

Social Capital and Job Satisfaction as the Predictor of the Organizational Commitment

By

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Abstract

There is a large cycle of works on regarding social capital, job satisfaction and organizational commitment of administrators. However, no study has been found that has been conducted on the correlation among effect of social capital, job satisfaction and organizational commitment and their explaining ratios of each other. The level of correlation and the effect of the social capital, job satisfaction and organizational commitment with each other and explaining ratios of each other have been tested in this research. For this, five hypotheses were developed. The participant group in the study consists of 315 school principals who are working in Bağlar, Kayapınar, Yenişehir and Sur central districts of Diyarbakır province. The relational survey model was utilized while conducting the research. This research is done by using the social capital scale, Minnesota job satisfaction scale and organizational commitment scale. Exploratory factor analyses of scales were analyzed via SPSS 21.0 software. For the confirmatory factor analyses of scales and the structural equation modeling, SPSS 21.0 and AMOS 16.0 softwares was used. The fit index of the model built was obtained as follows. RMSEA=.058; SRMR=.068; CMIN\DF=2,039; GFI=.936; CFI=.954; AGFI=.917; NFI=.921; Chi squared=3222,302; df=1580 and p=.000. This result illustrates that the model fit index is at an acceptable and desired level. The most significant finding of this study is that social capital and job satisfaction are important predictors of the organizational commitment.

Keywords: Organizational commitment, social capital, job satisfaction, structural equation modeling

1. Introduction

In recent years, the concept of social capital has been one of the popular topic in social sciences. In many studies, social capital concept is shown as the solution of the problems effecting to organization like a drug for panacea. This is why the concept is becoming increasingly effect. It is stated that the reason behind the success or failure of the some societies and some communities in these societies is being this kind of capital strong or weak (Kapu, 2008; KOSGEB, 2005).

Although the social capital concept entered the social sciences literature toward the middle of twentieth century, it was found actual intense debate ground after 1960s. In today's modern societies that knowledge and technology manufactured intensively and quickly spread in social area, the importance of social bonds and alienation explain the weakening of social bonds and the density of social capital debates (Yarçı, 2011). In this sense, the main idea of social capital concept is a vital value for social networking in the continuation of society as a healthy manner, because social bonds are important mechanisms that affect productivity of individual and groups directly (Şan, 2007).

There is a consensus that the largest contributions to the social capital case that can be defined in many different aspects are made by Coleman, Putnam & Bourdieu (Edwards & Foley, 1999). Bourdieu (1986) defines social capital as combining the relations between more or less institutionalized mutual recognition and recognition with solid relations of real or potential sources. In other words, membership in a group provides a virtue to each member of the community-owned capital support or earned reputation. Coleman (1988) approaches from different aspect and explains social capital due to its function. According to Coleman, social capital is not a single entity, but it is a type of different formations that includes two elements of them are common: these consist of some aspects of social structure and get specific actions

easier for the actors –either persons or company actors- in the structure. Like other capital types, social capital is also productive, absence of it makes impossible to achieve specific purposes. Putnam (1993) tries to explain the effects of social capital on democratic institutions and economic development at the regional levels. Putnam defines social capital as the features of social organization like trust, norms and networks that can increase the efficiency of society through facilitating coordinated actions (Putnam, 1993, as cited in Seçer, 2009). In general, the assessment made in social capital concentrates around the axis of communication network, social norms and trust. In this context, the phenomenon of social capital is shaped by moral values that giving direction to community due to cultural and political structures with education (Karagül & Masca, 2005).

In organizations, increasing social capital levels with providing suitable environments, either supply many advantages to people as well as the individuals or increase employee's organizational commitment plays an important role to increase communication networks among employees and their participation to organizations (Naghavi & Baharloo, 2012). In other words, the presence of social capital increases organizational commitment with trust, communication and shared norms. The relationship between social capital that constructs different aspects of a social structure and organizational commitment provide both facilitating individuals' specific actions and obtaining some results enables to reach coordinated actions in groups.

In this sense, organizational commitment can be defined as accepting the values and objectives of the organization and desiring to remain as a member of organization by affording for organization's benefits (Macke, Genari & Faccin, 2012). In addition, there are three main features of commitment, these are; strong belief to organization's goals and values, desiring extra effort for organization, and willingness to participate and belong to organization (Fiorito, Bozeman, Young & Meurs, 2007).

