligence (EI) refers to four abilities such as “1) the ability to recognize accurately, appraise, and express emotions; 2) the ability to access or produce feelings when they assist thought 3) the ability to know emotions and emotional knowledge; and 4) the ability to control emotions to support emotional and intellectual development” (Mayer & Salovey, 1997). EI is considered as an optimistic human characteristic, which resulting positive life outcomes; it is the combination of competencies to observe, to recognize, to

control, and to express own and other emotions, and capability to control & to exploit feelings (Salovey & Mayer, 1990).

Previous studies found that high EI have positive impact on employee job outcomes, leadership and conflict resolution (Mayer *et al.*, 2008). Employees having high EI are more committed with organization compared to lower EI due to lack of emotion control and to tackle stress accurately (Poon, 2003). EI traits psychosocial performance, positive social interaction, longer telomeres and better health (Schutte *et al.*, 2016). Work linked to self-report EI remains unclear, because cognitive ability and EI is completely irrelevant to personality dimensions, because each factor has a specific influence on job outcome. (Newman *et al.*, 2010).

### Organizational Politics (OP)

Organizational politics(OP) can be described in two ways: first is the general perspective, which is referred to the politics as an illustration of a social influence approach that results in positive organizational outcomes, and the second is narrow perspective, in which OP is viewed as a perceived phenomenon rather than an objective situation, and is described as self-serving and unauthorized efforts that often violate organizational objectives (Shrestha & Baniya, 2016). OP is an employee planned activities for getting self-interest using power upon others (Vigoda-Gadot & Vigoda-Gadot, 2003). OP is a target dealing of individuals for self-well-being ignoring others and organization interest (Mintzberg, 1985).

Threat indicates the sensitivity of OP, where individual’s authority empowered for achieving professional and personal goals (Atinc *et al.*, 2010). however, OP effect individual believes towards the level of honesty within organization (Ferris & Kacmar, 1992). Employee feel lack of confidence about criteria, rewards, and expect unrecognized actions towards penalty (Harris *et al.*, 2007). OP evokes powerful reactions in both positive and negative aspects, and it’s been the subject of comprehensive study that has impacted on a variety of areas in terms of organizational behavior. (Ferris *et al.*, 2019).

### Hypotheses Development

#### Emotional intelligence (EI) and organizational commitment (OC)

The concept of organizational commitment is essential in HRM and organizational behavior. (Klein & Polin, 2012). Employees with superior commitment scores are expected to be more motivated and perform at the superior’s stage of performance (Ramli & Novariani, 2020). EI has a substantial impact on organizational outcomes and motivation, that’s why researchers are more focused on the association among OC and EI (Meyer & Allen, 1997). Previous research exposed an

optimistic association among EI and OC (Ahad *et al.*, 2021; Ramli & Novariani, 2020). Nonetheless, additional research on the relationship between EI and OC is required. (Ahad *et al.*, 2021; Ramli & Novariani, 2020).

**H<sub>1</sub>:** There is a positive relationship between emotional intelligence and organizational commitment

**Emotional Intelligence (EI) and Job Performance (JP)**

Job Performance is defined as work-cohesive outcomes that refer to goals to achieve organizational goals as measured by performance judgements on work-cohesive tasks themselves (Ramli & Novariani, 2020). Improving EI promotes better awareness and comprehension of others for better relationships, because high degree of interaction enhances job performance between people. (Carmeli & Josman, 2006). Previous studies confirmed that EI is positively and significantly related to job outcomes (Alonazi, 2020; Ramli & Novariani, 2020). However, extensive research into the relationship between EI and JP is needed. (Alonazi, 2020; Ramli & Novariani, 2020).

**H<sub>2</sub>:** There is a positive relationship between emotional intelligence and job performance

**Emotional intelligence (EI) and job involvement (JI)**

JI is a person's confidence in his current job, which can be demonstrated by his performance in comparison to the relevant job requirements (Kanungo, 1982). People with EI can better regulate their personal conduct and workplace interactions (Alfonso *et al.*, 2016). However, Carmeli (2003) confirmed that EI has no significant relationships with JI. Despite of that, Ouyang *et al.* (2015) argued that EI increases optimism and psychological needs, EI may still increase JI. Previous studies established positive relationship between EI and JI (Huang *et al.*, 2019; Yeh, 2021). Despite of that more research is needed between EI and JI (Yeh, 2021).

**H<sub>3</sub>:** There is a positive relationship between emotional intelligence and job involvement

**Emotional intelligence(EI) and organizational politics(OP)**

Previous literature confirmed that OP is interrelated to employee job outcome; but controversies seemed about their relationship as very less studies examined. Goleman, (1995) suggested that there is still confusion in the literature on how EI and the OP are linked together. Several studies did not find any relationship between OP and EI (Shrestha & Baniya 2016). Meanwhile, several other studies found a negative relationship between EI and OP (Hanafi & Daud, 2021; Meisler & Vigoda-Gadot, 2014). Past studies suggested that future research should investigate the relationship between EI and OP (Hanafi & Daud, 2021).

**H<sub>4</sub>:** Emotional intelligence has a negative relationship with organizational politics

**Moderating role of organization politics on the relationship between emotional intelligence and job outcomes**

Earlier studies found that EI has a positive influence on job outcomes, and that OP cannot be avoided (Vigoda & Meisler, 2010). EI is a psychological factor, which can increase employee's ability and performance (Hakim & Anggraeni, 2019). OP can result harmful organizational outcomes and could affect organization output, profit and even downfall of the organization (Miller *et al.*, 2008). The empirical work identified a negative link between OP and OC (Rong & Cao, 2015). Some studies found positive relationship (Miller *et al.*, 2008). While Randall *et al.*, (1999) didn't found any relationship between EI and OC. Studies established negative association between OP and JP (Park & Lee, 2020). Hochwarter *et al.* (2006) found positive, relationship between OP and JP. Meanwhile, some studies didn't find any relationship between OP and JP (Miller *et al.*, 2008). Several scholars established negative relationship between OP and JI (Cropanzano *et al.*, 1997; Ram & Prabhakar, 2010). While, some studies found positive relationship (Delle, 2013). While, Brown (1996), did not find any relationship between these two variables. Based on the literature review, there is inconsistency in the results. Previous research recommended that more research be conducted to investigate the moderating role of OP on the relationship between EI and job outcomes (Rauf *et al.*, 2020; Shrestha & Baniya, 2016).

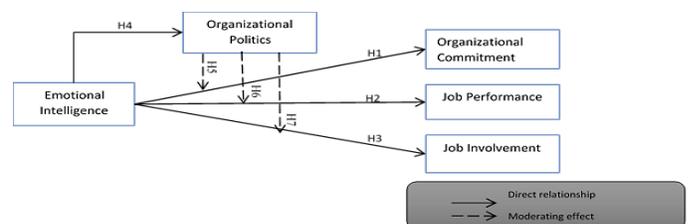
**H<sub>5</sub>:** Organizational politics moderates the relationship between emotional intelligence and organizational commitment.

**H<sub>6</sub>:** Organizational politics moderates the relationship between emotional intelligence and job performance.

**H<sub>7</sub>:** Organizational politics moderates the relationship between emotional intelligence and job involvement.

The following research model (Figure 1) was established based on the literature review.

**Figure 1: The Research Model**



Source: Own Author

## II. Research Design and Methods

Qualitative approach and survey method were adopted. Respondent of this study, consist of employees in five (5) key Pharmaceutical companies in KPK, Pakistan. Populations was five hundred (500). Based on G\*Power Method 217 sample size were determined. Convenient sampling method and Self-administrated questionnaire was used for data collecting from 217 employees. Nevertheless, 193 out of 217 questionnaires distributed were received. Present study measurement was adapted from the existing literature. The items are rated on a five-point scale. (SPSS) 23V and Smart PLS Package 3 were used for data analysis.

## III. Results and Discussion

### Descriptive Statistics

EI (Mean = 3.50, S.D = 0.466), OP (Mean = 3.19, S. D = 0.507), OC (Mean=3.44, S.D = 0.401), JP (Mean = 3.69, S.D = 0.602), JI (Mean = 3.41, S.D = 0.504), as shown in the Table 1.

**Table 1: Descriptive Statistics**

	N	Mean	Std. Deviation
EI	193	3.50	0.466
OP	193	3.19	0.507
OC	193	3.44	0.401
JP	193	3.69	0.602
JI	193	3.41	0.504
Valid N	193		

Source: Own Author

### Measurement Model (PLS SEM Model Assessment)

Factor loading analysis was performed first for the reflective model. After trimming the items, loading is ranged 0.624 to 0.880, which meet the 0.6 level. Internal consistency reliability was used to analyze data reliability, and composite reliability (CR).

Composite reliability value is ranged 0.891 to 0.944, which greater then recommended value (see table 2). AVE value is ranged between 0.508 and 0.739 (Table 2). Discriminatory validity was evaluated through Fornell and Larker (1981) method, (Table 3). The Heterotrait-Monotrait (HTMT) correlation ratio was conducted to establish discriminant validity (Henseler *et al.* 2015). A HTMT value greater than 0.90 shows that discriminant validity is lacking. (See Table 4) As a result the measurement model is reliable and valid.

**Table 2: Reliability and Validity**

Construct	Items	Loadings	CR	AVE
EI	EI1	0.716	0.912	0.508
	EI10	0.684		
	EI11	0.624		
	EI12	0.705		

	EI2	0.739		
	EI3	0.712		
	EI4	0.719		
	EI5	0.748		
	EI6	0.729		
	EI7	0.716		
	EI8	0.725		
	EI9	0.723		
JI	J10	0.825	0.891	0.567
	J13	0.747		
	J14	0.759		
	J15	0.746		
	J16	0.746		
	J17	0.734		
	J18	0.724		
JP	J19	0.735	0.929	0.739
	JP1	0.880		
	JP2	0.911		
	JP3	0.880		
	JP4	0.922		
	JP5	0.822		
OC	JP6	0.729	0.928	0.537
	OC1	0.698		
	OC17	0.707		
	OC18	0.727		
	OC19	0.705		
	OC2	0.773		
	OC20	0.756		
	OC21	0.741		
	OC22	0.708		
	OC3	0.776		
	OC4	0.757		
	OC5	0.759		
OP	OC6	0.708	0.944	0.559
	OC7	0.704		
	OP1	0.677		
	OP10	0.756		
	OP11	0.771		
	OP12	0.788		
	OP13	0.746		
	OP14	0.796		
	OP15	0.799		
	OP2	0.672		
	OP3	0.701		
OP4	0.726			
OP5	0.757			
OP6	0.761			
OP7	0.741			
OP8	0.746			
OP9	0.764			

Source: Own Author

**Table 3: Discriminant validity**

	EI	JI	JP	OC	OP
EI	0.712				
JI	0.527	0.753			
JP	0.469	0.669	0.860		
OC	0.718	0.602	0.409	0.733	
OP	-0.464	-0.483	-0.333	-0.585	0.748

Source: Own Author

**Table 4: Heterotrait-Monotrait (HTMT) Ratio**

	EI	JI	JP	OC	OP
EI					
JI	0.575				
JP	0.487	0.702			
OC	0.76	0.661	0.437		
OP	0.478	0.496	0.329	0.617	

Source: Own Author

**Structural Model and Hypothesis Testing**

**Coefficient of Determination R<sup>2</sup>**

Table 5, shows that EI is able to explain 59.7% in OC, JP 23.7%, JI 35% while 21.6% of the variance in OP.

**Table 5: Path Coefficient**

	R <sup>2</sup>	f <sup>2</sup>	Mean (M)	(ST DEV)	T-value	P-values
EI > OC	0.597	0.631	0.562	0.108	5.282	0.000**
EI > JP	0.237	0.165	0.416	0.110	3.639	0.000**
EI > JI	0.350	0.179	0.389	0.109	3.546	0.000**
EI > OP	0.216	0.275	-0.475	0.080	5.838	0.000**

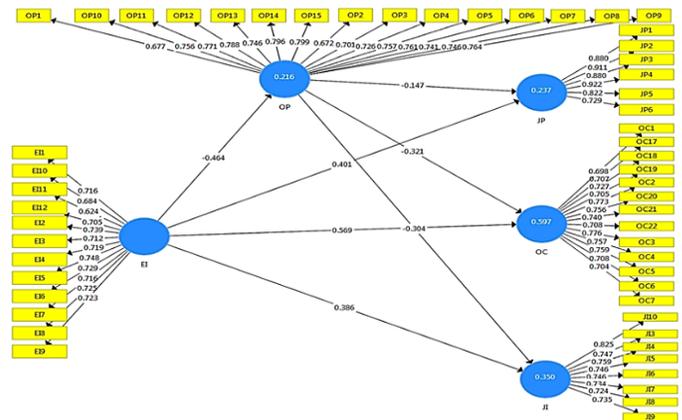
\*\*Significant at significant level of 0.05

Source: Own Author

**Path Coefficient Analysis**

Based on the bootstrapping procedure; the data was analyzed; and the structural model is shown in Figure 2.

**Figure 2: Structural Model**



Source: Own Author

**H<sub>1</sub>:** There is a positive relationship between emotional intelligence and organizational commitment

Based on the results obtained, ( $\beta = 0.562$ , t-value = 3.639, p-value < 0.000), the p-value was less than the significant level of 0.05, hence **H<sub>1</sub>** was supported. EI has a positive and significant relationship with OC.

**H<sub>2</sub>:** There is a positive relationship between emotional intelligence and job performance

Based on the results obtained ( $\beta = 0.416$ , t-value = 5.553, p-value < 0.000), the p-value was less than the significant level of 0.05, hence **H<sub>2</sub>** was supported. EI has a positive and significant relationship with JP.

**H<sub>3</sub>:** There is a positive relationship between emotional intelligence and job involvement

Based on the results obtained ( $\beta = 0.389$ , t-value = 3.546, p-value < 0.000), the p-value was less than the significant level of 0.05, hence **H<sub>3</sub>** is supported. EI has positive and significant relationship with JI.

**H<sub>4</sub>:** Emotional intelligence has a negative relationship with organizational politics

Based on the results obtained ( $\beta = -0.475$ , t-value = 5.838, p-value < 0.00), the p-value was less than the significant level of 0.05, hence **H<sub>4</sub>** is supported. EI has a negative and significant relationship with OP.

**Assessment of the Moderating Effect**

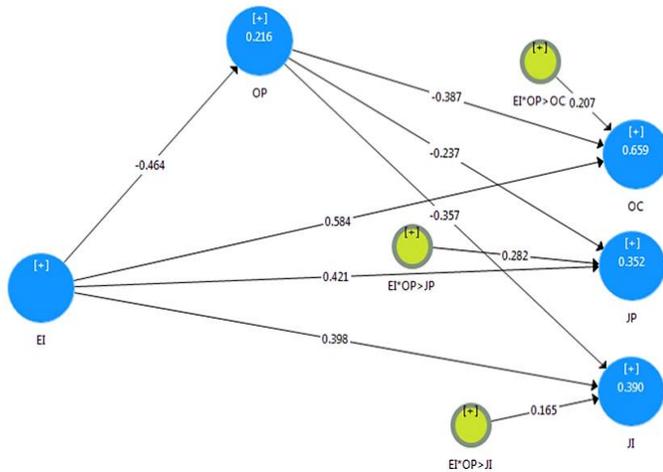
Table 6 shows Moderation Analysis Results and figure 3 shows the moderation results based on bootstrapping procedure.

**Table 6: Moderation Analysis Results**

Moderation	f <sup>2</sup>	Mean (M)	(STDEV)	T-value	P-values
EI*OP>OC	0.182	0.210	0.052	4.005	<b>0.000**</b>
EI*OP>JP	0.179	0.265	0.098	2.883	<b>0.004**</b>
EI*OP>JI	0.065	0.167	0.074	2.241	<b>0.025**</b>

\*\*Significant at significant level of 0.05  
Source: Own Author

**Figure 3: Moderation analysis**



Source: Own Author

**H<sub>5</sub>:** Organizational politics moderates the relationship between emotional intelligence and organizational commitment.

Based on the results obtained ( $\beta = 0.210$ , t-value = 4.005, p-value < 0.00), the p-value was less than the significant level of 0.05, hence **H<sub>5</sub>** is supported. The findings confirmed that OP moderates the relationship between EI and OC. Hence, the simple slope plot (Figure 4) shows that OP will result in a weaker relationship between EI and OC.

**H<sub>6</sub>:** Organizational politics moderates the relationship between emotional intelligence and job performance.

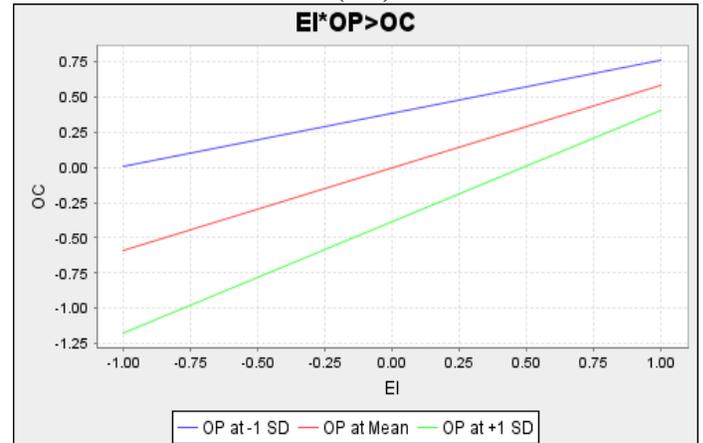
Based on the results obtained ( $\beta = 0.265$ , t-value = 2.883, p-value < 0.004), the p-value was less than the significant level of 0.05, hence **H<sub>6</sub>** is supported. The results affirmed that OP moderates the relationship between EI and JP. Hence, the simple slope plot (Figure 5) shows that OP will entail a weaker relationship between EI and JP.

**H<sub>7</sub>:** Organizational politics moderates the relationship between emotional intelligence and job involvement.

Based on the results obtained ( $\beta = 0.167$ , t-value = 2.241, p-

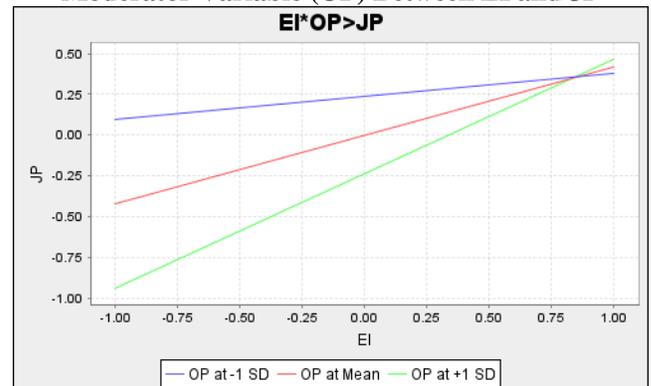
value < 0.025), the p-value was less than the significant level of 0.05, hence **H<sub>7</sub>** is supported. According to the findings, OP moderates the association between EI and JI. The simple slope plot (Figure 6) shows that OP will lead a weaker connection between EI and JI.

**Figure 4: Simple Slope Plot Analysis Including a Moderator Variable (OP) Between EI and OC**



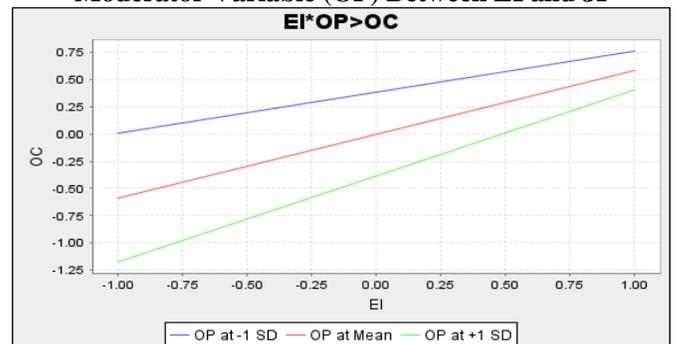
Source: Own Author

**Figure 5: Simple Slope Plot Analysis Including a Moderator Variable (OP) Between EI and JP**



Source: Own Author

**Figure 6: Simple Slope Plot Analysis Including a Moderator Variable (OP) Between EI and JI**



Source: Own Author

The current study explored the connection between emotional intelligence (EI) and job outcomes. Present study also examined the moderating effect of organizational politics (OP) between emotional intelligence (EI) and job outcomes. According to the findings, EI was a significant predictor of JI, JP and OC. OP moderates the relationship between EI and job outcomes. Consistent with the findings of previous studies (Ahad et al., 2021; Alonazi, 2020).

More critically, the study established an adverse connection between EI and OP. The results revealed that an employee's EI has a direct impact on his or her opinions about the predominance of politics within the firm. The findings are consistent with previous researches of (Hanafi & Daud, 2021; Meisler & Vigoda-Gadot, 2014). Nonetheless, this finding contradicts the findings of other studies such as (Shrestha & Baniya, 2016; Vigoda & Meisler, 2010).

The study's findings revealed that the OP moderates the relationship between EI and Job outcome (OC, JP & JI). OP can have a negative impact on the organization and cause it to become dysfunctional over time. (Malik *et al.*, 2009). OP reduces job satisfaction and increases job anxiety (Miller *et al.*, 2008); declines in OC and JP (Witt *et al.*, 2000); adopting destructive behavior, which leads to negative employee job consequences (Vigoda, 2000).

#### IV. Conclusion

Emotional intelligence has a direct impact on job outcomes, which was investigated and supported, results may have practical implications in organization and can be a turning key for boosting employee job outcome. The association between EI and employee job outcome is moderated by OP, reflects employee perceptions about organizational politics, may have a negative impact on emotional intelligence's positive influence on job outcomes. Therefore, Seniors managers or managers need to create clear atmosphere where employees are not harmed with organizations politics and improved emotional intelligence that encourage higher JI, greater JP and stronger OC.

Present study results highlighted the important role of employee EI towards employee wellbeing. Organizations should facilitate employee's development through ongoing training workshops and state of the art knowledge to enhance their EI (Dulewicz & Higgs, 2004).

Stakeholders and policymakers can use these findings and results to design policies and measures to reduce and eliminate unfavorable workplace organizational politics.