Trust and group solidarity that are most important components of social capital strengths the relationship between social capital and job satisfaction. There are good faith and helping each other on the basis of social capital. Group solidarity provides individuals both more sense to the work and identification with the business. This increases the individual's job satisfaction (Hodson, 1997, as cited in Özdemir, 2008). Job satisfaction is also a key factor improving professional success and individual performance in organization. Job satisfaction shows an emotional response to different aspects of employees' works (Kreitner, Kinicki & Murc, 1999; Austin & Droussiotis, 2007; Noruzy, Shately, Rezazadeh & Hatami-Shirkouhi, 2011). The effects of social interaction on job satisfaction or work related impacts, being of social capital in the literature extensively, are providing a useful framework for investigating the Dynamics like job satisfaction and social capital. Researches related with social capital and its relevant theories show that interpersonal relationships affect individuals' attitudes, behaviors and job satisfaction (Ahmadi, Shariati & Faraji, 2012a). In other words, social capital is one of the factors that increase job satisfaction and it plays an important role in improving performance with providing emotional and physical support (Savari, Eslami & Monavarifard, 2013).

Job satisfaction is to work in a way that minimizes stress and fatigue. Job satisfaction and organizational commitments of employees are most important issues that behavioral scientist stand on. Researches show that the continuity and the success of the organization largely related with job satisfaction and organizational commitment (Kaya, 2009). According to Mowday, Steers & Porter (1979) job satisfaction is an attitude formed as a result of work experiences and closely related to organizational commitment but it is a different term. As the commitment including values and objectives as a whole is a more global and reflective responsibility, job satisfaction is a responsibility of employee towards himself and the business itself or a particular point of view. The relationship between job satisfaction and organizational commitment has been a major focus in the literature. In these studies, largely job satisfaction leads in the direction of organizational commitment, some organizational commitment leads in the direction of job satisfaction (Ben-Bakr, Al-Shammari, Jefri & Prasad, 1994).

There are many studies about the relations between employee's level of social capital and organizational commitment (Watson & Papamarcos, 2002; Hsu, Chang, Huang & Chiang, 2011; Macke et al., 2012; Naghavi & Baharloo, 2012), between level of social capital and job satisfaction (Flap, Völker & Bulder, 2000; Flap & Völker, 2001; Requena, 2003; Seija, 2008; Ersözlü, 2008; Chazon, 2009; Ommen et al., 2009; Ahmadi et al., 2012a; Ahmadi et al., 2012b; Savari et al., 2013; Rostami, Hematali, Farmani & Saraei, 2013) and job satisfaction and the level of organizational commitment (Ostroff, 1992; Nauman, 1993; Tett & Meyer, 1993; Meador, 2001; Kök, 2006; Bowman, 2007; Izgar, 2008; Karataş & Güleş, 2010; Demirtaş, 2010; Açıklın, 2011). However no studies have been reached related to social capital, job satisfaction and organizational commitment as a whole, effects level among them and explain each state (variance). On the other hand, with the use of high-level analysis techniques (AMOS, Lisrel etc.) in social sciences, the effect level and explain ratio of one or more independent variable on one or more dependent variables can be determined.

In this direction, starting from literature, the below hypothesis are constructed to test the interrelated explanation rate and the effects among social capital, job satisfaction and organizational commitment.

- H1.** Social capital levels of school administrators significantly and positively affect job satisfactions.
- H2.** Social capital levels of school administrators significantly explain job satisfactions.
- H3.** Social capital levels of school administrators significantly and positively affect organizational commitment.
- H4.** Social capital levels of school administrators and job satisfaction levels significantly and positively affect organizational commitment.
- H5.** Social capital levels of school administrators and job satisfaction levels significantly explain organizational commitment.

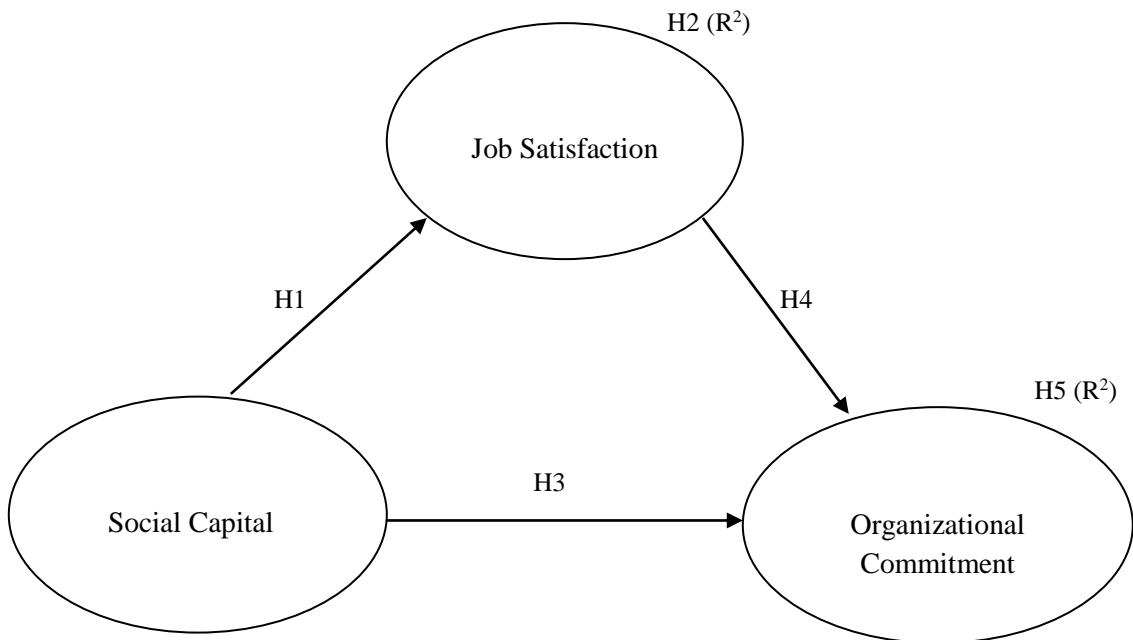


Figure 1. Path Diagram Related to Study Hypothesis

2. Method

Research Model

Relational model is used in the research. Relational model is a pattern that aims to determine the extent and the interrelationship between two or more variables (Karasar, 2012). In this context, effect levels among social capital, job satisfaction and organizational commitment of school administrators and explain ratio of them are searched.

Participants

The study group of the research is composed of randomly selected 315 school administrator from Kayapınar, Sur and Yenışehir districts of Diyarbakır city. To construct structural equation modeling, more than 200 participant are needed because it is based on the number of participant and the significant of the difference in covariance matrix (Bayram, 2010). The participant of the research is 315 people so this number is enough for the objectives of the study and statistical analysis. The demografik features of the participants are listed here. Gender of participants; 7% (f=22) is “female”, 93 % (f=293) is “male”. Age groups of participants; 36 % (f=116) is “30 and less”, 43 % (f=136) is “between 31 – 40” and 21 % (f=66) is “41 and more”. Working time of participants; 47 % (149) is “10 years and less”, 38 % (f=121) is “between 11-20” and 15 % (f=45) is “21 years and more”.

Data Analysis

The data taken from the research is coded into SPSS 21.0 and the demografik features of participants are analyzed with this program. SPSS 21.0 and AMOS 16.0 programs are used for the factor analysis of the scales and designed model. Maximum likelihood estimation method is used for estimating model parameters during confirmatory factor analysis. The mean square root of approximate errors (RMSEA), the mean square root of the standardized residual (SRMR), goodness of fit index (GFI), the adjusted goodness of fit index (AGFI), standardized conformity index (NFI), ki-square/latitude degree ($X^2/sd = CMIN/DF$) and the significance level (p) were considered for the assessment of model goodness of fit. The value of RMSEA between 0-0,08; the value of SRMR between 0-0,10; the value of GFI between .90-1.00; the value of CFI between .90-1.00; the value of AGFI between .85-1.00; the value of NFI between .90-1.00; the value of X^2/sd (CMIN/DF) between 0-3; the value of “p” between 0.01-0.05 show best fit index values (Bayram, 2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Şimşek, 2007). In the research, the minimum level of factor loading is decided as .30 during confirmatory factor analysis. If there were few number items in a scale prepared in social sciences area, the limit value for factor loading can be decreased till .30 (Büyüköztürk, 2007). In addition, the critical ratio is taken less than 10 during the assessment of normality for confirmatory factor analysis and structural equation model. According to Kline, critical ratio is an estimated value of multivariate kurtosis normality that is z value. If the critical ratio is more than 10, this shows that there is a problem in the kurtosis value of the distribution.