#### Limitations & Future Research

Although the results are encouraging and the objectives were

met, there are several limitation. First, it was a cross-sectional study with data collected just once over a specified time period, which cannot be extended to the time period after or before the research was conducted. Second, this study focused on private-sector employees, and the result is based on a sample size of 193 employees working in five (5) Pharmaceutical companies in KPK, Pakistan. Therefore, the finding of the current research can hardly be generalized to other organizations. Furthermore, the data acquired may not be an essentially or perfectly accurate representation of reality, because data collected by a single method cannot be taken as an absolute fact.

As a result, future researchers must continue to identify and overcome current study limitations. Thus, future research is encouraged to expand the present study framework; by testing other business elements that could affect employee (job involvement, job performance and organizational commitment). Future, research could also expand the theoretical framework by testing other mediating or moderating construct that could have an impact between EI and (JI, JP, OC).

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# IMPACT OF ONLINE TEACHING ON STUDENTS' LEARNING AND SATISFACTION DURING THE PANDEMIC: BUSINESS EDUCATION IN BHUTAN

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**Purpose:** *The practice of blended learning in higher educational institutions in Bhutan, like most other countries, abruptly transitioned to online learning after the Covid-19 pandemic. It has raised a question about ensuring quality online education as most of the higher educational institutions in the country were deemed to be unprepared to support such an abrupt transition. Against the backdrop of such happenings, this study aimed at finding the impact of online teaching on students' learning and satisfaction.*

**Design/methodology/approach:** *Data is collected from 320 students through a well-designed questionnaire with the help of an online google form using a convenient sampling technique. Hypothesis testing research design is adopted in this study.*

**Findings:** *The results revealed that the predictor variables such as instructor competence, self-motivation, home environment and internet quality significantly affect students' learning and satisfaction. It also indicated that instructor competence and students' home environment mainly determine their learning from online classes. In contrast, students' satisfaction is determined by the quality of internet accessibility and the instructor's competence.*

**Originality/ Value –** *This study presents the first comprehensive analysis of the teaching-learning process with students' learning and satisfaction in business education in Bhutan during pandemic covid-19. It gives insight into the role of contextual dimensions in the online-teaching learning process.*

**Keywords –** Online Teaching Learning, Instructor Competence, Self-Motivation, Home Environment, Internet Quality, Students' Learning, Satisfaction, Covid-19, Pandemic

**JEL classification code -** Y80

The recent Covid-19 pandemic has brought havoc worldwide, compelling economic systems around the globe to change and set standards of new normal. Like any other system that stood the test of its resilience and agility to change as per the need of the hour, the higher educational institutions in Bhutan were not an exception. Although the higher educational institutes in the country have witnessed a systemic revolution not long ago with the inculcation of technology in the system and infusion of the same for the learning and teaching purpose, it was never planned to address the needs of learning and teaching solely by itself. The pandemic outbreak had compelled the institutions in the country to arrange online classes to maintain regular teaching order. It was an abrupt change that left everyone in a race to try out different mediums such as Google Classroom, Zoom, WhatsApp, WeChat and many more to connect to the students and deliver lessons.

While the abrupt transition to online learning and teaching was the only resort institutions had, many past studies suggest that online education is inferior to face-to-face learning (Hafeez-Baig, Gururajan, Danaher & George-Walker, 2013). Although this may hold true, Tehrani (2008) argued that Information Technology has all the credit for making

education more accessible to students irrespective of time and distance. In the search for a level playing field, many institutions worldwide materialized the combination of technology with face-to-face interaction for learning and teaching purposes, commonly known as blended learning (Sharp, Benfield, Roberts & Francise, 2006).

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In their effort to incorporate technology for learning systems, almost all the colleges under the Royal University of Bhutan (RUB) had virtual learning environment (VLE) in place since 2011 (Choeda et al., 2016; Gautam et al., 2021), although some of the colleges already had their independent system of learning before (Muramatsu & Wangchuk, 2013). Virtual learning environment plays an essential role in enabling online learning (Tehrani, 2008), and it is very relevant in times of crisis such as the Covid-19 pandemic.

In Bhutan, the online method of education was a fabulous resort in the face of the crisis and to keep up with the order of teaching and learning, but it had its share of hitches. Technological problems being what it is, other problems students and teachers face in the online classes include technological fatigue, inability to remain organized with workstations and schedules, lack of interaction and many more. These factors could be the critical determinants of students' learning and satisfaction with online education. Therefore, it is essential to conduct this study to understand students' satisfaction with and perceived learning from online classes during the Covid-19 pandemic.

### **Significance of the study**

The higher educational institutions in Bhutan include the nine constituent colleges under the Royal University of Bhutan (RUB), the only university in the country. Modern education has helped Bhutan diversify its economy to the secondary and tertiary sectors. Sapam, Singh and Ratna (2019) credited modern education for playing a pivotal role in bringing Bhutan to the present stage, which started in 1913. Although being in an early stage to perfection in using technology for learning and teaching practices, the higher educational institutions in Bhutan had to resort solely to the technology to deliver lessons to students re-located to their respective places due to the pandemic. However, it is also noted that some students face challenges such as poor internet connectivity, high internet charges and an un conducive learning environment at home (Drukpa, 2020). Though Ratna, Dhakal and Dhakal (2021) found a significant and positive impact of online teaching-learning on the academic performance of students studying in bachelor of commerce in Gedu College of Business Studies, the study is limited to one programme only. This study would help learners, teachers and respective colleges to find important factors for making online education more effective. It would also elaborate on the problems and challenges as it covers respondents from all specializations in business education.

## **I. Review of Literature**

In the wake of the COVID-19 pandemic, mainly campus-based educational institutions across the globe were crippled

as most governments started imposing lockdowns to maintain social distancing as a measure to contain the spread of the virus. As a result, the educational authorities across the globe resorted to using digital technology in remote learning and teaching as an emergency measure to keep students engaged. Although the transition from conventional face-to-face learning and teaching may have come easy for institutions in developed countries, studies claim that developing countries face various challenges, especially in using technology due to poor network coverage, poor quality of internet service, lack of skills to use ICT and develop ICT based contents for learning and teaching (Aung & Khaing, 2016; Andresson, 2008).

Despite the learners' challenges in adopting online techniques in Bhutan, the learners are gradually managing to the new normal. Drukpa (2020) remarked that most university students in Bhutan are comfortable learning online because of some of the associated benefits of online learning, such as better flexibility and easy access to learning resources provided by teachers.

Pieces of literature identify various factors determining students' learning from online classes and their satisfaction. One of the important factors is the competence of an instructor to deliver classes online (Bailie, 2011). The learning becomes possible if the instructor is competent enough to deliver lessons online with suitable virtual teaching tools. According to Selvi (2016), the general framework regarding teacher competencies can be understood through nine different dimensions as "field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies." Instructors are comparable to a starter in a tube light set. Therefore, they need to garner most, if not all, of the competencies mentioned above to deliver the lessons online successfully.

Yuksel (2009) suggested that an instructor has a vital role in successful online learning by designing an effective online syllabus that may be different from face-to-face teaching. Moreover, the competence of an instructor in using ICT technologies is of primary importance to encourage students for life-long learning, especially in the area of business administration (Tambouris et al., 2009). Besides, as noted by Disney and Geng (2010), instructors' efficacy in steering effective online interaction could help in improving students' problem-solving skills and better comprehension of concepts and performance. Similarly, Rimbau-Gilabert et al. (2011) observed that academic advising is important for improving satisfaction and retention of online students.

For productive online learning and teaching, there is a need for proper alignment among effective teaching strategies, engaged educational technologies, and careful management of students' attitudes in online learning (Hafeez-Baig et al., 2013). Similarly, the interactive evaluation process in online teaching cannot be undermined. According to Laskaris et al. (2019), the interactive evaluation process positively influences online learning as it encourages learning from each other. Qiu (2019) also highlighted the importance of learning engagement in online education. Besides these considerations for a productive online education, Aljuaid, Gutub and Almutairi (2020) argued that teacher motivation is also essential for educational improvement by using informational technology. Therefore, effective online education is a product of the collective effort of both teachers and students. Students' readiness, lectures and administration will have a better impact on learning in the case of blended learning, which was evident in public universities of Malaysia (Anthony Jnr et al., 2021).

Given that the Bhutanese students constantly need guidance as they are not used to independent online learning, instructors have a vital role to play to ease the learning process for students. Besides the role of an instructor, students' self-motivation for online learning may also be an essential determinant of their perceived learning and satisfaction from online classes. The students need self-regulation to be more responsible, especially in online learning, when compared to the conventional learning context, and self-regulation is subject to self-motivation (Smith, 2001; Eom† & Wen, 2006). Besides, Gbollie and Keamu (2017) also noted that motivation and strategy are "inseparable academic twins." Metaphorically, motivation can be considered a bridge and the strategy used by an instructor enables students to walk on the bridge. Therefore, managers of educational institutions and teachers alike must consider the motivation and strategy use relationship and make an arrangement that enables this duo to function, mainly when teaching and learning happen in a remote context. Gaytan (2011) indicated that online education plays an essential role in society but fails to adopt the innovative technologies and is also questioned about the quality of online instructions.

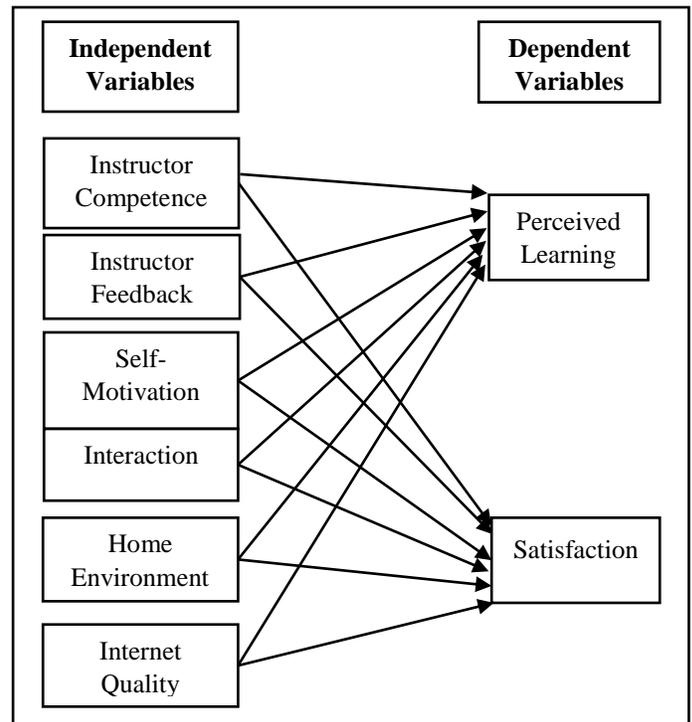
Students' learning and satisfaction with online classes also depend on the quality and frequency of online classes between students and between teachers and students. The theory of social constructivism argues that learning happens through actors' interaction with the people in the environment and sharing each other's experiences (Jonassen, Davidson, Collins, Campbell & Haag, 1995). Therefore, sufficient communication is always recommended for learning to happen. Novice and experienced instructors can use the inventory of strategies in online courses to promote

interaction. Strategies include designing and assigning interactive group work, learning and teaching environment, creative design for discussion and assessment, feedback type and medium and instructor participation (York & Richardson, 2007). Huss, Sela and Eastep (2015) also noted that an instructor has a vital role in designing a course in a manner preferred by students, making oneself flexible and responsible enough to adapt to different learning needs of the students and participate in the learning process.

The students' learning and their satisfaction from online classes rely upon the coordination between different players involved in learning and teaching online, such as instructors, learners, parents, and even the technology. Therefore, this study investigates factors that determine students' perceived learning and satisfaction with online classes at the backdrop of educational transformation from the conventional method to the virtual learning environment in Bhutan, especially in the context of the Covid-19 pandemic.

With the support from the literature, the study draws the conceptual framework as presented in Figure 1.

**Figure 1:** Conceptual Framework



The study proposes six determinants of students perceived learning and satisfaction from online classes, i.e., instructor competence, instructor feedback, self-motivation, interaction, home environment and internet quality.

## II. Research Design and Methods

### Research Objectives

- Examine the present level of factors that influence online education, learning and satisfaction.
- Investigate the impact of online education factors on students' perceived learning from online classes.
- Study the impact of online education factors on students' satisfaction with online education.

### Proposed Alternate Hypotheses

**H<sub>1</sub>:** The present level of factors influencing online education, learning and satisfaction are above average.

**H<sub>2</sub>:** There is a significant impact of online education factors on students' perceived learning from online classes.

**H<sub>3</sub>:** There is a significant impact of online education factors on students' satisfaction from online classes.

**Population and Sample** - Yamane (1967) formula is used for sample determination with 1584 business college students, and the calculated sample size is approximately 320. A convenient sampling technique is used for data collection.

### Instrument

A well-designed questionnaire on 5 points Likert scale is used.

### Data Collection

Online data collection with the help of Google forms for thirty days.

**Statistical Tools used for Data Analysis** - SPSS software.

## III. Results and Discussion

### Sample description

Before conducting a study test, it is important to introduce the composition of students in the sample and presented in table 1

**Table 1: Sample description**

Demo-graphic	Type	Frequency	Percent	Cumulative Percent
Gender	Male	173	54	54
	Female	147	46	100
	Total	320	100	
Age	16-20	82	25.6	25.6
	21-25	176	55	80.6
	26-30	62	19.4	100

	Total	320	100	
Major	Finance	75	23.43	23.43
	Accounting	68	21.25	44.68
	Marketing	54	16.87	61.55
	HRM	42	13.12	74.67
	Common Foundation	81	25.31	100
	Total	320	100	
Year	1st year	112	35	35.5
	2nd year	93	29	63.8
	3rd year	115	36	100
	Total	400	100	

From Table 1, it is inferred that sample is composed of a slightly higher number of male students. The highest number of students are in the age group of 21-25 (55%), and the highest number of responses are from majors such as common foundation, followed by finance and accounting. The highest number of respondents are from 3<sup>rd</sup>-year students followed by 1<sup>st</sup> and 2<sup>nd</sup>-year students.

### Reliability Analysis

Reliability analysis is conducted to investigate the internal consistency of dimensions and variables. The Cronbach's alpha values for all variables under study are above 0.07 (Table 2).

**Table 2. Reliability Results**

Variable/ Dimensions	No of items	Cronbach's alpha
Instructor Competence	3	0.88
Instructor Feedback	4	0.854
Self-Motivation	3	0.745
Interaction	3	0.72
Home Environment	3	0.871
Internet Quality	3	0.816
Perceived Learning	6	0.845
User Satisfaction	6	0.905

Therefore, it is confirmed that study variables are reliable (Fraenkel & Wallen, 1996).

### Descriptive Analysis

Sample t-test is conducted to investigate the level of factors influencing online education, learning and satisfaction with a test value of '3' as an average score. From table 3, it is reported that the mean of study variables is varying from 2.833 to 3.868.

**Table 3: One-sample statistics**

Study variables	N	Mean	Std. Deviation	Std. Error Mean
Instructor Competence	320	3.566	0.511	0.053
Instructor Feedback	320	3.868	0.799	0.044
Self-Motivation	320	3.604	0.761	0.05
Interaction	320	3.335	0.873	0.048
Home Environment	320	3.233	0.766	0.058
Internet Quality	320	2.845	0.948	0.055
Learning	320	2.914	0.768	0.06
Satisfaction	320	2.833	0.965	0.053

As presented in Table 4, the value of p is less than .05 for instructor competence, instructor feedback, self-motivation, interaction, home environment, internet quality and satisfaction.

**Table 4: One-Sample Test**

Variables	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Instructor Competence	10.658	319	0	0.566	0.462	0.671

Instructor Feedback	19.429	319	0	0.867	0.78	0.955
Self-Motivation	12.011	319	0	0.604	0.505	0.703
Interaction	6.883	319	0	0.335	0.239	0.432
Home Environment	3.984	319	0	0.233	0.118	0.348
Internet Quality	-2.772	319	0.006	-0.154	-0.263	-0.044
Learning	-1.419	319	0.157	-0.085	-0.203	0.033
Satisfaction	-3.087	319	0.002	-0.166	-0.272	-0.06

At the same time, more than .05 is reported for learning. From the results of Tables 3 and 4, it is interpreted that instructor competence, instructor feedback, self-motivation, interaction and home environment are significantly above average, while internet quality and satisfaction are reported significantly below average. No significant difference was noted in the case of learning, but the mean is close to average. Therefore, the proposed alternate hypothesis  $H_1$  is partially accepted.

### Correlation analysis

To examine the relationship of students' perceived learning and satisfaction with the predictor variables used in the study, a correlation analysis is conducted and p resented in Table 5.

**Table 5: Correlation results**

Variables		1	2	3	4	5	6	7	8
Instructor Competence (1)	r	1							
Instructor Feedback (2)	r	.529**	1						
Self-Motivation (3)	r	.478**	.383**	1					
Interaction (4)	r	.385**	.344**	.403**	1				
Home Environment (5)	r	.736**	.393**	.445**	.384**	1			
Internet Quality (6)	r	.432**	.207**	.312**	.339**	.600**	1		
Perceived Learning (7)	r	.844**	.424**	.476**	.369**	.783**	.534**	1	
Satisfaction (8)	r	.580**	.377**	.450**	.350**	.629**	.650**	.692**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed). [ N=320, r = Pearson Correlation]

All the predictor variables have a significant positive correlation with students' perceived learning. It can be observed that instructor competence and home environment have a strong positive correlation with perceived learning with the coefficient value of 0.844 and 0.783, respectively. In contrast, all other predictors have a moderate positive correlation ranging from 0.424-0.534 except for interaction which shows a weak positive correlation with a coefficient value of 0.369.

Similarly, all the predictor variables except for instructor feedback and home environment have a moderate positive correlation with students' satisfaction with online classes, ranging from 0.45-0.69. On the other hand, the coefficient value for instructor feedback and home environment with students' satisfaction with online classes is 0.37 and 0.35, respectively, showing a weak positive correlation.

### Regression Analysis

#### Impact of predictor variables on students perceived learning from online classes

Examining the influence of predictor variables on students perceived learning from online classes, the multiple regression model with all six predictor variables produced Adjusted  $R^2=0.776$ ,  $F(6, 313)=184.711$ ,  $p<0.0005$ .

The adjusted  $R^2$  value as presented in Table 6 indicates that 77.6% of the variance in students' perceived learning from online classes is accounted for by the predictor variables used in the study. Therefore, the adjusted  $R^2$  value more accurately predicts the model's success when applied to the real world. This is because it considers the number of variables in the model and the number of observations the model is based on, unlike the  $R^2$  which is observed to overestimate the model's success.

**Table 6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 <sup>a</sup>	0.78	0.776	0.51015
a. Predictors: (Constant), Internet Quality, Instructor Feedback, Interact, Self-Motivation, Instructor Competence, Home Environment				

Table 7 presents the regression weights of each predictor variable used in the model. The Standard coefficient Beta for instructor competence, home environment and internet quality have a significant positive regression weight of 0.590, 0.279 and 0.106. This indicates that a unit change in instructor competence alone leads to 0.59 units change in students' perceived learning, while home environment and internet

quality lead to 0.279 and 0.106 units change respectively. There is no significant impact of instructor feedback, self-motivation and interaction on learning through online education. Thereby, the proposed alternate hypothesis  $H_2$  is partially accepted.

**Table 7: Coefficient results**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	-0.722	0.166		-4.35	0
	Instructor Competence	0.668	0.049	0.59	13.684	0
	Instructor Feedback	-0.05	0.043	-0.037	-1.16	0.247
	Self-Motivation	0.067	0.038	0.056	1.764	0.079
	Interaction	-0.014	0.038	-0.012	-0.382	0.703
	Home Environment	0.287	0.046	0.279	6.265	0
	Internet Quality	0.115	0.036	0.106	3.153	0.002
a. Dependent Variable: Perceived Learning						

#### The impact of predictor variables on students' satisfaction with online classes

The multiple regression model that explains the relationship between six predictor variables on students' satisfaction with online classes also fits well with indicators such as Adjusted  $R^2=0.557$ ,  $F(6, 313)=67.743$ ,  $p<0.0005$ . The predictors explain 55.7% of variability of students' satisfaction with online classes, as shown in Table 8.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 <sup>a</sup>	0.565	0.557	0.64311
a. Predictors: (Constant), Internet Quality, Instructor Feedback, Interact, Self-Motivation, Instructor Competence, Home Environment				

The Standard coefficients Beta values given in Table 9 shows that predictors variables such as instructor competence, self-motivation, home environment and internet quality have a

significant positive regression weight ( $p < 0.05$ ). In contrast, other variables such as instructor feedback and interaction are statically insignificant in the model.

**Table 9: Coefficient results**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	-0.338	0.209		-1.614	0.108
Instructor Competence	0.18	0.062	0.177	2.925	0.004
Instructor Feedback	0.104	0.055	0.086	1.897	0.059
Self-Motivation	0.143	0.048	0.133	2.976	0.003
Interaction	-0.003	0.048	-0.003	-0.072	0.943
Home Environment	0.141	0.058	0.152	2.437	0.015
Internet Quality	0.411	0.046	0.423	8.944	0

a. Dependent Variable: Satisfaction

It is clear from the table that a unit change in instructor competence, self-motivation, home environment and internet quality will lead to 0.177, 0.113, 0.15, 0.423 units change in the students' satisfaction with online classes respectively.

There is a significant impact of instructor competence, self-motivation, home environment, and internet quality on satisfaction but no significant impact of instructor feedback and interaction. Thereby, proposed alternate hypothesis  $H_3$  is partially accepted.

#### IV. Conclusion

The predictor variables used in the study were instructor competence, instructor feedback, students' self-motivation, interaction in the online classes, students' home environment and the internet quality, while outcome variables are students' learning from and satisfaction with online classes. Results suggest that all the predictors mentioned above have a significant positive relationship with both the outcome variables; and multiple regression analysis show that

instructor competence, home environment and internet quality have a statistically significant effect on students' learning from online classes.

The finding of the present study is in line with suggestions given by Rafferty and Anderson (2015) that there is a need to include essential factors in pedagogical techniques for the effectiveness of online teaching leaning like – "ensuring frequent communication and feedback between instructors and students, mitigating the consequences of separation in time and space, guiding desirable behaviour and nurturing active involvement between online students, and providing mechanisms for students to understand how his or her professional growth and achievement is related to their online coursework over time."