Data Collection Instruments and Confirmatory Factor Analysis

Social Capital Scale:

This scale is constructed with the help of the studies of Göksel, Aydınlatan & Bingöl (2010) by Nahapiet & Ghoshal (1998), Moral & Ghoshal (1996), and Tsai & Ghoshal (1998). This scale consists of four sections (personal information, social capital, covered knowledge sharing behaviour, internal and external control centredness). The social capital section includes 30 items and it consists of three main dimensions; structural, cognitive and relational. In the research, these three dimensions (structural, cognitive and relational) and 26 items related to these dimensions were used by taking necessary permissions from the researchers that construct scales. The whole scale Cronbach Alfa reliability value is found as .94 in the study of Göksel et al., (2010). The social capital scale includes Five-point Likert-type items and all items evaluated with five degrees as “always (too much)” (5), “usually (much)” (4), “seldom (medium)” (3), “very rare (very few)” (2), “never (none)” (1).

The Cronbach Alfa value is found as .91 for structural dimension, .86 for cognitive dimension and .93 for relational dimension at the end of the analysis of the data taken from this research. Additionally, confirmatory factor analysis diagram of the scale is presented in Figure 2.

At the end of the confirmatory factor analysis, when normality assessment is taken into account, the critical ratio is found as 39.411 due to multivariate (Mardia) values. In the next step, all items were included to the analysis because there were no items that have a bigger than 10 critical ratio. In this case, the adaptive values of “Social Capital Scale” that constructed 26 items are listed as a result of the confirmatory factor analysis; RMSEA=.068; SRMR=.053; χ^2/sd (CMIN/DF)=2.47; GFI=.910; CFI=.918; AGFI=.902 and NFI=.911. This result shows that the fit values of the model are acceptable and desirable level.

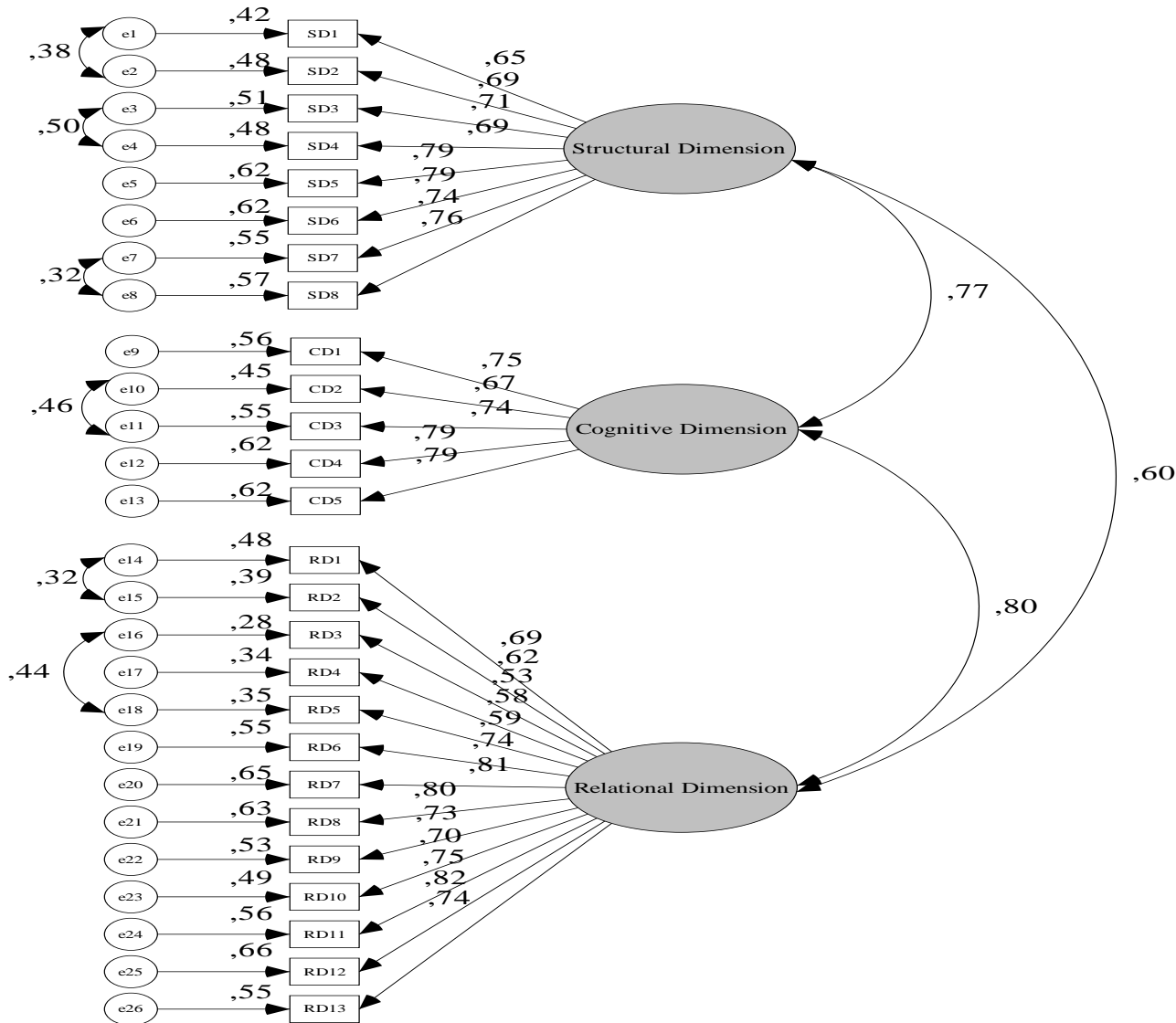


Figure 2. Confirmatory Factor Analysis Diagram of the Social Capital Scale

Minnesota Job Satisfaction Scale:

The original of this scale is prepared by Weiss, Davis, England & Lofquist (1967). It is translated to Turkish by Baycan (1985) and it includes 20 items related the features of intrinsic, extrinsic and overall satisfaction level. Validity and reliability studies of the scale were done and the Cronbach Alpha value is found as .77. Minnesota Job Satisfaction Scale consists of five-point Likert-type items from 1 to 5. During the scoring of the scale; dissatisfied = 1point; not satisfied=2 point; undecided=3 point; Satisfied=4 point; very pleased=5 point.

The Cronbach Alpha reliability coefficient is found as .87 for intrinsic satisfaction dimension, .85 for extrinsic satisfaction dimension and .92 for overall satisfaction level at the end of the analysis of the data taken from this research. Additionally, confirmatory factor analysis of the scale is presented in Figure 3.