Similarly, in the case of the analysis of determinants of students' satisfaction with online classes, the multiple regression analysis suggests that the predictor variables such as instructor competence, self-motivation, home environment and internet quality have a statistically significant effect. Altogether, the predictor variables determine 55.7% of students' satisfaction with online classes while some other extraneous variables explain the rest. The study also notes that while the instructor competence and the home environment are the most important factors determining the students' learning from the online classes, internet quality and instructor competence are the most important factors that determine the satisfaction from the online classes.

#### Recommendations

This pandemic has given one unexplored mode of learning and teaching in the Bhutanese education sector. It is recommended that colleges start selected courses in online mode with proper cautions and riders to reach common people. Flavián, Longás, and Lozano (2013) reported that European Universities are making an effort in adopting new technologies and strategies in offering virtual degrees. Now, this is the need of the hour for Bhutanese to think in this line. There is a need to improve effectiveness of online learning and teaching by organizing pedagogical trainings for teachers to learn about online tools and techniques for learning and teaching. In the wake of the COVID-19 pandemic, the only alternative for the learners is to take up the challenges and move forward positively.

For effectiveness of interaction, it is suggested that learners and instructors go for collaborative practices proactively to retain positive and effective learning engagement in an online education setting based on the finding of Qiu (2019).

#### Limitations and Future Scope

This study is limited to one college of Bhutan with 320 samples only. However, this study can be extended to other

colleges, with more samples and more topical variables in the future.

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# THE EFFECT OF LEADERSHIP STYLES ON EMPLOYEES' JOB SATISFACTION IN NON-GOVERNMENTAL ORGANIZATIONS: EMPIRICAL EVIDENCE FROM A DEVELOPING COUNTRY

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**Purpose:** *This research was undertaken to examine the impact of leadership styles (transformational, transactional and laissez faire leadership) on employees' job satisfaction in the NGO sector of a developing country. The research involved five NGOs, which were willing to participate in the study. The study will narrow the theoretical and empirical gaps on the subject of leadership in the NGO sector of the developing.*

**Design/methodology/approach:** *Quantitative research approach was used in this study. Data were collected using standard questionnaires. The total number of questionnaires distributed was 168 of which 150 were filled and returned and used for analysis. The collected data was then analyzed using descriptive and inferential statistics.*

**Findings:** *The results of correlation analysis revealed that a positive and significant relationship exists between transformational leadership components (i.e., idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation) as well as the transactional leadership component (i.e., management by exception/active) and job satisfaction. Whereas management by exception (passive) and laissez faire had negative and significant relation with job satisfaction, Individualized Consideration had a negative and statistically insignificant relation with job satisfaction. Besides, contingent reward (which is the other component of transactional leadership) has a positive but insignificant relationship with job satisfaction. The multiple linear regression analysis revealed that the model explains 79.5% of variance in the dependent variable.*

**Originality/value:** *This study differs from other studies as it focuses on examining the effect of leadership styles in less explored sectors and regions - the NGOs sector and the developing world respectively.*

**Keywords:** Transformational Leadership, Transactional Leadership, Laissez Faire Leadership, NGO Sector, Developing Country

**JEL code:** J28, L10, L16

Leadership is a key for effective organizational and societal functioning. Leadership is complex and it is difficult to find a widely accepted definition. According to Bass (2008), definition of leadership incorporates the most commonly used definitional features: the leader as person (dispositional characteristics), leader behaviour, the effects of a leader and the interaction process between a leader and followers, and the importance of context. According to Schutz (1961), leadership is necessary for a variety of reasons. On a supervisory level, it establishes and recognizes group goals and values, recognizes and integrates various individual styles and personalities in a group, maximizes the use of group members' abilities, and helps resolve problems and conflicts in a group. Again, from functional perspective, a leader is a "completer" who does or gets done whatever is not being adequately handled by a group (McGrath, 1962). Further, at the strategic level, leadership is necessary to ensure the coordinated functioning of the organization as it interacts with a dynamic external environment (Day & Antonakis, 2012).

Nonetheless, although leadership is performed in both profit and non-profit oriented organizations, according to Quarter and Richmond, (2001) the vision and mission of for profit organizations and non-profit organizations are different. Profit

organizations are largely earnings driven whereas NGOs are driven by social mission. Difference suggests that effective leadership in non-profit organizations is likely to differ to leadership in for profit organizations (McMurray et al., 2012).

Thus far, only little is known about the impact of transformational, transactional and laissez faire leadership styles on job satisfaction in NGOs sector. Hence, there is a need to examine the effect of leadership styles in less explored sectors such as the NGOs sector. Accordingly, this study investigated the issue in the NGO sector of a developing country (Ethiopia).

The organizations under study are members of ACT alliance (Action by Churches Together). Based on the willingness of

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the organizations to participate in the study, five NGOs are selected. These are Dan Church Aid, Norwegian Church Aid, Christian Aid and Swiss Church Aid and Ethiopian Orthodox Church – Development and Inter-Church Aid Commission (EOC-DICAC). These organizations have been supporting communities and brought about a significant impact on the lives of the people of Ethiopia for more than 30 years with partnership of local churches and other faith based organizations.

## I. Review of literature

This section highlights the overview of leadership and theories of leadership styles as well as the notion of job satisfaction.

### Overview of leadership

Leadership is a process by which leader and employees get changed (Burns, 1978) and it involves a close interaction between the leader and the followers (Day & Antonakis, 2012). And scholars argue that successful leadership (styles) could result in employees' job satisfaction (Bass, 1985, 1998; Bass & Riggio, 2006) by encouraging employees' creativity and enhancing their belongingness (Hackman & Johnson 2004; Javed et al., 2014). Besides, studying factors affecting job satisfaction of employees from different perspectives is a topical issue in management literature (Abujarad, 2020; Noor, 2008; Rafik et al., 2011; Veerakumaran & Raju, 2010). Yet, there is still a dearth of study on the effect of leadership styles on employees' job satisfaction in the NGO sector. Thus, this research is conducted to examine the effect of leadership styles on employees' job satisfaction in the NGO sector with empirical evidence from a developing country.

### Leadership Styles as per the full range leadership model

The full range leadership model was first launched in 1990 and its basic assumptions are that leaders must know the need, capabilities and aspirations of followers (employees) (Avolio, 1999). It has five components of transformational leadership, three transactional leadership components and laissez-faire leadership (Bass & Riggio, 2006).

### Transformational leadership

According to Bass and Avolio (1990) transformational leadership is concerned with bringing the best performance of followers. And, it has five components. The first one is individualized consideration (IC): leaders should be aware of individual concerns (Avolio & Bass, 2002). And this is also said to have correlation with job satisfaction (Chen et al., 2005). The second is Idealized Attribute (IA): the leader uses his power only when needed and abstains from using power for personal benefit (Avolio & Bass, 2002), and this component contributes to attaining job satisfaction (Ahmad, 2018). The third is Idealized Behaviour (IB): followers will

trust and respect the leaders to provide support and resources (Chu and Lai (2012). And idealized behavior (IB) is said to positively predict job satisfaction (Rothfielder et al., 2016; Erkutlu, 2008). The fourth one is Intellectual stimulation (IS): making followers inquisitive by encouraging them to question assumptions and reframe problems Northouse (2016). Omar and Hussin (2013) identified that intellectual stimulation is positively related with job satisfaction. The fifth one is Inspirational motivation (IM): using charisma, inspirational appeals and emotional talks to arouse followers' motivation (Bass (1985) And this too is believed to positively predict job satisfaction (Rothfielder et al., 2016; Erkutlu, 2008).

### Transactional Leadership

Transactional leaders use rewards and punishments to gain compliance from their followers (Hackman & Johnson, 2004). Besides, this style has two forms - contingent reward and management by exception (MBE). The contingent reward transaction is said to be fairly effective in motivating followers to achieve higher levels of performance and development (Bass & Riggio, 2006). And the management by exception (MBE) transaction may be active (MBE-A) or passive (MBE-P). Actively Managing by Exception has a positive relation with job satisfaction (Voon et al., 2011), whereas MBE (Passive) mostly negatively related with job satisfaction (Erkutlu, 2008).

### Laissez faire

These leaders do not take care of needs and developments of followers and wish to continue as it is and findings show laissez faire is negatively related with job satisfaction (Erkutlu, 2008) or there exists no relationship (Rothfielder et al., 2016).

### Job Satisfaction

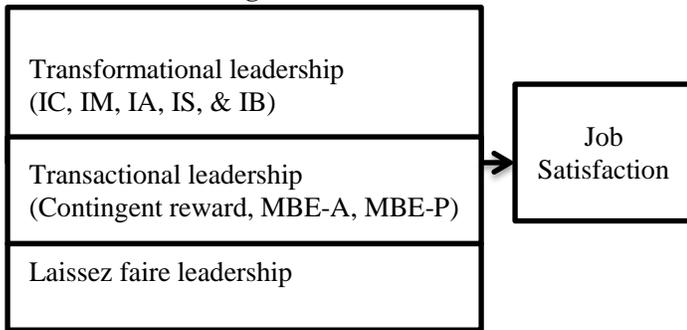
Job satisfaction is the degree to which one's performance is compatible with one's set of values and although there are several factors affecting it, when the expected performance is closer to one's set of values the higher will be the satisfaction (Locke, 1976; Veerakumaran & Raju, 2010)

### Theories of Job Satisfaction

The prominent theories of job satisfaction are (a) Affectivity theory:, which is a tendency to react to stimuli in a consistent emotional manner and positive affectivity is related to job satisfaction and negative affectivity results to job dissatisfaction (Judge and Hulin 1993 ; Judge et al., 2000); (b) Herzberg two factory theory, which identified two types of factors, calling those which lead to satisfaction as motivators and those which lead to dissatisfaction as hygiene (Tietjen & Myers, 1998); (c) Organizational Justice : that people who are unfairly treated have less commitment to the organization and produce less as they are less satisfied (Huges et al, 2007).

Put together, in light of the theoretical foundations provided here, the following conceptual framework is utilized in this study. The conceptual framework shows the causal relationship between leadership styles (independent variables) and job satisfaction (dependent variable)

**Figure 1: Framework**



**Source:** Full range Leadership Model (Adopted from Avolio, 1999 ; Bass & Riggio, 2006).

**Statement of the problem**

Despite the plethora of studies on the relationship between leadership styles and job satisfaction in the corporate sector (Babalola, 2016; Cakmak, et al., 2015), there is a dearth of study with respect to the effect of leadership style on employees’ job satisfaction in non-governmental organizations and specifically in faith-based non-governmental organizations in the developing countries context, such as in Ethiopia. In other words, limited literature is available related in non-governmental organizations and specifically in faith-based non-governmental organizations in Ethiopia. This study is conducted to examine the relationship of each dimensions of full range leadership model on job satisfaction in faith-based non-governmental organizations located in Addis Ababa. In view of this, the study will narrow the theoretical and empirical gaps related to leadership issues in the NGOs sector.

**Objectives**

The objectives of the study include:

- a) To examine the relationship between the dimensions of transformational, transactional and laissez faire leadership style on employees’ satisfaction.
- b) To examine the effect of dimensions of transformational, transactional, laissez faire leadership style on employees’ job satisfaction.

**Hypothesis of the study**

In light of the objectives of the study and the theoretical frameworks presented earlier, the following hypotheses are developed

**H<sub>1a</sub>**= Individualized consideration has significant effect on job satisfaction

**H<sub>2a</sub>**= Inspirational motivation has significant effect on job satisfaction

**H<sub>3a</sub>**= Idealized attribute has significant effect on job satisfaction

**H<sub>4a</sub>**= Intellectual stimulation has significant effect on job satisfaction

**H<sub>5a</sub>**= Idealized behavior has significant effect on job satisfaction

**H<sub>6a</sub>**= Contingent reward has significant effect on job satisfaction

**H<sub>7a</sub>**= Management by exception (passive) has significant effect on job satisfaction

**H<sub>8a</sub>**= Management by exception (active) has significant effect on job satisfaction

**H<sub>9a</sub>**= Laissez faire has significant effect on job satisfaction

**II. Research Design and Methods**

**Research approach**

In this study, quantitative approach is used to quantify and analyze the variables. More precisely, descriptive and explanatory research designs are used. According to Saunders et al., (2009) explanatory research design is used to describe the causal relationships between variables. The emphasis is to study the problem so as to explain the relationship between leadership styles and employees’ job satisfaction.

**Sample selection**

A total of five out of eleven faith based NGOs (members of the ACT alliance) operating in the country (Ethiopia) were willing to participate in the study (Table -1). 83 males (55.3%) and 67 females (44.7%) participated in the study. Convenient sampling was utilized to gather the data from a sample of 168 respondents (staff of the NGOs) (determined based in Yamane, 1967 formula). The response rate was 89.2% (150) (Table 2).

**Table 1: Sample of the 5 NGOs that participated in the study**

No	NGOs	Proportion of sample (Staff of the NGOs)
1.	Dan Church Aid	$[(20/290) \times 168]= 12$
2.	Norwegian Church Aid	$[(30/290) \times 168]= 17$
3.	Christian Aid	$[(16/290) \times 168]= 9$
4.	Swiss Church Aid	$[(14/290) \times 168] = 8$
5.	Ethiopian Orthodox Church–Development and Inter-Church Aid Commission (EOC-DICAC)	$[(210/290) \times 168]=122$
	Total	168

**Table 2: Preliminary Statistics of participants**

Dimensions		Frequency	Percentage
Gender	Male	83	55.3
	Female	67	44.7
	Total	150	100

**Sources of data**

The data were collected through closed ended questionnaires. The Multifactor Leadership Questionnaire (MLQ) (Bass, 1990) and Spector’s (1997) job satisfaction questionnaire were used. MLQ measures the Full Range Leadership (FRL) model. And Spector’s (1997) job satisfaction survey is a questionnaire used to evaluate dimensions of job satisfaction related to overall satisfaction. And cross-sectional study is used in this study.

**Tools used in analysis**

The researchers mainly deployed inferential analysis – correlation and regression analysis using SPSS version 24.

**III. Results and Discussion**

Table 2 - shows the descriptive statistics of 150 responses. Respondents’ percentage was 55.3% for men and 44.8% for women. Figure-1 reveals the conceptual framework of the research model. Table 3 shows that the reliability analysis (Cronbach’s alpha) for all the dimensions yielded satisfactory results of more than 0.7. Table 4 reveals the correlation among the study variables. Accordingly, the study found out that transformational leadership dimensions - inspirational motivation (0.726), idealized attribute (0.432), intellectual stimulation (0.680) and idealized behaviors (0.597) are positively and significantly related with job satisfaction, but individualized consideration (-0.027) has a negative and statistically insignificant relationship with job satisfaction. Speaking of the transactional leadership varieties - contingent reward (0.128) has a positive but insignificant relationship with job satisfaction; Management by exception (Active) is weakly (0.191) but positively related to job satisfaction; and Management by exception, Passive (-0.576) has a negative relationship with job satisfaction. Further, Laissez faire leadership (-0.444) has a negative relationship with job satisfaction.

**Table 3: Reliability Test**

Construct	Items	Cronbach’s α
Individualized Consideration (IC)	4	0.792
Inspirational Motivation (IM)	4	0.923
Idealized Attribute (IA)	4	0.781
Intellectual Stimulation (IS)	4	0.804
Idealized Behavior (IB)	4	0.756

Contingent reward	4	0.745
Management by Exception (Passive)	4	0.932
Management by Exception (Active)	4	0.819
Laissez-faire	4	0.864

**Source:** This study (Data was is collected through questionnaire and Computed using SPSS 24.)

**Table 4: Results of Correlation Analysis to find the correlation among variables**

Leadership styles	Job satisfaction
Individualized Consideration	-0.027
Inspirational Motivation	.726**
Idealized Attribute	.432**
Intellectual Stimulation	.680**
Idealized Behavior	.597**
Contingent reward	.128
MBE passive	-.576**
MBE active	.191*
Laissez faire	-.444**
Job satisfaction	1
** . Correlation is significant at the 0.01 level (2-tailed).	
* . Correlation is significant at the 0.05 level (2-tailed).	

The coefficient of multiple determinations value of R - square is 0.795 (See Table 5). The model explains 79.5 per cent of the variance in the dependent variable job satisfaction. The model reveals a statistically significant relationship between job satisfaction and predictor variables  $F(13, 136) = 40.593$ ,  $p < 0.001$  (See Table 6). Besides, the equation of the regression model (See Table 7) was  $Y = 1.477 - 0.083 x_1 + 0.323 x_2 - 0.055 x_3 + 0.181 x_4 + 0.445 x_5 - 0.070 x_6 - 0.289 x_7 + 0.141 x_8 + 0.058 x_9$ . Y represents job satisfaction and  $\beta_0$ , the constant which is 1.447 and e is a vector of errors of prediction. The multiple regression output shows that the coefficients indicate the magnitude of the impact of the dimensions of leadership style has on job satisfaction.

**Table 5 : Model summary**

Model summary			
Model	R	R Square	Adjusted R Square
1	.242 <sup>a</sup>	0.059	0.033
2	.892 <sup>b</sup>	0.795	0.776

**Table 6: ANOVA result**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1   Regression	2.546	4	0.636	2.2	.06

					60	5 <sup>b</sup>
	Residual	40.829	145	0.282		
	Total	43.375	149			
2	Regression	34.487	13	2.653	40.593	.000 <sup>c</sup>
	Residual	8.888	136	0.065		
	Total	43.375	149			

**Table 7: Result of regression model**

Model	Standardized Coefficients	T	Sig.
	Beta		
Individualized consideration	-0.079	-1.748	0.083
Inspirational motivation	0.313	5.253	0.000
Idealized attribute	-0.049	-0.851	0.396
Intellectual stimulation	0.194	3.451	0.001
Idealized behaviour	0.358	6.240	0.000
Contingent reward	-0.039	-0.858	0.392
MBE-passive	-0.430	-6.960	0.000
MBE-active	0.109	2.230	0.027
Laissez faire	0.088	1.411	0.160

The regression standardized coefficients show that how much a unit change in the explanatory variables explains the change in the dependent variables. Therefore a large value of standardized beta coefficient of the independent variables implies a greater effect on the dependent variables. The beta value of idealized behavior is 0.358 these shows that it has the highest positive effect on the dependent variable job satisfaction. Inspirational motivation has 0.313 which shows the second strongest effect on the dependent variable. Intellectual stimulation has 0.194 these value shows a positive effect on job satisfaction and Management by exception (active) has 0.109 with the least positive effect on the dependent variables. Management by exception (passive) has a value of -0.430 this value shows that it has the strongest negative effect on job satisfaction. Contingent reward with standardized coefficients beta value of ( $\beta = -0.039$ ,  $P > 0.05$ ), Individualized consideration with ( $\beta = -0.079$ ,  $P > 0.05$ ), Idealized attribute with ( $\beta = -0.049$ ,  $P > 0.05$ ) have a negative but statistically insignificant impact on job satisfaction and Laissez faire with ( $\beta = 0.088$ ,  $P > 0.05$ ) have a positive but insignificant effect.

From the multiple regression output the standardized beta coefficient is used to show which independent variables has a significant effect on job satisfaction. Therefore, the result implies that individualized consideration, idealized attribute and contingent reward have a negative and insignificant effect on job satisfaction. Therefore the study failed to reject the null hypothesis. Inspirational motivation, Idealized behavior,

Management by exception (active) and Intellectual stimulation have a positive and significant effect on job satisfaction. Therefore the study accepts the alternative hypothesis. These findings are similar to Rothfielder et al., (2016) and Erkutlu (2008). Management by exception (passive) has a negative effect on job satisfaction. Laissez faire has a positive but insignificant effect on job satisfaction. Hence the study failed to reject the null hypothesis, With regard to laissez faire leadership similar results were obtained as Voon et al., 2011; Chen et al., and Erkutlu, 2008). With regard to MBE (Passive), the study found that it is negatively related to job satisfaction. And this is similar with earlier findings by Voon et al., 2011; and Erkutlu, 2008.

#### Summary of major Findings of the study

- Positive relationship existed between idealized attribute, idealized behavior, intellectual stimulation, inspirational motivation, management by exception (Active) and job satisfaction.
- Management by exception (Passive) and laissez faire have negative relationship with job satisfaction. Individualized consideration and contingent reward have statistically insignificant relationship with job satisfaction.
- The regression results revealed that Inspirational motivation, Idealized behavior, Management by exception (active) and Intellectual stimulation have a positive effect on job satisfaction.
- Management by exception (passive) has a negative effect on job satisfaction.
- Therefore the findings of this research proved that the independent variables have a relationship with the dependent variable.

Generally, this study revealed that leadership style has an effect on employees' satisfaction. It is suggested that the dimensions of transformational leadership (namely, inspirational motivation, idealized behavior, intellectual stimulation and dimension of transactional leadership (namely, management by exception - Active) have significant role to increase satisfaction and managers in the NGO sector in similar contexts might need to pay attention and apply those leadership styles to boost employees' job satisfaction.

#### IV. Conclusion

This paper showed the effect of the dimensions of full range leadership on employees' satisfaction in an NGO sector in a developing country context. The study used cross sectional survey method and the data was collected from Non-governmental organizations (members of ACT alliance) located in Ethiopia. Among transformational leadership dimensions inspirational motivation (0.726), idealized

attribute (0.432), intellectual stimulation (0.680) and idealized behaviors (0.597) are positively related with job satisfaction. These findings are similar to Rothfielder et al., (2016) and Erkutlu (2008). Among transactional leadership management by exception (Active) is weakly (0.191) but positively related to job satisfaction; and management by exception, Passive (-0.576) has a negative relationship with job satisfaction. Further, Laissez faire leadership (-0.444) has a negative relationship with job satisfaction. The overall result established that dimensions of transformational Leadership style have greater rate of influence than dimensions of transactional and laissez faire leadership style. Idealized behavior has the strongest and the most positive effect on predicting job satisfaction followed by inspirational motivation, intellectual stimulation and management by exception (active), respectively.

Finally, the researchers would like to indicate that limitation of this study, which could represent as an avenue for future research - study examined the effect of leadership styles on employees' job satisfaction in the context of one country (Ethiopia) from the developing world. Other researchers might need to augment this study by conducting similar studies in different contexts.

Besides, this study was only conducted on faith-based non-government organizations. It can be used as a basis for further research in other non-governmental organizations and other sectors.