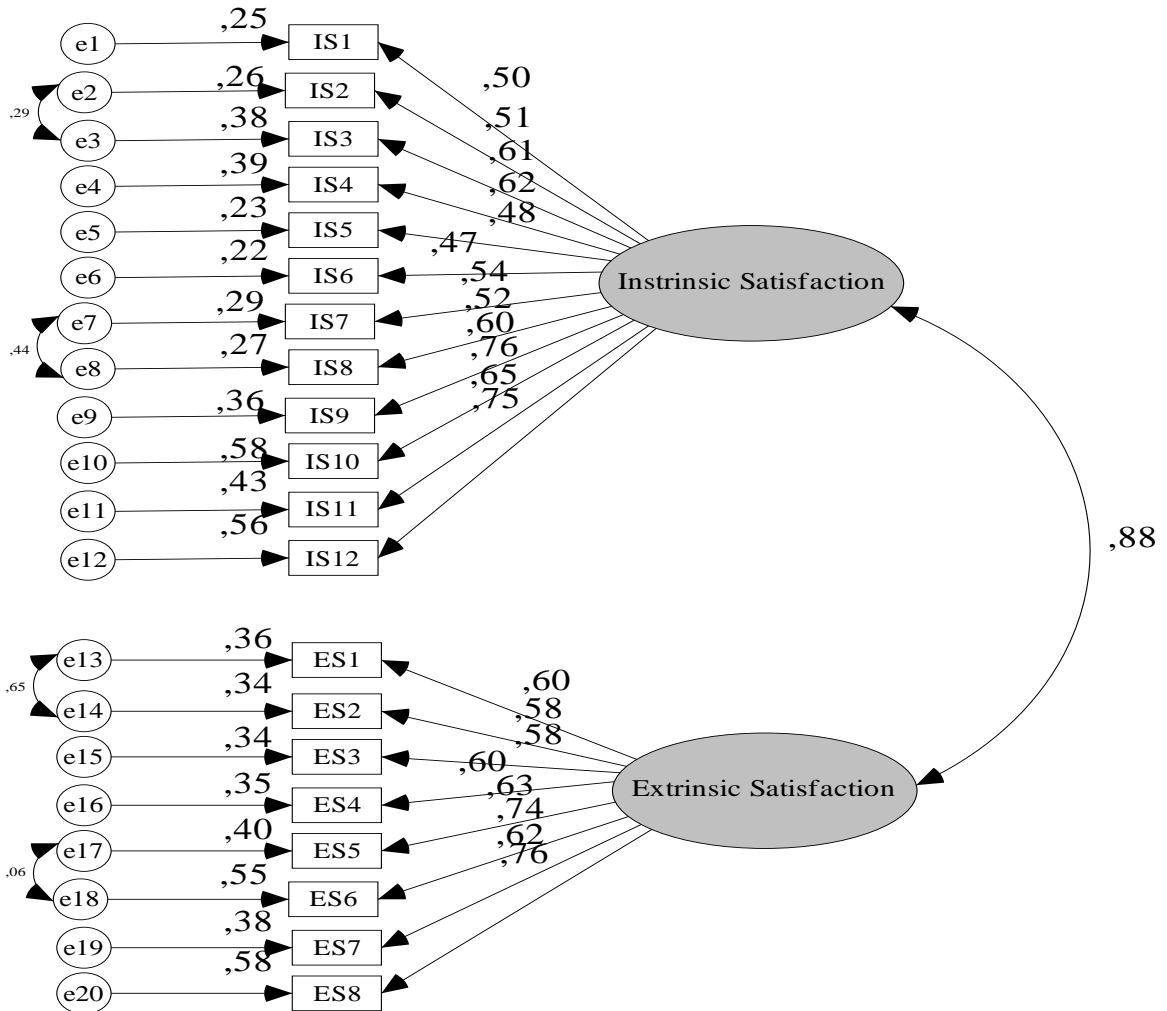


Figure 3. Confirmatory Factor Analysis Diagram of the Minnesota Job Satisfaction Scale

At the end of the confirmatory factor analysis, when normality assessment is taken into account, the critical ratio is found as 30.481 due to multivariate (Mardia) values. In the nextstep all items were included to the analysis because there were no items that has bigger than 10 critical ratio. In this case, the adaptive values of “Minnesota Job Satisfaction Sclae” that constructed 20 items are listed as a result of the confirmatory factor analysis; RMSEA=.082; SRMR=.080; CMIN/DF=2.96; GFI=.913; CFI=.911; AGFI=.907 and NFI=.902. This result shows that the fit values of the model is acceptable and desirable level.

Organizational Commitment Scale:

Meyer & Allen (1984) proposed a different organizational commitment model; first type commitment is defined as “emotional commitment”, second type commitment is defined as “continuance commitment”. Three dimensional organizational commitment model is developed by adding “normative” or “moral” dimension proposed by Weiner & Vardi (1980) (Weiner & Vardi, 1980, as cited in Wasti & Önder, 2003:4). So the organizational commitment scale is developed based on these models by Meyer & Allen (1991). This scale consists of 18 items and three dimensions of emotional commitment, continuance commitment and normative commitment. It is widely used and accepted in Turkey (Wasti, 2000; Sarıdede & Doyuran, 2004). Organizational commitment scale is a seven-point Likert-type and scored from 1 to 7. In this research, as has Tok’s (2007) study, “Continuance commitment” and “emotional commitment” dimensions of organizational commitment scale and 12 items of it were used. During the scoring of five-point Likert-type scale between 1-5: Totally disagree = 1 point, disagree = 2 points, undecided = 3 points, agree = 4 points, totally agree = 5 points.

The Cronbach Alpha reliability coefficient is found as .64 for continuance commitment dimension, and .71 for emotional commitment dimension at the end of the analysis of the data taken from this research. Additionally, confirmatory factor analysis of the scale is presented in Figure 4.

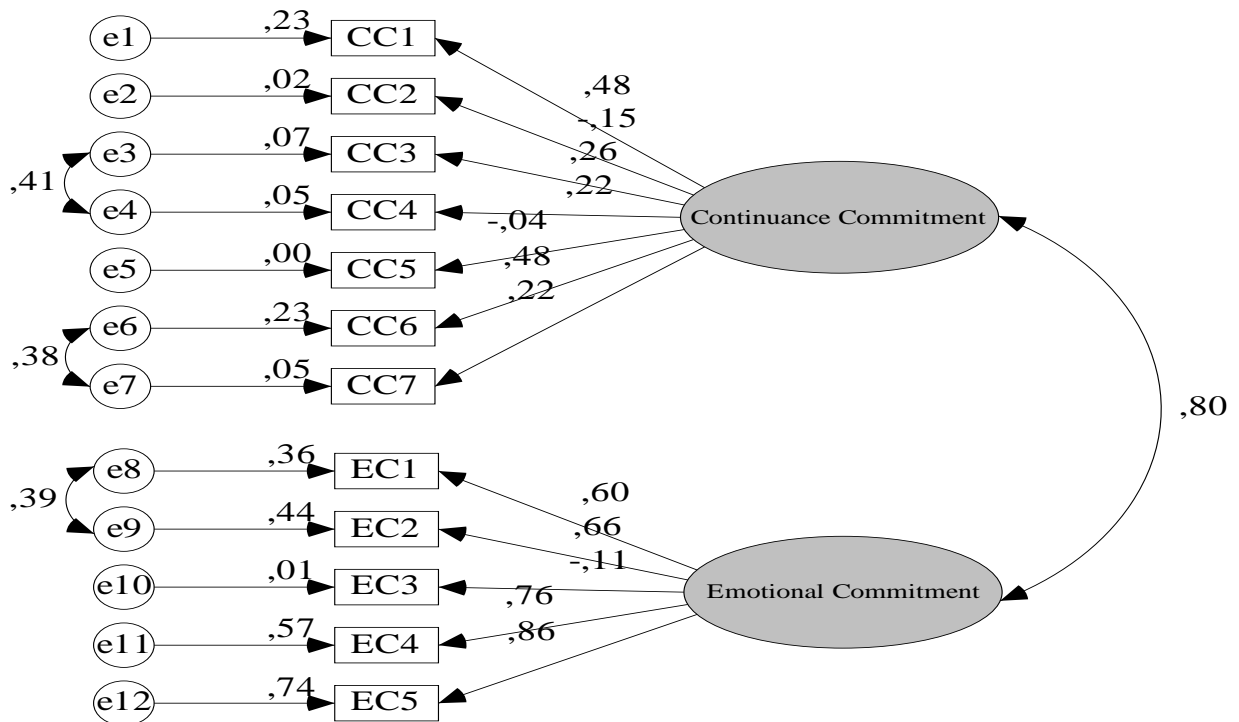


Figure 4. Confirmatory Factor Analysis Diagram of the Organizational Commitment Scale

At the end of the confirmatory factor analysis, when normality assessment is taken into account, the critical ratio is found as 12.510 due to multivariate (Mardia) values. In the nextstep all items were included to the analysis because there were no items that has bigger than 10 critical ratio. In this case, the adaptive values of “organizational commitment scale” that constructed 12 items are listed as a result of the confirmatory factor analysis; RMSEA=.084; SRMR=.079; CMIN/DF=2.85; GFI=.919; CFI=.904; AGFI=.873 and NFI=.866. This result shows that the fit values of the model is acceptable and desirable level.

3. Results

In conclusion, “Structural Equation Model” in Figure-5 below was formulated to test the hypothesis of this study and shows the extent to which social capital, job satisfaction and organizational commitment are related.