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# DETERMINING THE EASE OF MANAGING EMOTIONAL LABOUR: ITS IMPACT ON TURNOVER INTENTIONS AMONG CUSTOMER-FACING RETAIL EMPLOYEES

**Frank Sunil Justus. T\* Subha. P \*\***

**Purpose:** *The purpose of this study is to explore the ease of emotional labour management among customer-facing employees working in small retail stores. It also aims to identify and validate the key determinants influencing employees' emotional labour management and turnover intentions.*

**Design/methodology/approach:** *A conceptual framework grounded on extant theories and literature was proposed which hypothesized emotional intelligence, supervisor support and job benefits as the determinants of emotional labour management and turnover intentions. The proposed conceptual framework was validated using Structural Equation Modelling (SEM) based on 213 responses collected via self-report questionnaire administered to frontline employees working in 36 retail stores in Chennai.*

**Findings:** *The SEM estimation validated all hypothesized interrelationships where emotional intelligence emerged as the most important determinant of emotional labour management ( $\beta = 0.45, p < 0.01$ ) followed by job benefits ( $\beta = 0.36, p < 0.01$ ) and supervisor support ( $\beta = 0.13, p < 0.05$ ) which also had a substantial negative influence on turnover intentions. Emotional labour management was found to have a significant negative effect on turnover intentions ( $\beta = -0.19, p < 0.01$ ).*

**Originality/value:** *This study is unique in terms of emotional labour (EL) measurement. While past research measured EL as the degree of labour involved or strategies adopted to perform EL, this study focuses on the ease of managing EL. Besides, the study findings offer crucial theoretical and managerial implications which serve as a value addition to the existing EL research.*

**Keywords:** Emotional Labour Management, Turnover Intentions, Emotional Intelligence, Supervisor Support, Job Benefits

**JEL Classification Code:** M54, C30

The economic progression from goods to services has coerced businesses to focus on customer orientation and service which led to the emergence of the Emotional Labour (EL) concept. With the rising competition and minimal product differentiation among service providers, it has become imperative to deliver superior personalized customer service for their survival and profitability. Consequently, the concept of emotional labour became popular which focuses on employees' effort in expressing organizationally desired emotions to customers during service interactions (Yang et al., 2019). Emotional labour is a form of labour which encompasses emotional management activities for displaying a specific emotional state required by the job, regardless of actual emotions (Hochschild, 1983). Research has established that employees' EL improves their customer relationship management and performance which eventually enhances customer satisfaction, loyalty and retention (Xu et al., 2020). Contrarily, EL can also have negative consequences on employees leading to increased fatigue, emotional exhaustion and turnover intentions (Grandey, 2000; Miao et al., 2017; Bakker & de Vries, 2021) thereby affecting organizational performance (Lee et al., 2019). Hence, emotional labour management skill, conceptualized as the ease with which individuals manage emotional labour is a valuable and versatile trait essential for employees who sell products and services directly to customers.

The degree and nature of emotional labour varies based on the service type, profession and role (Othman et al., 2008); whereas its perception and management can differ from one employee to another. In retail service industry, customer-facing jobs involve higher emotional labour. Specifically, in small retail stores with fewer employees selling high-value products, customer-facing jobs are comparatively challenging due to higher emotional work, pressure and constant monitoring by supervisor/owner. This demanding nature of the job coupled with inadequate compensation, support and growth results in job dissatisfaction and turnover intentions.

This study focuses on understanding emotional labour management of customer-facing employees in small-scale retailers. Specifically, the objectives are as follows:

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- To assess the ease with which customer-facing employees manage emotional labour at work
- To evaluate the effect of employees' emotional labour management on their turnover intentions
- To identify the key determinants influencing emotional labour management and turnover intentions of customer-facing employees

## I. Review of Literature

Understanding and managing emotions at work has been a topic of interest in the fields of organizational behaviour and psychology (Hochschild, 1983; Morris & Feldman, 1996). In service organizations, frontline employees are required to display specific emotions during their interactions with customers to offer better service (Othman et al., 2008; Grandey & Gabriel, 2015). This often results in discrepancy between their actual emotions and expressed emotions required to meet organizational norms (Hochschild, 1983). Emotional labour is defined as the effort, planning and control required to express emotions demanded by firms during customer service (Morris & Feldman, 1996; Grandey, 2000). In nutshell, emotional labour is caused when an employee controls and regulates emotions at work (Lee et al., 2019).

The extant literature has established three common types of EL based on their approach of performing it; surface acting, deep acting and genuinely expressing emotions. These represent the different strategies adopted by employees to alter the expressed emotions from their truly felt emotions (Wang et al., 2019). Hochschild (1983) conceptualized surface acting as creating feeling that are not really felt, by faking/suppressing their true emotions. In contrast, deep acting involves internalizing the desired emotion and truly feeling the expected emotions reducing the discrepancy. Ashforth and Humphrey (1993) later incorporated genuinely expressing emotions as the third strategy where the emotional discrepancy might be low, but requires cognitive effort to express internal emotions. These strategies have been widely adopted as EL dimensions whose differential impact on various employee behavioural outcomes have been established (Lee et al., 2019; Wang et al., 2019; Xu et al., 2020). Over the years, other dimensions emerged indicating the degree and gravity of EL such as duration, frequency, intensity, variety of emotions and attentiveness required to display rules (Morris & Feldman, 1996; Brotheridge & Lee, 2003). Kruml and Geddes (2000) and Chu and Murrmann (2006) incorporated emotional dissonance and emotive effort; whereas Gross and John (2003) proposed suppression and reappraisal factors as dimensions of EL which are analogous to surface acting and deep acting respectively. Alelmann (1995) proposed an EL index which indicates the extent to

which employees perform various emotional tasks at work which include producing feelings, expressive behaviour and actually feeling customers' emotions.

While past studies on EL in organizational settings measured it as the extent to which employees performed EL and strategies adopted (Wang et al., 2019; Xu et al., 2020), this study employed a unique evaluation approach measuring the employees' ease of managing various tasks encompassing EL conceptualized as emotional labour management.

### Antecedents and Consequences of Emotional Labour

In an effort to integrate the leading theories elucidating EL from employees' perspective, Grandey (2000) proposed an emotion regulation model encapsulating the antecedents and consequences of EL. This model conceptualizes interaction characteristics, personal factors (personality traits, emotional abilities) and organizational factors (job autonomy, supervisor support, co-worker support) as determinants of EL which in turn influences individual well-being (burnout, job satisfaction) and organizational well-being (performance, withdrawal behaviour) (Grandey, 2000; Grandey & Gabriel, 2015). Grandey's model recommends better comprehension and analysis of EL as an integrative process including employees' perception of their emotional competencies, social support and behavioural outcomes (Wang et al., 2019). This study aims to explore the influence of employees' emotional intelligence, supervisor support and job benefits on their emotional labour management and turnover intentions.

### Effect of Emotional Intelligence on Emotional Labour Management

Emotional intelligence (EI) has emerged as a crucial psychological resource of employees indicating their competence to cope with job stressors and perform effectively. Mayer and Salovey (1997) defined EI as "the ability to monitor one's own and others' emotions, to discriminate among them and to use this information to guide one's thinking and actions". Unlike general intelligence and personality, EI is an interpersonal skill representing the ability to perceive, manage and utilize emotions of self and others for cognitive decision-making and problem-solving (Mayer & Salovey, 1997; Wong & Law, 2002). According to Job Demands-Resources (JD-R) theory, employees utilize personal resources to manage job demands (Bakker & Demerouti, 2007) and EI is one such resource that enables them to meet emotional work demands. Employees with high EI have better emotion regulation ability and are inclined to be sociable and well-perceived which makes them better equipped to manage emotionally laborious tasks (Lee et al., 2019; Lee & Chelladurai, 2018). Therefore, hypothesis H1 is formulated as follows:

**H1:** Employees' emotional intelligence has a significant positive effect on their emotional labour management.

### Effect of Supervisor Support on Emotional Labour Management and Turnover Intentions

Supervisor support is defined as “the degree to which supervisors value employees’ contribution and care for their well-being” (Eisenberger et al., 2002). It refers to supervisor’s supportive behaviours aimed to help employees at work, increase their commitment, provide recognition and development opportunities. According to Grandey (2000), supervisor support is an important organizational determinant of emotional labour. Evidently, employees can manage emotional labour effectively through supervisors’ support in the form of training, motivation and creating positive environment for employees to experience and express positive emotions as desired by the organization (Grandey & Gabriel, 2015). Hence, hypothesis H2 is framed as follows:

**H2:** Employees’ perception of supervisor support has a significant positive effect on their emotional labour management.

Stemming from the rationale of reciprocity based on Social Exchange Theory (SET), interrelationships are governed by social norms implying that one treats others the way he/she is treated (Cook et al., 2013). The SET claims that employees constitute the relationship network at workplace whose strength affects their intention to continue/quit their job (Ngo-Henha, 2017). Thus, supervisors/managers who are disrespectful and unsupportive of their subordinates can directly induce turnover intentions among them (Eisenberger et al., 2002; Zito et al., 2018). Therefore, hypothesis H3 is formulated as follows:

**H3:** Employees’ perception of supervisor support has a significant negative effect on their turnover intentions.

### Effect of Perceived Job Benefits on Emotional Labour Management and Turnover Intentions

Employees’ perception of job benefits in monetary (salary, incentives, bonus) and non-monetary (promotion, growth, awards, motivational rewards) terms is an important customer retention strategy (Kim, 2005). According to Equity theory (Adams, 1963), the benefits perceived by the employees for their contributions determine their job satisfaction and commitment (Ngo-Henha, 2017). Higher the job benefits, greater the commitment (Justus, 2011) and psychological motivation of the employees to manage emotional labour effectively. To validate this never-tested relationship before, hypothesis H4 is framed as follows:

**H4:** Employees’ perceived job benefits has a significant positive effect on their emotional labour management.

According to Herzberg’s Motivation Theory, benefits such as salary, rewards and growth opportunities are essential

motivational factors leading to effective performance and higher commitment of employees, whose absence will radically induce turnover intentions (Chiat & Panatik, 2019). The extent of perceived financial and non-financial job benefits obtained by the employees is directly related to their longevity in an organization (Kim, 2005; Justus et al., 2010). Therefore, hypothesis H5 is formulated as follows:

**H5:** Employees’ perceived job benefits has a significant negative effect on their turnover intentions.

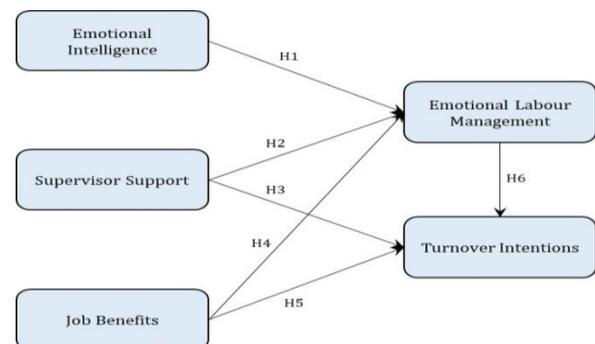
### Effect of Emotional Labour Management on Turnover Intentions

Employees perceive high emotional labour due to emotional dissonance defined as the conflict experienced due to discrepancy between one’s expressed emotions and experienced emotions (Morris & Feldman, 1996). Increased emotional labour is accompanied with draining of mental resources and feeling of incompetency, thereby resulting in negative attitudinal and behavioural consequences including intention to quit (Zito et al., 2018). Poor management of emotional labour by employees can result in their frequent absenteeism, ineffective performance and job dissatisfaction (Grandey, 2000; Bakker & de Vries, 2021) which consequently reduces job commitment and increases turnover intentions. To test this, hypothesis H6 is formulated as follows:

**H6:** Employees’ emotional labour management has a significant negative effect on their turnover intentions.

The conceptual framework encapsulating the determinants of emotional labour management and turnover intentions of consumer-facing employees is presented in Figure 1.

**Figure 1: Proposed Conceptual Framework**



## II. Research Design and Methods

### Sampling Procedure

The study was conducted in Chennai city, India. The sample consisted of employees working in three retail formats i.e. small-scale apparel stores, electronics and home appliances stores and mobile phone retailers. A total of 36 stores were selected based on their owner/manager's consent and criterion that they employed less than ten store assistants/employees who directly interacted with customers to sell their products. All front-line employees in these stores participated in the study.

**Data Collection Tool**

A structured questionnaire was designed to capture the employees' emotional labour management and related constructs considered in the study. The constructs were measured using popular established scales from extant literature which were modified to suit this study context. Three university professors assessed the content validity of measurement scales which involved checking for relevance and removing inappropriate and redundant items.

**Measures**

Emotional labour management refers to the employees' ease of managing and performing emotional tasks at work which was assessed using 5 items adapted from Adelman (1995) modified with two new items to suit this study. These items were measured using 5-point Likert scale (1-very difficult and 5-very easy). The turnover intentions were evaluated using 4-item scale developed by Bluedorn (1982). Emotional intelligence was assessed using eight items derived from Wong and Law (2002). Supervisor support was measured using eight items from job content survey developed by Karasek et al. (1998). Perceived job benefits scale comprising seven items was self-created for this study.

The data were collected during January-March 2021. The researcher administered the questionnaire to all frontline employees of the selected stores who filled it anonymously to ensure honest and higher response rate. Of 268 questionnaires administered, 213 valid responses were obtained. The sample comprised 63 percent male and 37 percent female employees between 22 to 56 years of age with monthly income ranging from Rs.4,000 - Rs.20,000.

**III. Results and Discussion**

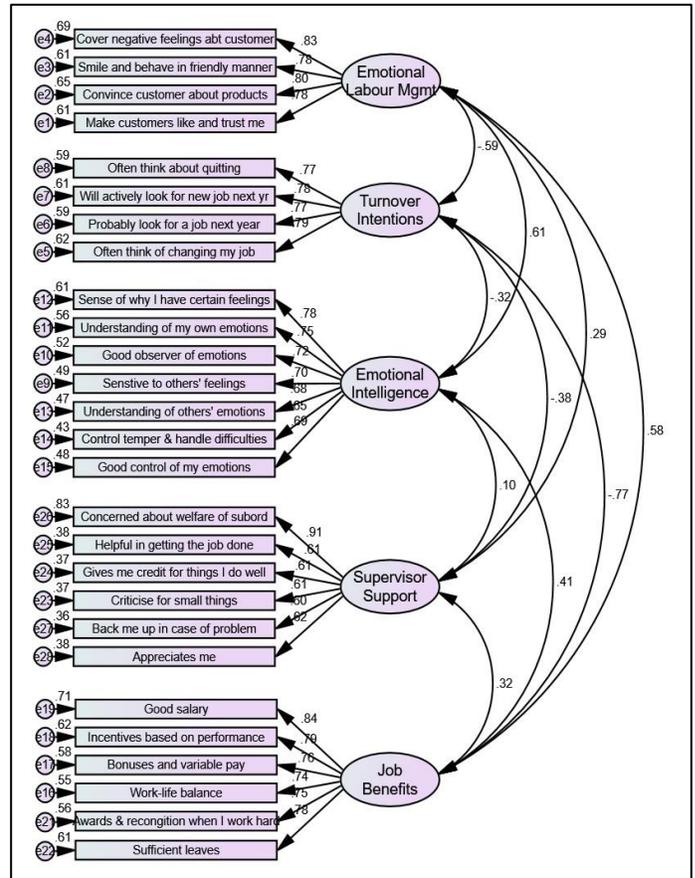
The study adopted Anderson and Gerbing's (1988) two-step modelling approach which involved an initial Confirmatory Factor Analysis (CFA) to confirm the psychometric properties of adopted scales followed by Structural Equation Modelling (SEM) to validate the proposed conceptual framework.

**Confirmatory Factor Analysis**

The 213 responses collected for 32 scale items of five constructs were subjected to CFA in SPSS AMOS v26. The

measurement model with five factors and 32 items was estimated using maximum likelihood (ML) estimation method. The results showed that the standardized factor loadings of five items were below 0.5 and their squared multiple correlations (SMCs) ranged from 0.12 to 0.23 indicating their abysmal contribution to their corresponding dimensions which affected the model fit. Hence, these five items (one item from Emotional Labour Management, one from Emotional Intelligence, two from Supervisor Support and one from Job Benefits) were eliminated from further analysis. The measurement model with remaining 27 items was again estimated and the five-factor solution obtained had adequate model fit ( $\chi^2_{(314)} = 381.13, p = .006; GFI = .891; CFI = .976; NFI = .881; IFI = .977; RMR = .058; RMSEA = .032$ ) (Schermelleh-Engel et al., 2003). The factor loadings of the items ranged from 0.601 to 0.910 and SMCs ranged from 0.362 to 0.828. Hence, no further items were removed. The measurement model built during CFA is presented in Figure 2.

**Figure 2: Confirmatory Factor Analysis – Measurement Model**



The convergent validity and reliability of the scales were assessed using Average Variance Extracted (AVE) and Composite Reliability (CR). The AVE estimates of the scales

ranging from 0.448 to 0.638 were above the minimum acceptable threshold of 0.4 and the CR values ranging from 0.826 to 0.901 were well above the acceptable limit of 0.7 (Hair et al., 2006; Fornell & Larcker, 1981) indicating adequate convergent validity. The discriminant validity of the scales was assessed by comparing AVE estimates and intercorrelations between the constructs in a correlation matrix as presented in Table 1. Since the square root of AVEs of the constructs were greater than their corresponding correlations with other constructs, the scales were considered to have good discriminant validity (Fornell & Larcker, 1981). Thus, the measurement model with five constructs and 27 items exhibited adequate validity and reliability.

**Table 1: Confirmatory Factor Analysis – Validity and Reliability Assessment**

Constructs	Mean	CR	Emotional Labour Management	Emotional Intelligence	Superior Support	Job Benefits	Turnover Intentions
Emotional Labour Management	2.43	0.876	<b>0.799</b>				
Emotional Intelligence	2.74	0.878	0.612	<b>0.713</b>			
Superior Support	2.85	0.826	0.290	0.104	<b>0.669</b>		
Job Benefits	2.88	0.901	0.581	0.408	0.315	<b>0.777</b>	
Turnover Intentions	3.05	0.857	-0.592	-0.319	-0.377	-0.768	<b>0.775</b>

Note: Diagonal elements in **bold** are square root of AVE estimates

The descriptive statistics showed that the respondents found it difficult to manage emotional labour at work indicated by the mean value of 2.43 on a scale of 1-5 (Refer Table 1). The respondents perceived that they had moderate emotional intelligence, supervisor support and job benefits; however, exhibited above average turnover intentions with a mean value of 3.05.

### Structural Equation Modelling

The structural equation model built using the measurement model from CFA comprised five constructs interrelated as hypothesized in the proposed conceptual framework (See Figure 1). The SEM estimated using maximum likelihood (ML) method was found to have adequate model fit ( $\chi^2_{(315)} = 383.11, p = .005; GFI = .891; CFI = .976; NFI = .880; IFI =$

$0.976; RMR = .059; RMSEA = 0.032$ ). The model explained 52 percent of the variance in emotional labour management and 63 percent of the variance in turnover intentions construct. Given that numerous variables can affect these constructs in the real world, the amount of variance explained by the model was considered reasonable.

With regards to the interrelationships, emotional intelligence of respondents emerged as the most important predictor of their emotional labour management with a significant positive effect ( $\beta = 0.45, p < 0.01$ ). This corroborates the Job-Demand Resources (JD-R) theory (Bakker & Demerouti, 2007) and past findings (Lee & Chelladurai, 2018; Lee et al., 2019) claiming that employees with high emotional intelligence are better equipped to handle emotionally laborious jobs involving interaction with clients, regulating their emotions, making them feel valued and convincing them to purchase products.

Job benefits perceived by the respondents was found to be the second important predictor of emotional labour management ( $\beta = 0.36, p < 0.01$ ). The direct effect of employees' job benefits on emotional labour management was never conceptualized in past research. This relationship validation has revealed that higher the job benefits perceived by the employees, higher is their psychological motivation and desire to perform better and manage emotional labour effectively.

Supervisor support was also found to be a significant predictor of emotional labour management ( $\beta = 0.13, p < 0.05$ ). This finding is analogous to Grandey's (2000) emotion regulation model and past studies which claim that supervisor support in terms of motivation, concern, recognition and providing amicable working environment can help employees manage emotional labour effectively.

Emotional labour management of respondents had a significant negative effect ( $\beta = -0.19, p < 0.01$ ) on their turnover intentions implying that the ease with which employees manage emotional labour determines their tendency to continue/quit. This validation extends the past research findings that higher emotional labour can result in fatigue and burnout (Bakker & de Vries, 2021) resulting in ineffective performance, job dissatisfaction and intention to quit (Zito et al., 2018).

Besides emotional labour management, supervisor support and job benefits perceived by the respondents also had a significant impact on their turnover intentions. Perceived job benefits had a huge negative effect ( $\beta = -0.62, p < 0.01$ ) on turnover intentions which was found to be the strongest link in the model. This finding substantiated the Herzberg's Motivation Theory which claims that benefits such as salary, rewards, work-life balance and growth opportunities are

motivational factors that increase employees' performance and commitment whose absence will directly instigate their intention to leave the job (Chiat & Panatik, 2019).

Supervisor support had a significant negative effect ( $\beta = -0.13$ ,  $p < 0.05$ ) on turnover intentions. This finding confirmed the significance of employee-supervisor relationship from the Social Exchange Theory perspective (Eisenberger et al., 2002; Ngo-Henha, 2017) asserting that social support and interrelationships within the organization, specifically with supervisor and top management determine employees' turnover intentions.

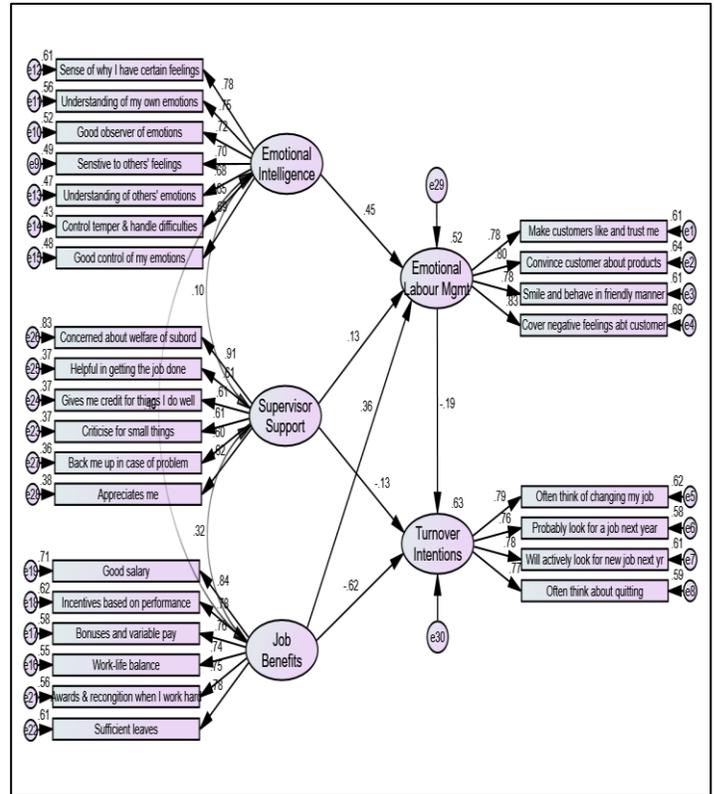
All the hypothesized relationships between the constructs were found to be significant during SEM estimation validating the conceptual framework proposed in this study. The summary of regression/path coefficients for all interrelationships along with hypotheses testing results is presented in Table 2.

**Table 2: SEM – Path Coefficients of Relationships and Hypotheses Test Results**

Independent Variable		Dependent Variable	Path Coefficients		p-value	Hypothesis Test Result
			Unstd	Std		
Emotional Intelligence	-->	Emotional Labour Mgmt	0.554	0.451	0.000	Validated
Supervisor Support	-->	Emotional Labour Mgmt	0.209	0.130	0.045	Validated
Job Benefits	-->	Emotional Labour Mgmt	0.393	0.360	0.000	Validated
Emotional Labour Mgmt	-->	Turnover Intentions	-0.184	-0.190	0.010	Validated
Supervisor Support	-->	Turnover Intentions	-0.199	-0.129	0.036	Validated
Job Benefits	-->	Turnover Intentions	-0.649	-0.616	0.000	Validated

The SEM path diagram with the standardized regression/path coefficients ( $\beta$ ) of the relationships between the constructs is shown in Figure 3.

**Figure 3: Structural Equation Modelling – Estimation Results**



#### IV. Conclusion

This study explored the emotional labour management among customer-facing employees working in small retail stores. While past research has primarily analysed EL in terms of the degree of emotional work experienced and type of strategy used (surface acting and deep acting), this study is a first-of-its-kind to evaluate EL in terms of ease of its management. The results revealed the respondents' average rating for ease of emotional labour management as 2.43 (on a scale of 1-5) which indicated that they perceived it difficult to manage emotional tasks such as expressing appropriate emotions, concealing negative feelings, convincing the customer about the products, earning their trust and making them feel important. The study also proposed and validated a new conceptual framework encapsulating the important determinants of emotional labour management and turnover intentions which included personal resource (emotional intelligence) and organizational factors (supervisor support and job benefits). The study findings offer crucial research and managerial implications for various stakeholders such as academicians, retailers and human resource managers.

From the academic perspective, the study findings offer numerous theoretical implications. The validation of emotional intelligence – emotional labour management relationship corroborated Grandey's (2000) emotional regulation model and Job Demand-Resources theory. Job benefits, which was never conceptualized as a determinant of emotional labour management was found to be its second most significant predictor suggesting that monetary and non-monetary benefits perceived by employees not just affects their job satisfaction and turnover intentions (validating Equity theory, Herzberg's Two-Factor theory of Motivation), but also improves their psychological motivation to manage emotional labour effectively. Supervisor support emerging as a significant predictor of emotional labour management and turnover intentions substantiated the Grandey's model and reciprocity principle based on Social Exchange theory. Thus, this study was able to validate some of existing theories and relationships in organizational behaviour as well as offer some new findings and insights as a value addition to the existing EL literature.

In small-scale retailers, the employees who directly interact with customers to make sales have an emotionally laborious job which plays a crucial role in retailer's success. It is essential to recruit the right people for this job who are emotionally intelligent with good emotion regulation and social networking skills. The retail managers can employ EI tests during recruitment of new employees and training of existing employees to improve their EI. Secondly, the employees should be offered optimal job benefits based on their role and performance since they have a huge impact on their emotional labour management and turnover intentions. In addition, the supervisor/owner should support their employees by providing necessary resources, help, motivation and recognition besides showing care and concern for their well-being. Employees function on the principle of reciprocity insinuating that only a healthy two-way employee-employer relationship with mutual understanding and benefits can thrive and sustain. The key to retailer success is to employ emotionally intelligent frontline employees and provide the right mix of resources, job benefits and supervisor support to help them manage EL effectively which in turn will improve their performance and longevity in the organization.

#### **Limitations and Future Research Directions**

This study was conducted using a small sample of employees working in 36 small-scale retailers in Chennai and the retailers were selected using judgement sampling technique. Hence, necessary caution must be taken before generalizing the results. Besides, this study incorporated only three important antecedents of emotional labour management and turnover intentions of employees. In reality, there can be numerous other factors affecting them which is beyond the scope of this study.

Future research can focus on validating the conceptual framework using a larger, diverse sample. Researchers can also evaluate the emotional labour management of employees working in different retail formats and investigate the differences. Further, additional constructs such as customer orientation, person-job fit and psychological capital can be incorporated in the conceptual framework and tested. The employees' management of emotional labour can be cross-validated with supervisor feedback and sales data from retailers.

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# MEDIATING ROLE OF EMPLOYEE ENGAGEMENT: PERCEIVED ORGANIZATIONAL SUPPORT, PERCEIVED SUPERVISOR SUPPORT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR.

**Arul Senthilkumar. S \* Punitha. N\*\***

**Purpose:** *This study examined, whether the EE is playing the mediating role between POS, PSS and OCB. Besides, Whether POS, PSS is positively related with EE, POS, PSS is positively related with OCB and EE is positively related with OCB respectively. This study is connected with the social exchange theory.*

**Design/Methodology/Approach:** *For this study, data were collected through a structured questionnaire and 180 samples have been taken for this study. The simple random sampling method is used to collect the data. The PLS-SEM method is used to analyze the data as well as the five-point Likert scale (1) strongly, disagree to (5) strongly agree is also used.*

**Findings:** *For this study, POS and PSS are considered as antecedents, EE is considered as a mediating variable and OCB is considered as an outcome. Eventually, the study revealed that POS and PSS are positively influencing EE and OCB as well. The EE is not showing any mediation role between POS and OCB and partially mediating the PSS and OCB.*

**Originality/Value:** *This study had used the four important constructs as EE, POS, PSS and OCB. Besides, this study used employee Engagement as the mediating variable to measure the relationship between POS, PSS and OCB. It was a new model to the banking industry concerning that geographic location. Eventually, the study revealed, how did employee engagement play a mediation role in the banking industry.*

**Keywords:** Social Exchange Theory, Engagement Theory, Organizational Citizenship Behavior, Perceived Organizational Support, Employee Engagement, Perceived Supervisor Support.

**JEL Classification Code:** M1, M14

The organization's core responsibility is to improve business performance and produce the desired result. To achieve the organizational core responsibility, the organization has to take care of its employees. As we know, employees are the important assets of the organization. However, satisfying and engaging the employees in the organization is not an easy task. If the organization wants to achieve the desired goal, employees must be engaged. As long as the employees are engaged, certainly, they will contribute more to the organization. Therefore, EE is playing a vital role in the organization and supports improving output and productivity.

## **Employee Engagement**

Generally, employee engagement comprises of cognitive, emotional and behavioral aspects of an individual employee and which is influencing the employee to attach to the job (Saks, 2006). In the workplace, employees are engaged; they are showing a positive attachment to the organization Schaufeli and Bakker (2004). The engaged employees are delivering a positive attitude, good trust and a strong relationship with the employer (Cropanzano and Mitchell, 2005). Based on the Social Exchange theory, employees received good support from the organization, are much interested to reciprocate the same (Bakker et al p. 17).

According to the engagement theory, the employees are engaged in the workplace, are delivering better performance. (Halbesleben and Wheeler 2008). Employee engagement is the continuous and long-term process between employer and employee for a mutual benefit (Cropanzano and Mitchell, 2005). There is always a positive association between employee engagement and business performance (Harter et al.,2002). Based on the previous studies, employee engagement is positively influencing employee performance in the workplace (Kim *et al.*, 2013).

## **Perceived Organizational Support (POS)**

The employee's perspective on POS is, how the organization is supporting and fulfilling the employee's goals and objectives (Kuvaas, 2008). The social exchange theory is the theoretical foundation for POS (Cropanzano & Mitchell, 2005). The POS helps the employees to develop adaptive behavior and new ways to cope with the organizational challenges (Macey & Schneider, 2008). There is a positive

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relationship between POS and expected outcomes such as "Job satisfaction, Mood, Commitment, Low-level turnover and Withdrawal behavior" (Riggle et al., 2009). According to the previous study, POS is influencing the various organizational outcomes such as "Organizational commitment, Intention to stay, Employee performance and Organizational citizenship behavior" (Yan Zhang et al 2012). As it is proved that POS is related to the desired outcome of the organization, the organization has to increase the POS activities to improve the individual and organizational performance. When POS is practiced in the workplace; the employer and employee's relationship gets stronger. Moreover, employees are indebted and support their organization to reach its goals. (Lynch and Rhoades 2001).

### **Perceived Supervisor Support (PSS)**

The PSS concept is derived from organizational support theory (Eisenberger et al 2002). PSS is all about; how the employees perceive their supervisors in terms of "whether supervisor taking care of themselves, value their contribution, recognize the subordinates and show the supportive behavior" (Eisenberger et al. 2002). PSS voluntarily gives more job autonomy, resources, good attention and financial support (Rousseau et al., 2008). When subordinates receive good support from the supervisor, they are ready to reciprocate the same. Eventually, a good employer and employee relationship get developed in the workplace (Rhoades and Eisenberger, 2002). Based on the previous study, there is a positive relationship between PSS and job autonomy (DeConinck, 2010). In the workplace, when employees receive good supervisor support, their mental-health problems and stress can be reduced (Hakanen, et al., 2006). There is a positive relationship between PSS and employee outcomes such as affective commitment, turnover, work effort, quality of the work and OCB Kuvaas and Dysvik (2010).

### **Organizational Citizenship Behavior (OCB)**

Social exchange theory is supporting the OCB (Organ, 1990). The OCB consists of a Two-dimensional construct such as OCB -I "Behavior related to individual", OCB - II "Behavior related to organization" Williams and Anderson (1991). Generally, OCB is defined as; employees are doing the work beyond their nature of the job. Some examples are "providing extra helps to coworkers, volunteering for special work activities, being particularly considerate of coworkers and customers, being on time, and making suggestions when problems arise" (Meyer and Allen 1997). In the workplace, employees' in-role is influencing the OCB rather than extra-role (Coyle-Shapiro et al., (2004). OCB is the predictor variable for employee citizenship behavior in the workplace (Hofmann et al., (2003). Based on the previous studies, it is found that OCB influences the following variables of organization success, such as organizational outcome (Yen and Neihoff, 2004), customer service quality perception

(Gonzalez and Carazo, 2006), Customer satisfaction (Podsakoff et al., 2009), profitability (Koys, 2001).

## **I. Review of Literature**

### **POS to EE**

Based on the social exchange theory, the employees who are getting more POS are ready to reciprocate the same to the organization, which means POS shall increase the positive outcomes of the organization through employee engagement (Rhoades et al., 2001). "Social Exchange Theory" and "Reciprocity" are being used as theoretical support for POS and EE. When POS is increased, employees' motivation level also gets increased. But POS is low, employees' motivation level also low, which means POS is directly proportionate to the motivation level of the employees in the organization Kenneth J. Harris and K. Michele Kacmar (2018). There is a strong relationship between POS and employee engagement. When POS is practiced in the workplace, employees are showing a higher level of commitment. Eventually, which makes them be engaged Dai, K.L et al (2016). In this study, it is proved that POS is positively and strongly correlated with employee engagement which means when an organization concentrates the POS activities, certainly, employees become engaged Lalit Kumar Yadav (2016). The highly engaged employees are experiencing the higher-level organizational support. As a result, engaged employees are showing a discretionary behavior towards the organization Okechukwu Ethelbert Amah & Ebisindou Sese (2018). According to the abovementioned literature, the below hypothesis is formed for this study.

**H1:** POS is positively related to EE.

### **PSS to EE**

PSS is an important predictor for employee engagement (Rhoades and Eisenberger, 2002). Based on the previous research, it is proved that supervisors are influencing the employees' attitudes and behaviors. When it has happened in the workplace, employees become engaged (Gardner et al., 2005). When employees perceive that supervisor behavior is highly authentic, which lead them to be engaged Chia-Chun Hsieh and Dan-Shang Wang (2015). First-line supervisors are playing a massive role in improving employee engagement and cause disengagement as well (Frank et al. 2004). Indeed, in the organization, employees are expecting support from the supervisor which means PSS is playing a supporting role for POS as well as predictor role for employee engagement (Rhoades and Eisenberger (2002). PSS is a vital input of employees' intrinsic motivation (Shalley et al., 2004). In the workplace, based on the supervisor's support, the employees shall be motivated, directed, energized and efforts are recognized eventually which leads the employees to be

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motivated intrinsically Tingting Chen et al (2016). According to the abovementioned literature, the below hypothesis is formed for this study.

**H2:** PSS is positively related to EE.

### **POS to OCB**

Social exchange theory is the theoretical support for OCB (Organ, 1990). Based on the previous study, when perceived organizational support is taken place in the workplace; the employees will take proactive steps and showing extra-role behavior Wayne et al (1997). A positive association between POS and OCB Bell and Menguc (2002). Many researchers have identified POS and OCB have a good association Moorman et al (1998). A previous study found, there is a positive association between POS and OCB (Coyle-Shapiro & Conway, 2005). According to the study, POS supports the employees' trust and OCB in the working environment Yui-Tim Wong et al (2012). Based on the previous study, it is proved that POS and PSS are strongly influencing the employees towards citizenship behavior Lavelle et al. (2007). In the working environment, the social exchange relationship is playing a vital role in terms of mutual trust, transparency communication and socio-emotional benefits between employee and employer (Cropanzano and Mitchell 2005). According to the researchers and based on the social exchange theory, POS and PSS are playing the important role to improve the employee commitment and extra role performance in the workplace Daily et al. (2009). When the workplace exchange is higher in the organizations, which motivates the employees to be engaged by which OCB can be developed (Van Dyne et al (1994) and it reduce the employees' absenteeism, turnover and tardiness (Rhoades and Eisenberger 2002). According to the abovementioned literature, the below hypothesis is formed for this study.

**H3:** POS is positively related to OCB.

### **PSS to OCB**

According to the previous study, strong association between PSS and OCB. Moreover, PSS is a unique factor, which influences the OCB in the workplace James J. Lavelle et al (2009). Based on the previous research, it is found that positive association between PSS and OCB Byrne & Hochwarter, (2006). According to the organizational support theory, PSS is influencing and increasing the OCB (Eisenberger et al (2001). According to the study, it is found that PSS is significantly related to OCB dimensions such as "sportsmanship, civic virtue, conscientiousness and altruism" Mushtaq A Siddiqi (2014). PSS is influencing the employees' in-role and extra-role performance in the organization (Paille and Bourdeau (2010). There is a strong relationship between PSS and OCB, which means supervisor support increases the environmental citizenship behavior in the workplace Daily et al. (2009). Conversely, based on one study, there is a

negative relationship between PSS and OCB. Pascal Paille et al (2013). According to the abovementioned literature, the below hypothesis is formed for this study.

**H4:** PSS is positively related to OCB.

### **EE to OCB**

According to the employee engagement theory, when employees keep a positive opinion on organizations' HRD practices that will strengthen the strong relationship between employee engagement and OCB Suthinee Rurkkhum et al (2012). Based on the previous studies, it is found that there is a significant association between EE and OCB Christian et al. (2011). It is proved, good relationship between EE and OCB among non-managerial employees in Thailand, Suthinee Rurkkhum et al (2012). The study had that proved that EE is influencing the OCB George & Joseph (2015). In the workplace, when the employees are engaged, they deliver a citizenship behavior Fadel K. Matta Et al (2015). The study had proved that employee engagement is positively related to OCB and task performance. Moreover, the employees are engaged in the workplace, they are indebted to the organization Amanda Shantz et al (2013). Based on the study, the employees are engaged at a higher level, which leads the OCB in the workplace Aakanksha Kataria (2013). In the banking sector of the Gulf region, it is proved, EE is one of the antecedents of OCB and there is a good association between EE and OCB Ahmed *et al.*'s (2012). According to the abovementioned literature, the below hypothesis is formed for this study.

**H5:** EE is positively related to OCB

### **Mediating role of Employee engagement**

According to the previous study, employee engagement is playing a mediation role for antecedents and consequences Soumendu Biswas and Jyotsna Bhatnagar (2013). Based on Khan's concept, employees are engaged in the workplace are highly attached to the organization Kahn's (1990). The engaged employees are more committed and showing citizenship behavior towards the job and organization (Jackson et al (2006). In the workplace, if the employees are engaged, they are more committed to the organization, customer and team and their citizenship behavior will be also on the positive side. Therefore, it is proved that engagement is the mediating variable to improve the organizational outcome (Cropanzano & Mitchell (2005). In the workplace, when employees are engaged, they are showing the organizational citizenship behavior towards the organization (Kennedy & Daim, 2010). Based on the previous study, it is found, positive affiliation between EE and OCB (Christian, Garza, and Slaughter 2011). The organization has to focus three important things such as "intimacy, enthrall and participation" to keep the employees to be engaged after which engaged employees are showing the OCB towards the organization Sheetal Yadav and Kishore Kumar Morya (2019).

**H6:** EE mediates the relationship between POS and OCB.

**H7:** EE mediates the relationship between PSS and OCB.

## II. Research Design and Methods

### Measurement Scale

The study includes four constructs such as POS, PSS, EE and OCB. To measure the POS, Eisenber et al (2001) scale is used which includes eight items. To measure the PSS, Rhodes et al (2001) scale is used which includes four items. To measure EE, Saks et al (2006) scale is used which consists of two scales such as “job engagement and organization engagement” each scale consists of 6 items. To measure the OCB, Lee and Allen (2002) scale is used, which consists of two scales such as Organizational Citizenship Behavior for Individual (OCBI) and Organizational citizenship Behavior for Organization (OCBO). The five-point Likert scale (1) strongly disagree to (5) strongly agree is used for this study.

### Data collection

The study has been undertaken in the private banks in Coimbatore. For this study, the sample size is 180 is determined based on G Power analysis. A simple random sampling method was adopted. Employees were given the questionnaire to collect the primary data. The sample consists of 155 sales managers, 25 Operation executives of them 73% males and 27% females. The Majority of the response i.e. 36% belongs to <30 age group, 27% belongs to 30 – 35 age group, 24% belongs to 36 – 40 age group and 13% belongs to >40 age group. The sales department consists of 86% of employees, the operation department consists of 14% of employees.

### Statistical discussion

The Partial Least Square – Structural Equation Modelling (PLS-SEM) is used to analyze the data. PLS-SEM is an appropriate tool for exploratory research (Chin, 2000). PLS-SEM has a two-step process. One is to examine the reliability and validity of constructs and the other one is a proposed model that will be assessed to support the hypotheses. So, the study is to identify the interconnection between EE and OCB.

### Measurement Model

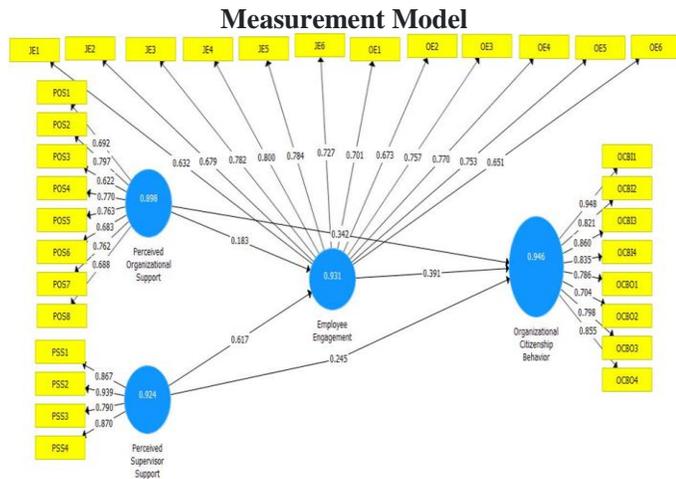
The Cronbach's alpha is used to check the reliability of measures. The Cronbach's alpha score is higher than .7 is considered as an acceptable accuracy for a good construct (Nunnally, 1978). To measure the convergent validity, composite reliability, average variance extracted (AVE) and factor loadings should be calculated (Hair et al., 2010). Factor loading supports the impact between each item and the respective construct. The factor outer loading is high which recommends a good indicator reliability. The factor loading is >.70 that item must be retained Hair et al., (2010). Even factor

loading is >.40 and less than <.70 can be retained provided it does not create any impact in AVE and CR Hair et al., (2014). The average variance extracted (AVE) is the level of variance identified by a construct. The recommended AVE value is greater than 0.5 Hair et al., (2005). In this study, for all the constructs, AVE value is higher than 0.5, which means it supports the construct validity. Composite reliability (CR) supports the construct indicators that contribute to the latent variable. The suggested value is greater than 0.7 Hair et al., (2014). Table 1 shows the recommended values of AVE, factor loadings, CR and Cronbach alpha. Therefore, convergent validity is established.

**Table 1: Measurement Model**

Construct	Item	Loading	Cronbach alpha	CR	AVE	R <sup>2</sup>
Perceived Organizational Support (POS)	POS 1	.692	.891	.898	.524	-
	POS 2	.797				
	POS 3	.622				
	POS 4	.770				
	POS 5	.763				
	POS 6	.683				
	POS 7	.762				
	POS 8	.688				
Perceived supervisor Support (PSS)	PSS1	.867	.891	.924	.754	-
	PSS2	.939				
	PSS3	.790				
	PSS4	.870				
Employee Engagement (EE) - (JE, OE)	JE1	.632	.919	.931	.530	.489
	JE2	.679				
	JE3	.782				
	JE4	.800				
	JE5	.784				
	JE6	.727				
	OE1	.701				
	OE2	.673				
	OE3	.757				
	OE4	.770				
	OE5	.753				
	OE6	.651				
Organizational Citizenship Behavior	OCBI1	.948	.934	.946	.686	.625
	OCBI2	.821				
	OCBI3	.860				

Construct	Item	Loading	Cronbach alpha	CR	AVER <sup>2</sup>
(OCB)	OCBI4	.835			
	OCBO1	.786			
	OCBO2	.704			
	OCBO3	.798			
	OCB04	.855			



Values between 0 and 1. If the measured value is nearer to 1, the predictive accuracy is high Hair et al. (2013). Based on the study, it is inferred that the R<sup>2</sup> value of employee engagement and Organizational Citizenship Behavior are .489 and .625 respectively which means the structural model has good strength Ali and Park (2016).

### Structural Model Path Coefficients

Table: 3

Structural path	Path coefficient	T values	P-Values (0.05%)	Conclusion
H1: POS ->EE	0.183	2.806	0.005	Supported
H2: PSS ->EE	0.617	10.121	0.000	Supported
H3: POS -> OCB	0.342	4.506	0.000	Supported
H4: PSS -> OCB	0.245	3.156	0.000	Supported
H5: EE -> OCB	0.391	4.433	0.000	Supported

**Note:** POS: Perceived Organizational Support, PSS: Perceived Supervisor Support, EE: Employee Engagement, OC: Organizational Citizenship Behavior

### Discriminant Validity

For this study, the discriminant validity is tested by HTMT method developed by Henseler et al (2015). The HTMT method is used as a strong criterion to measure the discriminant validity than the traditional approach (Fornell-Larcker method). In heterotrait – monotrait (HTMT) method, the measured value is lesser than .85 as per the recommendations by Hair et al. (2017).

Table: 2

Construct	HTMT criterion			
	EE	OCB	POS	PSS
1. EE				
2. OCB	.752			
3. POS	.355	.429		
4. PSS	.729	.687	.291	

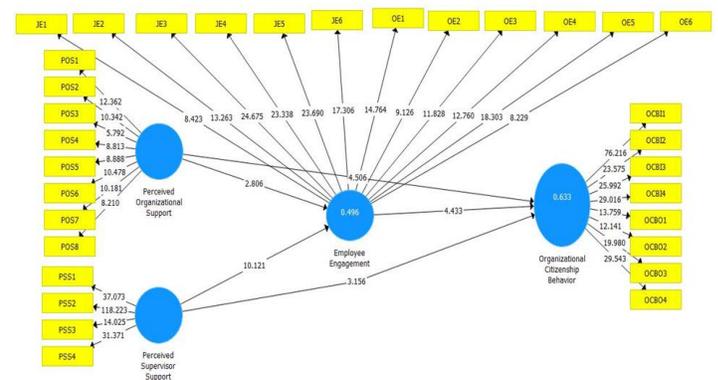
### Structural Model

The three-step approach is used to measure the structural model. The first one is to measure the coefficient of determination (R<sup>2</sup> value), the second one is to check the structural model path coefficients, and the last one is predictive relevance Q<sup>2</sup> and blindfolding.

### R square

The R<sup>2</sup> is a statistical measure, which is useful for how the data is fitted in the line of regression. Generally, R Square

### Structural Model



### Q square

Eventually, based on the blindfolding Q<sup>2</sup> is measured. The Q<sup>2</sup> outcomes became stable if the value is higher than zero Mihail and Kloutsiniotis (2015). In this study, q<sup>2</sup> values for employee engagement and organizational citizenship behavior are .254 and .424 respectively which means it's positive and significant. The results of R<sup>2</sup> and q<sup>2</sup> results are positive and significant, it is witnessed that structural model is strong with good quality (Ali & Park, 2016).

### Hypotheses

Based on the hypothesis 1, POS is significantly supporting EE with the value of (β = .183, t-value = 2.806, P-value = 0.005). The hypothesis is accepted because of t-value is higher than 2. Based on the hypothesis 2, PSS is significantly supporting EE

with the value of ( $\beta = .617$ ,  $t$ -value = 10.121,  $P$ -value = 0.00). The hypothesis is accepted because of  $t$ -value is higher than 2. Based on hypothesis 3, POS is significantly supporting the OCB with a value of ( $\beta = .342$ ,  $t$ -value = 4.506,  $P$ -value = 0.00). The hypothesis is accepted because of the  $t$ -value is higher than 2. Based on the hypothesis 4, PSS is significantly supporting OCB with a value of ( $\beta = .245$ ,  $t$ -value = 3.156,  $P$ -value = 0.000). The hypothesis is accepted because of the  $t$ -value is higher than 2. Based on hypothesis 5, EE is significantly supporting the OCB with a value of ( $\beta = .391$ ,  $t$ -value = 4.433,  $P$ -value = 0.000). The hypothesis is accepted because of the  $t$ -value is higher than 2.

**Tests for Mediation**

The mediating effect of OCB in the association between POS, PSS and EE is analyzed by bootstrapping technique recommended by preacher and hayes (2008). The POS on

OCB’s indirect effect is substantial. ( $t$ -value = 4.506,  $IE=.071$  and  $p<0.05$  based on the Table 4). The interval confidence (0.191, 0.490) is different from zero. Likewise, the PSS on OCB’s indirect effect is positive ( $t$ -value = 3.156,  $IE=.241$  and  $p<0.05$ ). The interval confidence (0.077, 0.391) is different from zero. Based on Nitzl and Hirsch (2016), VAF is called a variance accounted for value. It is used to calculate the ratio of the indirect-to-total effect. Based on the recommendation, if VAF is  $<20\%$  denotes zero mediation,  $>20\%$  and  $<80\%$  denotes partial mediation and  $>80\%$  denotes full mediation recommended by Hair et al., 2016. Based on the study, the VAF value of POS and employee engagement is .17 which means 17%. So, employee engagement does not play any mediation role between POS and OCB. Whereas, VAF value of PSS and employee engagement is .50 which means 50%. Therefore, the employee engagement is playing the partial mediation role between PSS and OCB.

**Table: 4**

Mediation Test - Bootstrapping Method									
Hypothesis	A	B	A*B		Total Effect-C	95% confidence intervals		Method	
	Path coefficient	Path coefficient	Path coefficient (Indirect effect)	t-value	Path coefficient.	95% LL	95% UL	VAF	Bootstrapping
POS->EE->OCB	0.183	.391	0.071	4.506	.413	(.191; .490)		0.17	NM
PSS->EE->OCB	0.617	.391	0.241	3.156	.486	(0.077; 0.391)		0.50	PM

Note: \* $p<0.05$ , VAF - Variance accounted for, PM - Partial Mediation; NM - No Mediation POS: Perceived Organizational Support, PSS: Perceived Supervisor Support, EE: Employee Engagement, OCB: Organizational Citizenship Behavior

**III. Results and Discussion**

According to the study, there is an association between POS, PSS and OCB with the help of mediating variable employee engagement among the employees in the private banks in Coimbatore. Based on the aforementioned framed hypotheses above, POS, PSS is significantly related to employee engagement, which means hypothesis (H1, H2) is supported. POS, PSS is positively related to OCB, which means hypothesis (H3, H4) is supported. Employee engagement is significantly and positively supported the OCB, which means hypothesis (H5) is supported. Meanwhile, according to the VAF score the mediating variable, Employee engagement does not show any mediation between POS and OCB. So, hypothesis (H6) is not supported, whereas it is showing the partial mediation between PSS and OCB. Therefore, hypothesis (H7) is supported. The outcome of the study is related to the social exchange theory. Finally, the study proved that employee engagement is the mediating construct

between antecedents and consequences and it is surely improving the organizational outcomes with the help of antecedents like POS and PSS

**Managerial Implication**

This study has proved that employee engagement is playing the mediating role of POS, PSS and OCB. According to the study, POS and EE significantly related, therefore, the organization has to focus on the employees' POS activities, by which certainly, employees’ engagement level shall be increased. According to the second hypothesis, PSS and EE is positively related, hence, the organization has to focus on PSS, through which engagement level shall be increased. Based on the third hypothesis, POS and OCB is positively and significantly related, which means the POS is high in the workplace, employees will show citizenship behavior towards the organization. Based on the fourth hypothesis, PSS and OCB is positively and significantly related, which means the organization has to motivate the immediate supervisors of the employees, to motivate and support them, which certainly

improve the OCB in the workplace. Based on the fifth hypothesis, Employee engagement and OCB is positively and significantly related. So, if the organization wants to improve the employees' citizenship behavior, they have to focus on employee engagement level activities. Based on the sixth hypothesis, employee engagement does not show any mediation role between the POS and OCB. So, the organization has to focus on POS activities, as well as employee engagement activities, so that the OCB level of the employees will get increased. Based on the seventh hypothesis, our findings recommended, Employee engagement is showing a mediation role between PSS and OCB, which means the organization has to motivate the immediate managers to support their employees, by which employees' engagement level can be increased and which will support to deliver the positive OCB in the working environment. Eventually, the organization has to focus on POS, PSS and employee engagement activities to improve the employees' OCB.

#### IV. Conclusion

Based on the study, some limitations have been identified for future research. First, the study focused only on one demographical area, not the entire state or country, so a future researcher can concentrate on a broad perspective. Second, the study focused only on private banks in Coimbatore. Whatever results have been identified may not apply to other industries. Therefore, future research can focus on other sectors. Moreover, the results are identified, based on the Indian context not from a global perspective. So, it can't be generalized. Therefore, future studies can concentrate on other countries' perspectives.

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# A STUDY OF PSYCHOLOGICAL CONTRACT BREACH IN THE CORPORATE AND ACADEMIC SECTORS

Suparna Neog\* Runumi Das \*\*

**Purpose:** To assess the existence of 'Psychological Contract Breach' (PCB) in the academic and corporate sectors. To explore factors with limited prior research work and analyze their significance on the Psychological Contract of employees.

**Design/methodology/approach:** Variables are Organizational Trust, Job Satisfaction, and Recognition. Respondents of both academic and corporate sectors were identified and snowball sampling was done, the research instrument being a questionnaire. Statistical analyses of ANOVA, chi-square, correlation test, t-tests and Post-Hoc tests were performed.

**Findings:** Demographic factors have little effect on the Psychological Contract Breach variables, but they have a significant impact when considered under individual sections of corporate and academics. There is a difference in the Psychological Contract Breach amongst corporate and academic sectors' employees.

**Originality/value:** The originality of the study lies in its comparison between the corporate and academic sectors and introducing noteworthy variables with limited past literature. A study of the sort for the first time in the state of Assam, India contributes to the geographical aspect as well.

**Keywords:** Psychological Contract, Breach, Academics, Corporate, Sector

**JEL Classification Code :** M500

In any organization, employees share reciprocal obligations with their employers which lead to the foundation of their employment relationship. Such beliefs are termed as 'Psychological Contract' (Rousseau, 1989). The term 'Psychological Contract' was introduced in the early 1960s by several researchers such as Rousseau, (Schein, 1980), (Munden, 1962), Levinson and many more. Rousseau distinctly identified them as individual expectations and obligations irrespective of shared beliefs by others. These contracts are the result of perceived individual promises from both the parties. Although Psychological Contract is defined as an exchange relationship between employers and employees, recent studies indicate that organizations do not play a part in possessing such contracts, and only employees are said to be subject to the same. Traditional obligations between the two parties such as job security in return for loyalty, economic benefit in return for hard work have slowly ceased to exist. (Sims, 1994) In the era of globalization and increasing job uncertainty, it becomes significantly difficult for either parties to hold on to their end of obligations and promises. This gives rise to Psychological Contract Violation.

Violation of the Psychological Contract is termed as 'Psychological Contract Breach' and can be defined as an individual's perception when the organization fails to fulfil its obligations. Breaches can ignite anger, dissatisfaction, frustration and sense of betrayal among employees, which can lead to inefficiency of work, loss of sense of loyalty, chaotic work environment etc.

## I. Review of Literature

### Psychological Contracts

In any kind of employment relationship, there exist contracts between concerned parties for mutual betterment. While the most apparent is the legal contract, which binds both parties in a legally enforced relationship, there exist a separate contract which is known as a "Psychological Contract". In such contracts, parties form expectations and obligations through a psychological manner. Rousseau defined Psychological Contract as 'an individual's beliefs concerning the mutual obligations that exist between him/herself and the employer.' (Rousseau, 1989) These contracts are considered rational expectations an employee has of the organization or its representatives' behaviour towards them, which do not form part of the formal contract of employment. (Dean, 2017).

### Effect of Psychological Contracts

Psychological Contract has been linked to several of the HR practices over the years. Some of the major areas which

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are affected by Psychological Contract is the job satisfaction among employees (Chaubey & Bist, 2016), Organizational Support and its affect on the employer- employee relationship (Aselage & Eisenberger, 2003); (Kumar, 2012), Social Exchange Theory and the benefits to be realized from employing alternative research methodologies and complementary theories (Coyle-Shapiro & Parzefall, 2008), Trust and its relation to the duration of employment period of an employee (Robinson, 1996). The psychological contract also differs with the new recruits and long-term employees. In new recruits, the psychological contract is related to their expected career growth in the organization, their need, expected tenure and obligations for the job. (Rousseau, 1990)

Psychological contract is seen as an attractive topic of modern-day socioeconomic dynamics. (Cullinane & Dundon, 2006). Early studies show some of the responsibilities from the employer's side, such as- Promotion, Rewards, HR support, Fairness, Safety, Perseverance, Pay and welfare etc. From the employee's side following responsibilities are listed – Working overtime, Loyalty, Voluntary engagement, Internal Work Adjustment, Honesty, Mutual assistance and likewise. (Rousseau, 1990), (Herriot, Manning, & Kidd, 1997)

### **Psychological Contract Breach**

Lack of fulfilment of expectations give rise to the Psychological Contract Breach, which can affect the employee-employer relationship which in turn can influence the productivity of the organization as well as the working culture. There are two classic models of Psychological Contract Breach- Morrison and Robinson model which consist of three stages: making promises but failing to fulfill, contract breach and violation wherein every stage was influenced by different cognition process. (Morrison & Robinson, 1997). The second model is Turnley and Feldman model which gives detailed descriptions of the three factors of promoting the violation- source of employees' expectations, the specific reasons for the breach of psychological contract and the nature of the discrepancy. (Turnley & Feldman, 1999)

### **Effect of Psychological Contract Breach**

Psychological contract breach can trigger negative emotions which lead to negative attitudes and behaviours in employees. (Zhao, Wayne, Glibkowski, & Bravo, (2007) An employer's failure to fulfil its commitments towards the employees is also related with the employees' intention to quit the organization. (Joshy & Srilatha, 2011) In absence of actual breach, employees can suffer from perceived breach (Robinson, Trust and Breach of the Psychological Contract, 1996) Recognition has also played its part in affecting the breach in Psychological Contract of employees, bridging the gap between transactional and relational aspects of the same. (Minssen & Wehling, 2011)

### **Research Gap**

Psychological Contracts and its Breach involve employees and employers of an organization. From the literature review, it was analysed that the pertaining concept is mostly studied among corporate firms and institutions. There is a gap concerning the topic in non-corporate sectors. Unfortunately even after decades of studies, the theory is confined to corporate institutions and industries. There is a requirement which obligates studies in non-corporate sectors and therefore it is essential that comparison be made between corporate and non- corporate employees. Although the work culture of academic institutions is significantly different than industries, the employment relationship holds good in universities, schools and colleges as well.

Another research gap found from the literature review is the set of recurring factors in analysing the Psychological Contract and its Breach. This signifies the lack in exploring new variables which can be essential to the concept. Being a relatively new concept in the world of management, it should be taken into account that there is a high possibility of new factors influencing the concept of 'Psychological Contract Breach' over the next few years.

The concept of Psychological Contract and its breach is yet to find its impact in developing countries such as India. The study carried out in this particular region of India will complement the concept in the global context as well.

### **Research Objectives**

- To determine the relationship between Organizational Trust, Job Satisfaction, Recognition and the Psychological Contract Breach of employees in academic and corporate sectors.
- To determine the relationship of Psychological Contract Breach variables with the demographic variables
- To determine the difference in Psychological Contract Breach score among employees of academics and corporate.

## **II. Research Design and Methods**

### **Variables and Scales of the Study**

The variables selected for the concerned study are- Organizational Trust, Job Satisfaction and Recognition.

**Organizational Trust:** Psychological Contract Breach and Organization Trust shares a strong and multifaceted relationship with reference to an employee's experience (Robinson, 1996). Studies also relate Psychological Contract breach with different work-related outcomes (Zhao, Wayne, Glibkowski, & Bravo, (2007)

**Job Satisfaction:** Psychological Contract and Job Satisfaction shares a fragile relationship with the exclusion of trust. (Chaubey & Bist, 2016) Job Satisfaction has also played an important role in determining the Psychological Contract Breach with the age and experience of employees in an organization (Bal, Lange, Jansen, & Van Der Velde, 2008)

**Recognition:** Recognition has played its part in affecting the breach in Psychological Contract of employees, bridging the gap between transactional and relational aspects of the same. (Minssen & Wehling, 2011)

**Psychological Contract Breach:** The afore-mentioned variables are identified to assess their relationship with Psychological Contract Breach (PCB) of respondents. The items for the PCB are identified from (Robinson & Rousseau, 1994) and (Robinson & Morrison, 2000)

**Demographic Variables:** The major demographic variables considered for the study are – age, gender and previous work experience.

To provide a wholesome aspect of employees in both corporate and academics, variables concerning their trust, satisfaction and recognition are taken into account. The scales used are taken from (Robinson & Rousseau, 1994), (Cook & Wall, 1980), (Tzafrir & Dolan, 2004). The mentioned scales are taken into reference while designing the questionnaire, although some items are added by the researcher considering their significance in the study.

#### Instrument

The research instrument is a questionnaire which consists of items under each variable. A total of 34 questions were listed, wherein 21 items were placed in a seven-pointer likert scale from a range of ‘Strongly Disagree’ to ‘Strongly Agree’. The remaining 13 items were a mix of short-ended and multiple choice questions. Participation of employees of different organizations rule out the common source biasness and random selection of respondents provide a wholesome array of responses pertaining to different demographic variables for the study.

#### Sampling Method

The sample population comprises of both academic and corporate sector employees. Employees of private as well as government-funded universities and private and government-funded companies are selected. The sampling procedure used was Snowball Sampling. Taking into account the range of sample sizes used in earlier studies, as shown in Table I, a sample size of 125 was finalized. 125 questionnaires were distributed and 6 non-respondents were identified, leaving us with 119 questionnaires to be analysed. Out of 119, 56

respondents are academic employees (47%) and 63 respondents are corporate employees (53%)

**Table I: Summary of major studies related to the concept of Psychological Contract and its Breach**

Author (year)	Methodology used	Variable studied	Sample size	Outcome studies
(Chaubey & Bist, 2016)	Survey method	Job Satisfaction	250	Psychological Contract and Job Satisfaction shares a fragile relationship with the exclusion of trust.
(Rousseau, 1990)	Survey method	Employee obligations	224	Different types of Employee obligations are related with Relational Psychological Contract and Transactional Psychological Contract, with reference to tenure and careerist motive.
(Herriot, Manning, & Kidd, 1997)	Critical Incident methods	Employee obligations	368	Job Satisfaction and Trust plays an important part in employee obligations, with reference to their individual Psychological Contract
(Zhao, Wayne, Glibkowski, & Bravo, (2007)	Qualitative Analysis (Meta-analysis)	Violation, Mistrust, Job satisfaction, Organizational commitment, Turnover, Organizational citizenship behavior,	51 studies	Developed a model which relates Psychological Contract breach with different work-related outcomes.

		in-role performance.		
(Joshy & Srilatha, 2011)	Survey method	Pay, Promotions, Performance, Training, Job Security, Career Development, Organizational Support	100	An employer's failure to fulfil commitments and breach in Psychological Contract is associated with their intention to quit the organization.

### Reliability

Reliability of the research tool is assessed to proceed with the study. The value of Cronbach's Alpha is 0.949 which lies above the acceptable limit of 0.7, therefore, the research instrument is considered reliable.

**Table II: Table of Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.949	.949	21

**Objective 1:** Analysis of our pre-determined variables with the items of Psychological Contract Breach:

### Relationship between Psychological Contract Breach and the three pre-determined variables (Organizational Trust, Job Satisfaction and Recognition)

Earlier studies in literature review shows that Organizational Trust, Job Satisfaction and Recognition are among the factors which significantly affect the Psychological Contract Breach of an employee. Table III shows the correlation score of PCB along with the three variables. The scores are found to be 0.719, 0.684 and 0.610 respectively which determines positive correlation.

**Table III: Correlation table**

Correlations				
	PCB	OT	JS	RE
Pearson Correlation (PCB)	1	.719	.684	.610
Pearson Correlation (OT)	.719	1	.739	.721
Pearson Correlation (JS)	.684	.739	1	.809
Pearson Correlation (RE)	.610	.721	.809	1

**Objective 2:** Analysis of the relationship of different demographic variables with those of Psychological Contract Breach.

### Demographics

From the analysis of the demographic variables in Table IV, we can see that number of male respondents is more than the

female ones. Majority of the respondents belong to the age group of 20-29 years followed by the age group of 30-39 years. Around 56% of the respondents were previously not aware of the term 'Psychological Contract' but around 66% believe that it is present in their organizations. Majority of the employees received employment legal contract from their respective organizations which explains the availability of legal employment knowledge but a lack of the emotional/mental contract (Psychological Contract).

**Table IV: Table showing the frequency and percentage of the Demographic parameters**

		Frequency	Percent
<b>Gender</b>	Male	65	54.6
	Female	54	45.4
<b>Age (in years)</b>	20-29	75	63.0
	30-39	30	25.2
	40-49	11	9.2
	50-59	2	1.7
	60 and above	1	.8
<b>Awareness of the term 'Psychological Contract'?</b>	Yes	53	44.5
	No	66	55.5
<b>Presence of Psychological Contract among employees?</b>	Yes	66	55.5
	No	17	14.3
	Not sure	36	30.3
<b>Provided with contract at the time of joining the organization?</b>	Yes	86	72.3
	No	33	27.7
<b>Previous work experience</b>	Academic	50	42.0
	Corporate	33	27.7
	Others	11	9.2
	None	25	21.0

### Relationship between Gender and Awareness of Psychological Contract

**H<sub>0</sub>:** Means of Gender and Awareness of Psychological Contract are equal

**H<sub>1</sub>:** Means of Gender and Awareness of Psychological Contract are not equal

From Table V, we see that 29 (44.60%) of the total male respondents agree that they are aware of the term 'Psychological Contract' and remaining 36 (55.40%) are not. In case of female respondents 24 (44.40%) of the total female respondents are aware of the term 'Psychological Contract' and remaining 30 (55.60%) are not. Following the chi-square analysis of Table VI, we can see that Pearson Chi-Square

value is 0.56. Since the value is higher than the significant value of 0.05, we cannot reject null hypothesis and therefore accept that there is no significant relationship between Gender of an employee and Awareness of Psychological Contract.

**Table V: Cross-tabulation analysis of Awareness of Psychological Contract and Gender**

			Gender		Total
			Male	Female	
Awareness of the term 'Psychological Contract'?	Yes	Count	29	24	53
		% within Awareness?	54.7%	45.3%	100.0%
		% within Gender	44.6%	44.4%	44.5%
		% of Total	24.4%	20.2%	44.5%
Awareness of the term 'Psychological Contract'?	No	Count	36	30	66
		% within Awareness?	54.5%	45.5%	100.0%
		% within Gender	55.4%	55.6%	55.5%
		% of Total	30.3%	25.2%	55.5%
Total		Count	65	54	119
		% within Awareness?	54.6%	45.4%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	54.6%	45.4%	100.0%

**Table VI: Table showing the result of Chi-Square test of Awareness of Psychological Contract and Gender**

	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		
Fisher's Exact Test	1.000	.566
N of Valid Cases		

**Comparative analysis between academicians and corporate:**

From Table VII we find that in the academic sector, females are more aware of the term 'Psychological Contract' than males, whereas in corporate sector the scenario is opposite. Following the chi-square analysis of Table VIII and Table IX we can see that Pearson Chi-Square value in academic sector is 0.13 and that of corporate sector is 0.10. Since both the values are higher than the significant value of 0.05, we accept that Gender has no effect on awareness of Psychological Contract in both academic and corporate sectors.

**Table VII: Cross-tabulation analysis of Awareness of Psychological Contract and Gender between Corporate and Academics**

			Gender		Total
			Male	Female	
ACADEMICS	Awareness of the term 'Psychological Contract'?	Yes	13	17	30
		No	16	10	26
		Total	29	27	56
CORPORATES	Awareness of the term 'Psychological Contract'?	Yes	Gender		Total
			Male	Female	
		16	7	23	
		No	20	20	40
			Total	36	27

**Table VIII: Table showing the result of Chi-Square test of Awareness of Psychological Contract and Gender in Academic sector**

		Exact Sig. (2-sided)	Exact Sig. (1-sided)
ACADEMICS	Pearson Chi-Square		
	Fisher's Exact Test	.193	.137
	N of Valid Cases		

**Table IX: Table showing the result of Chi-Square test of Awareness of Psychological Contract and Gender in Corporate sector**

		Exact Sig. (2-sided)	Exact Sig. (1-sided)
CORPORATES	Pearson Chi-Square		
	Fisher's Exact Test	.187	.106
	N of Valid Cases		

**Relationship between Sector and Awareness of Psychological Contract**

**H<sub>0</sub>:** Means of Sector and Awareness of Psychological Contract are equal

**H<sub>1</sub>:** Means of Gender and Awareness of Psychological Contract are not equal

Table X shows that 30 (53.60%) of the respondents belonging to academics sector agree that they are aware of the term 'Psychological Contract' and remaining 26 (46.40%) responded that they are not. In case of respondents belonging to the corporate sector 23 (36.50%) of the total respondents agree that they are aware of the term 'Psychological Contract' and the remaining portion is 40 (63.50%). From Table XI, we

see that Pearson Chi-Square value is 0.04. Since the value is lower than the significant value of 0.05, we accept that Sector and awareness of Psychological Contract are related. The cross tabulation table shows that employees in the academic sector are more aware of compared to their corporate counterparts.

**Table X: Cross-tabulation analysis of Awareness of Psychological Contract and Sector between Corporate and Academics**

		Academics or Corporate sector		Total	
		Academics	Corporate		
Awareness of the term 'Psychological Contract'?	Yes	Count	30	23	53
		% within Awareness	56.6%	43.4%	100.0%
		% within Sector	53.6%	36.5%	44.5%
		% of Total	25.2%	19.3%	44.5%
	No	Count	26	40	66
		% within Awareness	39.4%	60.6%	100.0%
		% within Sector	46.4%	63.5%	55.5%
		% of Total	21.8%	33.6%	55.5%
Total	Count	56	63	119	
	% within Awareness	47.1%	52.9%	100.0%	
	% within Sector	100.0%	100.0%	100.0%	
	% of Total	47.1%	52.9%	100.0%	

**Table XI: Table showing the result of Chi-Square test of Awareness of Psychological Contract and Sector**

	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		
Fisher's Exact Test	.068	.046
N of Valid Cases		

**Relationship between Gender and PCB Variables**

**H<sub>0</sub>:** Mean scores of PCB variables and gender are equal  
**H<sub>1</sub>:** Mean scores of PCB variables and gender are not equal

An independent samples *t*-test is done with reference to gender and the PCB variables of the study- Organizational Trust, Job Satisfaction and Recognition. Significant values of the three variables are seen as 0.62, 0.87 and 0.89 respectively, from Table XII. Since all the values are much higher than *p*-value of 0.05, we accept that there is no significant difference between the two groups of gender with the PCB variables.

The results of the *t*-test in Table XIII show that there is little difference between the means of the two groups of gender with the three variables individually.

**Table XII: Table showing the result of Independent Samples Test with respect to affect of Gender on Organizational Trust(OT), Job Satisfaction(JS) and Recognition(RE) of employees**

		Levene's Test for Equality of Variances	
		F	Sig.
OT	Equal variances assumed	.235	.629
	Equal variances not assumed		
JS	Equal variances assumed	.027	.870
	Equal variances not assumed		
RE	Equal variances assumed	.018	.895
	Equal variances not assumed		

**Table XIII: Group Statistics of Gender with Organizational Trust(OT), Job Satisfaction(JS) and Recognition(RE)**

	Gender	N	Mean	Std. Deviation
OT	Male	65	4.6173	1.23583
	Female	54	4.9861	1.03923
JS	Male	65	4.9802	1.21688
	Female	54	5.0291	1.21262
RE	Male	65	5.3154	1.13904
	Female	54	5.4028	1.06998

**Comparative analysis between academicians and corporate:**

Independent samples *t*-tests in Table XIV, show that for academicians the values are 0.82, 0.96 and 0.60. In the corporate sector, Table XV, the values are 0.64, 0.37 and 0.70. Since all the values are much higher than *p*-value of 0.05, we accept that there is no significant difference between the two groups of gender with the PCB variables irrespective of the sectors they work in.

**Table XIV: Table showing the result of Independent Samples t-test with reference to gender and the three pre-determined variables of the study, in academic sector**

		Levene's Test for Equality of Variances	
		F	Sig.

Organizational_trust	Equal variances assumed	.048	.828
	Equal variances not assumed		
Job_satisfaction	Equal variances assumed	.002	.962
	Equal variances not assumed		
Recognition	Equal variances assumed	.276	.601
	Equal variances not assumed		

**Table XV: Table showing the result of Independent Samples t-test with reference to gender and the three pre-determined variables of the study, in corporate sector**

		Levene's Test for Equality of Variances	
		F	Sig.
Organizational_trust	Equal variances assumed	.220	.642
	Equal variances not assumed		
Job_satisfaction	Equal variances assumed	.824	.370
	Equal variances not assumed		
Recognition	Equal variances assumed	.142	.708
	Equal variances not assumed		

#### Relationship between Sector and the PCB Variables

**H<sub>0</sub>:** Mean scores of the PCB variables and sector are equal

**H<sub>1</sub>:** Mean scores of the PCB variables and sector are not equal

An independent samples *t*-test is done with reference to sector and the three PCB variables. Significant values are 0.32, 0.11 and 0.03 respectively from Table XVI. Since the values for Organizational Trust and Job Satisfaction are higher than *p*-value of 0.05, we accept that there is no significant difference between the two groups of sector with the two variables. In case of Recognition, the significant value is less than 0.05 and therefore we accept that there is significant difference between the academic and corporate sector employees in case of recognition.

The group statistics Table XVII show that there is little difference between the means of the two groups of sector with Organizational Trust and Job Satisfaction, whereas there is significant difference in the groups with Recognition.

**Table XVI: Table showing the results of Independent Samples t-Test of Sector on PCB variables**

		Levene's Test for Equality of Variances	
		F	Sig.
Organizational_trust	Equal variances assumed	.220	.642
	Equal variances not assumed		
Job_satisfaction	Equal variances assumed	.824	.370
	Equal variances not assumed		
Recognition	Equal variances assumed	.142	.708
	Equal variances not assumed		

		F	Sig.
T	Equal variances assumed	.960	.329
	Equal variances not assumed		
JS	Equal variances assumed	2.572	.111
	Equal variances not assumed		
RE	Equal variances assumed	4.439	.037
	Equal variances not assumed		

**Table XVII: Group Statistics of Sector with PCB variables**

	Academics or Corporate sector	N	Mean	Std. Deviation
OT	Academics	56	4.9219	1.22858
	Corporate	63	4.6627	1.09241
JS	Academics	56	5.2474	1.04889
	Corporate	63	4.7846	1.30701
RE	Academics	56	5.5759	.86985
	Corporate	63	5.1587	1.25185

#### Relationship between Age Group and the PCB Variables

**H<sub>0</sub>:** Mean score for Organizational Trust, Job Satisfaction and Recognition is same across all age groups

**H<sub>1</sub>:** Mean score for Organizational Trust, Job Satisfaction and Recognition is not same across all age groups

From the One-way ANOVA Table XVIII, the significance values of the three variables are 0.08, 0.053 and 0.09 respectively. Since the values are higher than 0.05, we accept that there is no variance in terms of Organizational Trust, Job Satisfaction and Recognition across all the age groups.

#### Comparative analysis between academicians and corporate

The significant values of the three variables for academic sector are 0.01, 0.03 and 0.02, as seen in Table XIX, from One-way ANOVA analysis. For the corporate sector, Table XX, values are 0.42, 0.75 and 0.63. Since the values in the academic sector are less than 0.05, we accept that there is variance in different age-groups of employees and the individual variables. In corporate sector, the values are higher than 0.05 and therefore we accept that there is no variance among scores of different groups of employee age-groups with the individual variables.

**Table XVIII: Table showing the results of ANOVA analysis of Age Group and its effect on PCB variables**

		Mean Square	F	Sig.
OT	Between Groups	2.704	2.080	.088
	Within Groups	1.300		
JS	Between Groups	3.372	2.413	.053
	Within Groups	1.397		
RE	Between Groups	2.364	2.004	.099
	Within Groups	1.180		

**Table XIX: Table showing the results of ANOVA analysis of Age Group and its effect on PCB variables with respect to Academic sector**

		Mean Square	F	Sig.
OT	Between Groups	4.531	3.561	.012
	Within Groups	1.272		
JS	Between Groups	2.800	2.896	.031
	Within Groups	.967		
RE	Between Groups	2.006	3.045	.025
	Within Groups	.659		

**Table XX: Table showing the results of ANOVA analysis of Age Group and its effect on PCB variables with respect to Corporate sector**

		Mean Square	F	Sig.
OT	Between Groups	1.097	.891	.420
	Within Groups	1.232		
JS	Between Groups	.517	.282	.756
	Within Groups	1.829		
RE	Between Groups	.791	.457	.637
	Within Groups	1.732		

**Relationship between Previous Work Experience and PCB Variables**

**H<sub>0</sub>:** Mean score for Organizational Trust, Job Satisfaction and Recognition is same across groups of employees with different types of previous work experience

**H<sub>1</sub>:** Mean score for Organizational Trust, Job Satisfaction and Recognition is not same across groups of employees with different types of previous work experience

Results of One-way ANOVA in Table XXI show the significance values of the three variables as 0.10, 0.08 and 0.02 respectively. Since the first two values are higher than 0.05, we accept that there is no variance in scores of Organizational Trust and Job Satisfaction across groups of employees with different types of previous work experience. In case of recognition the value is less than 0.05 and therefore we accept that there is variance among employees of different groups of work experience with Recognition in the work place. Post hoc tests are done to analyse the impact of significance between the three variables and recognition in Table XXII.

**Table XXI: ANOVA analysis of Previous Work experience and its effect on PCB variables**

		Mean Square	F	Sig.
OT	Between Groups	2.735	2.086	.106
	Within Groups	1.311		

JS	Between Groups	3.165	2.229	.089
	Within Groups	1.420		
RE	Between Groups	3.739	3.240	.025
	Within Groups	1.154		

**Table XXII: Post Hoc Tests Analysis**

Dependent Variable	(I) Previous work experience	(J) Previous work experience	Mean Difference (I-J)	Sig.	
RE	Bonferroni	Academic	Corporate	.30045	1.000
			Others	-.54045	.802
			None	.55500	.223
		Corporate	Academic	-.30045	1.000
			Others	-.84091	.159
			None	.25455	1.000
	Game s-Howe II	Others	Academic	.54045	.802
			Corporate	.84091	.159
			None	1.09545*	.034
		None	Academic	-.55500	.223
			Corporate	-.25455	1.000
			Others	-1.09545*	.034
RE	Bonferroni	Academic	Corporate	.30045	.528
			Others	-.54045	.228
			None	.55500	.328
		Corporate	Academic	-.30045	.528
			Others	-.84091*	.045
			None	.25455	.882
	Game s-Howe II	Others	Academic	.54045	.228
			Corporate	.84091*	.045
			None	1.09545*	.033
		None	Academic	-.55500	.328
			Corporate	-.25455	.882
			Others	-1.09545*	.033

**Comparative analysis between academicians and corporate:**

Individual tests of One-way ANOVA are done to determine the variance of mean scores among groups of employees with different work experiences and the three variables with previous work experience, in both the sectors. The significance values are 0.72, 0.73 and 0.95, as seen in Table XXIII. In corporate sector, Table XXIV, the values are 0.24, 0.07 and 0.15. Since all the values are higher than 0.05, we accept that there is no variance in scores of employees with different previous work experience and the organizational trust and job satisfaction of employees, in both corporate and academic sector.

**Table XXIII: ANOVA analysis of Previous Work experience and its effect on PCB variables with respect to Academic sector**

		Mean Square	F	Sig.
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OT	Between Groups	.681	.437	.727
	Within Groups	1.557		
JS	Between Groups	.491	.432	.731
	Within Groups	1.135		
RE	Between Groups	.081	.101	.959
	Within Groups	.796		

**Table XXIV: ANOVA analysis of Previous Work experience and its effect on PCB variables with respect to Corporate sector**

		Mean Square	F	Sig.
OT	Between Groups	1.704	1.442	.248
	Within Groups	1.182		
JS	Between Groups	3.899	2.485	.077
	Within Groups	1.569		
RE	Between Groups	2.895	1.839	.159
	Within Groups	1.574		

### III. Results and Discussion

The analyses of the study have resulted in determining the extent of consciousness of the topic of Psychological Contract Breach (PCB) in employees of different gender, age group and having previous work experience.

It is seen that Psychological Contract Breach is evident in both the sectors. Irrespective of the gender and the sector an employee works in, awareness of the concept of 'Psychological Contract Breach' is limited and therefore steps are required to sensitize the employees regarding the importance and practical aspect of the said theory. Unlike prior studies, it was seen that academicians are more aware of the said concept and therefore effort should be given to employees in the concerned sector. Although Organizational Trust and Job Satisfaction play an important role in determining the psychological contract breach of employees, the two does not significantly affect the individual psychology and mindset of employees regarding the job and work culture. Unlike the two, Recognition is valued at a higher degree and can be seen as an imperative to affect the individual expectations and obligations of an employee with previous work experience. From the analysis it can be seen that in generalized situations, factors such as age groups and previous work experiences have little effect on the Organizational Trust, Job Satisfaction and sense of Recognition employees experience in an organization, but the same factors have a significant impact when considered under individual sections of corporate and academic. Thus it can be concluded that factors pertaining to the concept of Psychological Contract Breach cannot be universal across sectors and further research is essential to explore the same. The study manages to bridge the research gap in recognizing a significant factor essential in the concept of Psychological

Contract Breach, that is, 'Recognition'. The theory is relatively new in the context of India, and therefore more studies should be done to analyse the psychological contract of employees working in different states of India. In addition the study also manages to focus on the importance of the concept between two sectors, academics and corporate.

### IV. Conclusion

Psychological Contract and its breach is a relatively new concept in the field of human resources. Proper knowledge of the theory can lead to a much organized work culture and a disciplined work force. The study is confined to employees working in different organizations in the state of Assam, India. Studies in a much larger geographical extent can be done. New variables and factors pertaining to the concept emerge progressively as discussed in the study, and therefore exploration for the same should be continued. Psychological Contract can lead to newer and better organization management and therefore the concept should be given due importance by concerned parties in the near future.

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# VIRTUAL MEET-UPS: A PURPORTED MECHANISM FOR THE 21<sup>ST</sup> CENTURY WORK CULTURE

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**Purpose:** Covid-19 has forced corporate, institutions, organizations both Government and non – Government to re- think the way they work and where they work. There is both more inclusivity and greater diversity. The paper attempts to study the acceptance of the virtual platform, its magnitude and the sustenance with regards to various sectors of the service industry in India.

**Design/Methodology/Approach:** The study uses the Technology Acceptance Model as a basic model to explore the effects of variables like perceived usefulness, perceived ease of use, facilitating conditions and social influence on the intention to use various virtual platforms. Furthermore, the impact of social and facilitating factors adapted from Unified Theory of Acceptance and use of Technology has also been considered to study the effects on the attitude towards using these platforms. The paper is a questionnaire based primary research where convenience random sampling has been used and Exploratory Factor Analysis has been run on number of items.

**Findings:** The study has shown how performance has the magnifying effect on the intention to use virtual platforms for work related tasks.

**Originality/Value:** The insights from prior studies on the impact of work from home arrangements do not extend to the current context since these arrangements were mostly limited to a select group of workers and/or organizations and were often self-selected. The study gives concrete reasons for the adoption and sustenance of the virtual platforms.

**Keywords:** Virtual Work Space, Attitude, Intention to Use, Innovation, Technology Acceptance Model.

**JEL Classification Code:** M 14

It is important to point out, that Work, as we know it has changed and so has its future. Preliminary Research by Gartner Inc, a global think tank suggests that companies will recruit contractual employees to maintain “flexibility” in workforce management. Their research shows that “32% of organizations are replacing full time employees with contractual /contingent workers”, says Brian Kropp Vice-President at Gartner. WFH – (Work from Home) – the new ‘normal!’. Another poll by Gartner Inc, concludes that 48% of employees will work from home, months after the Covid-19 scare ends.

HR departments across board are worried, from their perspective havoc has hit both good and bad workers. The former had to leave because they were expensive and the latter because they were lazy! HR also points out that there is huge opportunity to hire the best talent from a global pool, because of the WFH culture, without the controversies related to immigration, the world can be a new supply base. The new skills will be driven by technology. The same trends will destroy millions of jobs, and create new ones in similar numbers.

Leaders suddenly found their impact on their team waning when reduced to a tiny head- shot in a crowded screen, far removed from the power packed, face to face interactions.

Team leads missed the ease of walking across to a colleague’s desk to resolve an issue, the same process needs scheduled calls amidst blocked calendars when working from home. Interestingly, informality that had helped teams to be effective in the formal office settings had to be replaced with formality when they moved to informal home settings. Virtual meetings had to begin and end on time (as there were many more meetings!)

It is also a fact that organizations that allow employees to return (Nayar, 2020) impose restrictions, including working from both home and office, or alternate days or some other ratio. As they say “The pandemic has changed work models. Newer ones may emerge if the crises continue”.

Companies have reduced office space over the last few months. In fact, for companies WFH has become a positive thing as it has helped to save on operational costs including infrastructure. Furthermore, firms encourage staff to come to

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office only when it is essential. This is the new hybrid - within- hybrid model- half the staff works from home, and other staff comes in on some days of the week.

Several Indian startups to keep up productivity and motivation of their staff have followed Google's example which announced it would give every employee \$1000 to buy necessary equipment and office furniture (Beasley, 2020).

### **Work Home Balance**

Logically it is assumed that since you spend the entire day at home, work-home balance would improve. Furthermore, with flexible hours, an employee can spend quality time with their spouse and children who too are forced to be inside the home. But in fact, WFH has been found to be disruptive in different ways and has increased stress among employees. The main cause being lack of privacy and interference from family members, which can lead to continuous distractions. Household chores increase which one could wriggle out of or alternative help found when one was spending long hours at work. An ILO preliminary study on human factors/ergonomics suggests that WFH trend benefits mainly those workers who need "flexibility" to balance work & family responsibility.

The Outlook - Toluna Survey – 2020 (20 cities 1206 respondents) among white-collared workers across India suggests that despite the crushing impact on the economy and businesses, employees can still see the positives. Their lives have changed perhaps for the better to some extent. The survey showed 56% of the respondent were scared of losing their jobs, and 72% worried about remuneration cuts whereas 76% believe that there will be no appraisal and no increments possibly until March 2022. Further, 57% said that they had to work more from home, and 50% said they felt "lonely & isolated". However, an overwhelming 79% said they loved WFH, the most important benefit being flexible working, i.e. anytime, anywhere (Nayar, Sood, & Roy, How Business are Re-inventing the Wheel in a Post-Covid World, 2020)

Re thinking regarding slotting workers in specific skill areas will have to be given another look. Employers and organizations have to think in terms of work flows across the value chain; the companies have employ the best talent from any nation. Add to this other cost saving quantifiable organizations will continue with WFH options.

### **Remote working means remote monitoring**

ILO has raised concerns about additional support which is needed to be provided by employers, including workstations at homes and adequate protection to health and psychological well being. Problems regarding absence of personal interactions with peers and possible miscommunication along

the various reporting layers would be additional problems for managers to deal with.

In the education sector, Teachers had to learn use of various online platforms like Zoom, Google meet and other video conferencing tools, this was the easy part. The teachers had not imagined how their workload would increase, not only because of coursework, but with engaging presentations, video simulations etc. But more of the problem lies with the lack of interaction, as they are unable to watch the students as in a physical class, on real time basis to intervene instantly. Peer to peer learning when one student learns from another in the class is absent. Students endorse this view, and point to inherent limitations of technology in the learning process, especially as online classes cannot be interactive, either consciously or subconsciously, as the physical ones.

### **The Base Model**

The viability and sustenance of the technology (WFH model) has been studied keeping the variables defined in technology acceptance model as base variables. The Model as proposed by Davis is one of the most significant and prominent method to be used in various studies to define their general framework (Charness & Boot, 2016). The model has defined two principal factors: perceived usefulness and perceived ease of use as the foremost factors influencing the user's behavior to use technology. This model is one of the widely accepted models in many multi-disciplinary studies. However, this model too has certain limitations and does not consider many other factors which could influence behavioral intention. As a result of which several modifications have also been brought in the original TAM (Ajibade, 2018).

The study further has incorporated variables from Unified Theory of Acceptance and Use of Technology (UTUAT) model formulated by Venkatesh and others in 2003. This model is a synthesis of eight models and the theory has four key constructs; performance expectancy, effort expectancy, social influence and facilitating conditions (Venkatesh, Morris, Davis, & Davis, 2003). Both these technology adoption models are very influential in many studies, they have tried to study the impact of these constructs on behavioral intention.

## **I. Review of Literature**

As evident from the literature studied, the online platforms have grown to be the new normal in the work space especially after the pandemic. This technology is no more a luxury but has become a necessity. However, its usage in current circumstances does not show and prove its viability for many sectors. Hence, an attempt has been made to study the

different underlying factors for the adoption of this technology as well as its sustenance in the long run. The study has the following objectives:

- To study the acceptance of virtual meet ups as online work platform for the organization.
- To explore the sustenance of virtual platforms in the near future

**Research Hypothesis**

On the basis of literature studied and keeping in tandem with the objectives of the study, the following null hypothesis has been framed.

**H01:** Perceived Usefulness has no impact on intention to use virtual platforms

**H02:** Perceived Ease of Use has no impact on intention to use virtual platforms

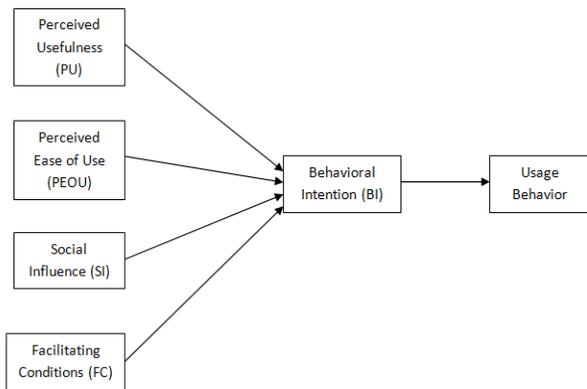
**H03:** Facilitating Factors have no impact on intention to use virtual platforms

**H04:** Social Influence has no impact on intention to use virtual platforms

**H05:** Intention to use has no impact on attitude towards using virtual platforms

**General Framework of the study**

**Figure 1: General Framework**



**II. Research Design and Methods**

The study aimed at finding out the acceptance of virtual platforms and its sustenance in the 21<sup>st</sup> Century.

**Data Collection**

The paper is based on the primary research and the data is collected through an online survey based on questionnaires.

The questions were framed keeping in mind the six main constructs. The questionnaire consisted of 10 demographic items, 4 experiential items and 25 behavioural items (16 for virtual platform adoption & 9 for usage behaviour) using a psychometric scale called 5-point Likert Scale, asking for the respondent’s choice of behaviour ranging from Strongly Agree (5) to Strongly Disagree (1).

The questionnaire was made using Google Forms, circulated online through e-mails and various other social media platforms and was open from July’20 till Oct’20.

In total, 101 participants took part in the online survey, out of which 97 responses were valid. The questionnaire was designed in four sections. The first section having 6 questions was designed to collect the basic information of the participants; the second section was designed to collect data in response to occupation related information. The next two sections asked information relating to acceptance and viability of virtual meeting platforms.

Convenience random sampling was used. The target population were the people currently employed who are or had been working online for the last six months or more using any of the virtual online platforms for their office work.

**Item Development Process**

The process started with the framing of statements to assess the construct (Intention to Use). The items can be created inductively or deductively (Hinkin, Tracey, & Enz, 1997). In this study, the items have been created inductively on the basis of the different variables as given under Technology Acceptance Model (Liu, Chen, Sun, Wible, & Kuo, 2010) and Unified Theory of Acceptance and Use of Technology (UTUAT). Table 1 shows the no of items under each construct.

**Data Cleaning, Sorting and Coding**

In total 101 responses were received through online survey, there were 4 responses which were invalid. Data filtering was carried out in order to avoid any discrepancy while processing the software. The data was then coded and converted into comparative scale variables according to the requirements of the software.

**Table 1: Questionnaire Design**

Name of Construct	No. of items
<b>Behavioural Intention</b>	<b>16</b>
Perceived Usefulness	4
Perceived Ease of Use	5
Social Influence	2
Facilitating Conditions	5
<b>Sustenance</b>	<b>9</b>
Intention to Use	4
Attitude	5

### Statistical Technique

The study aims at studying the impact of IV's such as PU, PEOU, SI and FC on the behavioural intention to use virtual platforms for work related tasks. The study conducts Exploratory Factor Analysis (EFA) followed by linear regression using IBM SPSS Version 20.0.

The Principal Axis Factoring was used to club the different related items under single factor so that maximum variance can be explained. The literature studied supported the use of Eigenvalue Criteria, Varimax Rotation, KMO Test of sampling adequacy and Bartlett's test of sphericity & Cronbach Alpha Reliability test. Expert opinion was taken to form and test the content validity of the questionnaire.

### III. Results and Discussion

The study developed the theoretical framework, the population of this study were Indian workers whose organisations' has switched to work from home mode during Covid-19. The data collection process produced 97 valid responses representing different work sectors and professions. The demographic profile of the sample is as follows:

**Table 2: Demographic Profile**

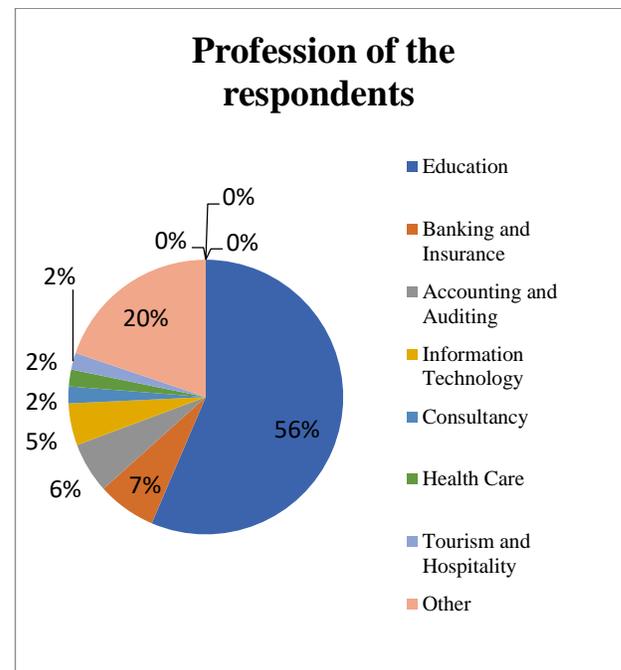
Gender		Age (in no of years)		Currently employed or being employed in the last 6 months	
Item	No.	Item	No.	Item	No.
Female	66	Less than 20	1	Yes	94
Male	34	20-30	47	No	7
Prefer not to say	1	30-40	25		
		40-50	17		
		50-60	8		
		60 and above	3		
<b>Total</b>	<b>101</b>	<b>Total</b>	<b>101</b>	<b>Total</b>	<b>101</b>

Out of 101 respondents who are in employment or were employed in the last six months, 17% of those have joined back office and nearly 83% of them are continuing work from home only. Table 3 gives the description of the occupation related information of the respondents.

**Table 3: Occupational Dimension**

Type of Organisation		Organisation shifting to WFH mode during lockdown		Time period for which the virtual platforms are being used	
Items	No.	Items	No.	Items	No.
Entrepreneur (Self employed)	10	Yes	97	0-6 months	78
Government Sector	35	No	4	6-12 months	10
Private Sector	51			1-3 years	7
Public Sector	5			More than 3 years	6
<b>Total</b>	<b>101</b>	<b>Total</b>	<b>101</b>	<b>Total</b>	<b>101</b>

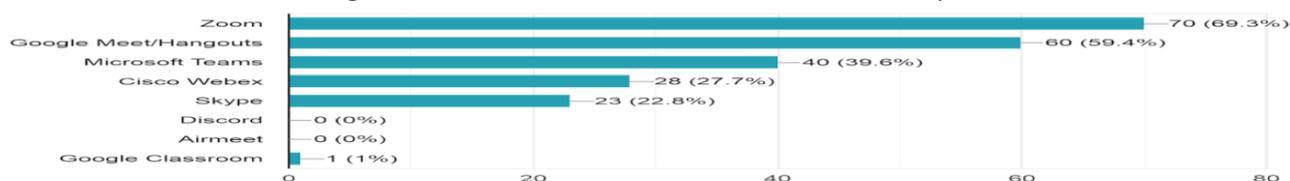
**Profession of the respondents**



**Figure 2: Profession of the Respondents**

In India, when many organisations shifted to WFH mode, at a number of works places no set guidelines were given to employees as to which online meeting platform is to be adopted. Hence, many employees made their own choice and tried more than one mode. As per the data gathered, the most preferred online meeting platform which emerged is Zoom followed by Google Meet (earlier Hangouts) and Microsoft Teams at the third position. The following graph shows employees choice of different platforms.

**Figure 3: Preference for Online Platforms Reliability Test**



**Reliability Test**

The exploratory factor analysis is used to find the relationship between observed and latent variables through factor loadings. At the very start of the factor analysis process, an internal consistency of a set of a scale was measured through the reliability test (Taber, 2017), which was based on Cronbach Alpha. The result of Cronbach Alpha in our case is 0.903 which is very good and higher than the idle value of 0.7. The value is showing that the items have a higher internal consistency.

**Table 4: Reliability Statistics**

Cronbach Alpha	N of Items
.903	25

The factor analysis is being carried out separately for the two different constructs (i.e., Behavioural Intention and Sustenance). Hence, there are separate result matrix for them. The result of KMO and Bartlett's Test is shown as below. The KMO measure of sampling adequacy has a value 0.794 which is more than 0.60 indicating sufficient items for each factor. Similarly, Bartlett's Test of Sphericity is having a value 0.000 which less than 0.05 significance level, which reveals that correlation matrix is significantly different from an identity matrix and factor analysis is useful with this dataset.

**Table 5: KMO and Bartlett's Test**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.794
Bartlett's Test of Sphericity	Approx. Chi-Square	719.198
	Df	120
	Sig.	.000

As stated earlier the analysis is being carried out separately for the two constructs. The following table shows the result of variance explained for both the construct

In the part I, there are total of 16 units of variance. The eigen value associated with the first component is 5.746 equals to 35.913% of variance explained by this component. The second component is having a value of 2.266 hence explaining a variance of 14.165% and cumulatively both of them are explaining the variance of 50.078% in total. As shown by Rotation Sums of Squared Loadings. Part I shows that it is a three-factor model as only first three components have a value greater than 1.000. The total variance explained by the first three components is 59.256%.

In Part II, there are a total of 9 units of variance. The eigen value associated with the first component is 4.225 equals to 46.939% of variance explained by this component. The second component is having a value of 1.130 hence explaining a variance of 12.560% and cumulatively both of them are explaining the variance of 59.499% in total. As shown by Rotation Sums of Squared Loadings. The table shows that it is a three-factor model as only first three components has a value greater than 1.000. The total variance explained by the first three components is 70.949%.

Later on, the same analysis is being depicted by Scree Plot shown below. The components having values greater than 1.000 are the first three components and there after the curve started becoming flat. In other words, the graph started levelling out at approximately fourth or fifth component.

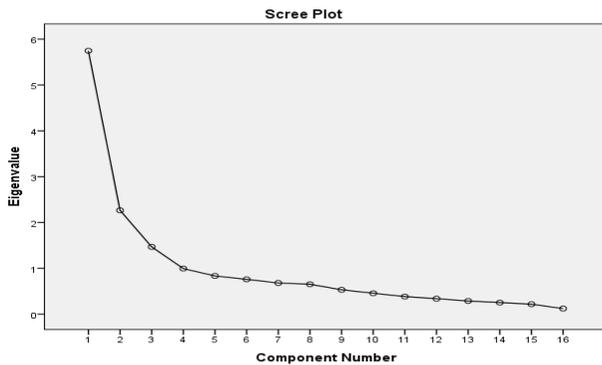
**Table 6: Total Variance Explained**  
**Total Variance Explained for the Constructs 'Behavioural Intention' and 'Sustenance'**

PART I							PART II						
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings			Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.746	35.913	35.913	4.304	26.902	26.902	1	4.225	46.939	46.939	3.230	35.892	35.892
2	2.266	14.165	50.078	3.595	22.468	49.370	2	1.130	12.560	59.499	2.021	22.453	58.345
3	1.468	9.178	59.256	1.582	9.886	59.256	3	1.030	11.450	70.949	1.134	12.603	70.949
4	.995	6.220	65.475				4	.805	8.945	79.894			

5	.835	5.218	70.694				5	.576	6.403	86.297			
6	.759	4.747	75.441				6	.499	5.541	91.838			
7	.681	4.255	79.696				7	.303	3.364	95.202			
8	.653	4.082	83.778				8	.245	2.723	97.925			
9	.533	3.330	87.108				9	.187	2.075	100.000			
10	.457	2.856	89.964										
11	.385	2.404	92.368										
12	.339	2.117	94.485										
13	.288	1.801	96.285										
14	.253	1.582	97.867										
15	.218	1.363	99.230										
16	.123	.770	100.000										

Extraction Method: Principal Component Analysis.

**Figure 4: Scree Plot for Eigen Values for Behavioural Intention**



**Figure 5: Scree Plot for Eigen Values for Sustena**



The results shown by the rotated component matrix; shows that it is a three-factor model and after checking the results of factor loadings, i.e., no of variables falling on each factor. The loading size less than 0.3 is generally not relevant and hence such values were suppressed. According to the following table, the variables were categorised into three factors and the variables which are falling on more than one factors were dropped. The drop variables for the both the constructs are ; In Part I- PU4, PEOU1, PEOU3, PEOU5, SI1, FC2 and FC3

and Part II - AT1, IU2, IU3 and IU4. The grouped variables and renamed factors are shown as follows –

**Table 7: Rotated Component Matrix<sup>a</sup>**

	PART I			PART II		
	Component			Component		
	1 (Perfor mance)	2 (Usab ility)	3 (Infrastr ucture)	1 (Flexi bility)	2 (Intentio n to Use)	3 (Fatig ue)
PU3	.837			AT3	.878	
PU2	.812			AT1	.836	.344
PU1	.785			AT2	.819	
SI2	.714			AT5	.710	
PEOU4	.711			IU4	.615	.484
PU4	.638	.333	-.387	IU1		.870
PEOU5	.522	.494		IU2	.406	.764
PEOU2		.854		AT4		.824
PEOU1	.324	.733		IU3		.416
FC4		.722				
PEOU3	.513	.584				
FC1		.548				
SI1	.382	-.542	.514			
FC2		.510	.325			
FC5			.696			
FC3		.355	.673			

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 6 iterations. a. Rotation converged in 4 iterations.

Two different correlation matrix of the variables were drawn. Both the matrix showed the value of 1.000 in the diagonal of the matrix. Most of the items have positive correlation, which shows that it will be good to conduct factor analysis on this data set.

The table 7 below presents the descriptive statistics of the variables.

**Table 8: Descriptive Statistics**

Item	Mean	Std. Deviation	Analysis N
PU1	3.47	1.052	97
PU2	3.26	.982	97
PU3	3.27	1.026	97
PU4	3.63	.982	97
PEOU1	4.09	.792	97
PEOU2	4.22	.753	97
PEOU3	3.84	.943	97
PEOU4	3.42	1.019	97
PEOU5	3.66	1.079	97
SI1	2.29	1.190	97
SI2	3.48	.937	97
FC1	4.06	.944	97
FC2	3.91	1.011	97
FC3	3.30	1.243	97
FC4	4.04	.841	97
FC5	3.21	1.274	97
IU1	3.86	.841	97
IU2	3.73	.823	97
IU3	3.64	1.062	97
IU4	3.13	1.151	97
AT1	3.41	1.038	97
AT2	3.41	1.078	97
AT3	3.37	1.074	97
AT4	3.77	.907	97
AT5	2.94	1.088	97

**Analysis with Regression**

To analyse the impact of Independent Variables on the Dependent Variable; the regression analysis was carried on. The constructs were renamed as different factors as mentioned earlier.

The table below shows the descriptive statistics, including mean and standard deviation of the factors.

**Table 9: Regression Descriptive Statistics**

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean Intention to Use Factor	3.8557	.84150	97
Mean Performance Factor	3.3814	.80472	97
Mean Usability Factor	4.1065	.65537	97
Mean Infrastructure Factor	3.2062	1.27425	97
Mean Social Influence	2.8866	.83074	97
Mean Flexibility Attitude Factor	3.2405	.90362	97

The Pearson Correlation is showing the positive correlation between the dependent and independent variables. Performance or Perceived Usefulness is having the highest positive correlation of .593 on Intention to Use, which means that given a one-unit shift in Behavioural Intention while holding other variables in the model constant, the mean of Performance will change by .593. On the other hand, the least positive correlation of 0.145 is shown by Facilitating Conditions.

**Table 10: Correlation Matrix**

Correlations						
		Mean Intention to Use Factor	Mean Performance Factor	Mean Usability Factor	Mean Infrastructure Factor	Mean Social Influence
Pearson Correlation	Mean Intention to Use Factor	1.000	.593	.406	.145	.319
	Mean Performance Factor	.593	1.000	.328	.006	.584
	Mean Usability Factor	.406	.328	1.000	.173	-.013
	Mean Infrastructure Factor	.145	.006	.173	1.000	.076
	Mean Social Influence	.319	.584	-.013	.076	1.000

To check the impact of DVs on IDV, the p-values were referred. The significance level assumed here is 0.05.

**Table 11: Result of Research Hypothesis**

Research Hypothesis	P-value	Accepted/Not Accepted
H01	0.000	Not Accepted
H02	0.000	Not Accepted

H03	0.001	Not Accepted
H04	0.079	Accepted

The model summary table shows that 41.2% of the total variance in this regression model is explained by the

dependent variables and having a p-value of 0.000 which shows that model is fit for the data.

**Table 12: Model Summary**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Change	F Change	df1	df2	
1	.642 <sup>a</sup>	.412	.387	.65900	.412	16.134	4	92	.000

a. Predictors: (Constant), Mean Social Influence, Mean Usability Factor, Mean Infrastructure Factor, Mean Performance Factor

Impact of Intentions to Use on Attitude towards using online platforms can be analysed from the following statistics:

**Table 13: Correlation Matrix**

Correlations			
		Mean Flexibility Attitude Factor	Mean Intention to Use Factor
Pearson Correlation	Mean Flexibility Attitude Factor	1.000	.370
	Mean Intention to Use Factor	.370	1.000

The results showed that there is a positive correlation between Intention to Use and Attitude and the impact is also significant, hence there are not sufficient evidence to accept null hypotheses. 13.7% of the variance is explained by intention to use, however this is not a much significant value, as near about 86% variance remains unexplained and other variables are having an impact on Attitude.

**Table 14: Result for Research Hypothesis**

Research Hypothesis	P-value	Accepted/Not Accepted
H05	0.000	Not Accepted

**Table 15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 <sup>a</sup>	.137	.128	.84378

a. Predictors: (Constant), Mean Intention to Use Factor

**Table 16: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.751	1	10.751	15.101	.000 <sup>b</sup>
	Residual	67.636	95	.712		
	Total	78.387	96			

a. Dependent Variable: Mean Flexibility Attitude Factor  
b. Predictors: (Constant), Mean Intention to Use Factor

## IV. Conclusion

The study has made an attempt as well as to get new insights of accepting and adopting this newly emerged technology "virtual platforms/virtual chat rooms".

After the outbreak of the pandemic, the service industry in India witnessed a sea change in terms of usage of this technology as well as challenges on a regular basis. Rightly said WFH has improved work life balance to an extent, but this process of remote learning and remote working is here for a long period of time. Organisations in order to ensure the smooth functioning of their work, came out with the use of robust and easy to use communication systems, though it missed a complete structure at some places.

As is evident from the results of the study, performance expectancy or perceived usefulness of the virtual platform is the major reason for its adoption. This is in complete tandem with the new survey conducted by Forbes which shows 47% increase in productivity (Westfall, 2020). The other factors that had an impact are the platform's usability and social influence. It was also found in the study that intention to use also has a positive relation and association over the attitude to use the technology. Hence, the sustenance of technology in the long run depends on people's positive intention to use the virtual platforms which in turn depends an enormously on the amount of flexibility they are getting from its adoption.

The flexibility in work hours can actually increase productivity, properly defined schedule and increased team interactions can also be promoted. But as they say 'good fences make good neighbours', organisations have to draw a line on the difference between being available online and being available 24 hours online.

In the survey, few interesting results came out that in India nearly 78% of the people have started using online platforms from the last six month or so that is near to the time when lockdown took place and people have ultimately switched to the virtual platforms for their work-related tasks.

However, many people have used more than one platform as there were no clear guidelines from many organisations as to which platform is to be used. Moreover, because of the pandemic people are not using virtual platforms for their work-related tasks but also for their personal chats. Zoom meetings turned up to be the most favourable platform even after the news of privacy breach flooded in between.

The study will be useful for the policy makers and employers in understanding and adopting this transition in workspaces, as use of virtual platforms is going to be 'new normal'. However, remote working is going to remain in the times to come but may be at some point of time hybrid work cultures may get promoted because this technology is offering better work life balance because of the flexible work schedules. So, the companies need to consider this while formulating their new work policies. As witnessed from the results, the education sector has shifted towards online mode in a smoother manner, therefore other sectors also need to promote positive attitude towards the usage of technology. Further, the study can be expanded to see the adoption of virtual platforms geography wise and how it has impacted the work life balance of both men and women.

The study has certain limitations; the data size was significant but small, hence with a larger sample size the factors can be empirically tested. The outcomes of the paper can further be used to explore the impact on the basis of gender and how a new virtual world is growing from home cubicles.

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