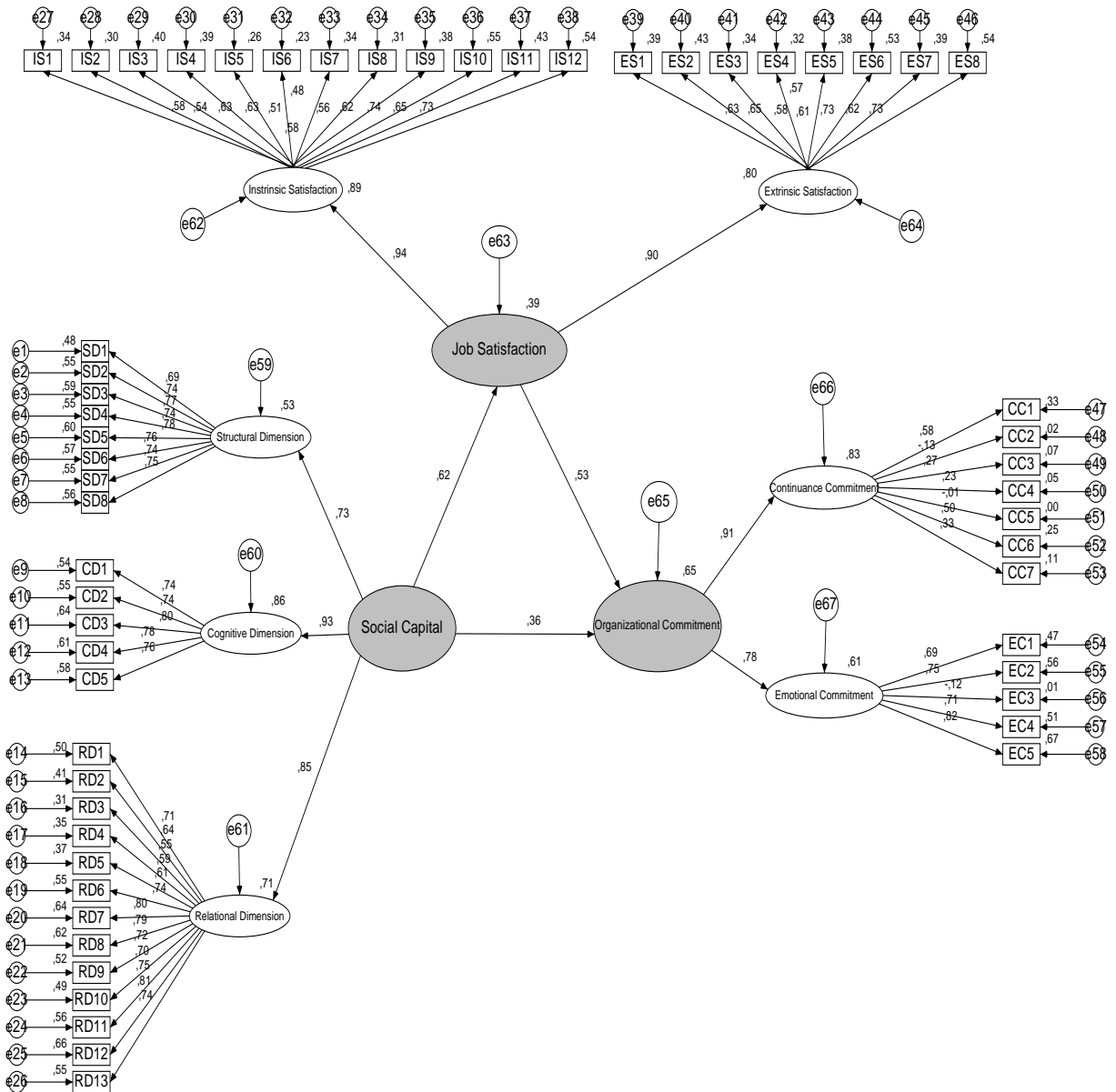


Figure 5. Structural Equation Modelling and Analysis Results of Hypothesis

This model’s fit values are calculated as follows: RMSEA=.058; SRMR=.068; CMIN\DF=2,039; GFI=.936; CFI=.954; AGFI=.917; NFI=.921; Chi squared=3222,302; df=1580 and p=.000. These results show that fit values of this model are at acceptable level.

There are three latent and 26 observed variables on the social capital scale. Structural size of latent variable is at .73, cognitive dimension has a value of .93 and correlational dimension is at .85. Observed variables within latent variable of structural dimension have a correlation coefficient between .78-.69. Observed variables within latent variable of cognitive dimension have a correlation coefficient between .80 and .76. Observed variables within latent variable of correlation dimension have a correlation coefficient between .81 and .55.

There are two latent variables and 20 observed variables on the Minnesota job satisfaction scale. Intrinsic job satisfaction and extrinsic job satisfaction have a correlation coefficient of .94 and .90 respectively. Observed variables within latent variable of intrinsic satisfaction and that of extrinsic satisfaction have a value between .74-.51 and .73-.57 respectively.

Organizational commitment scale and consists of two latent and 12 observed variables. Continuance commitment and affective commitment latent variables have correlation coefficients .91 and .78 respectively. Observed variables within continuance commitment latent variable correlation have coefficients .58 and -.13. Observed variables in latent emotional commitment variable have correlation coefficients .82 and -.12.

With regard to the third hypothesis of the study, social capital has emerged as a significant and positive factor on organizational commitment at the level of .36. This confirms the accuracy of the hypothesis 3 that states “School administrators levels of social capital has a positive and significant impact organizational commitment”. However, as seen in Figure 5, H3 has the lowest level of influence on the organizational commitment in the model. In other words, social capital compared to job satisfaction has less effect on organizational commitment.

Social capital and job satisfaction together have a positive and significant effect on organizational commitment at the level of .53. These results confirm the hypothesis 4 that states “School administrators’ job satisfaction and social capital have a positive and significant impact on organizational commitment”. Regarding the last hypothesis of the study, social capital and job satisfaction latent variables explain organizational commitment latent variable with 73% significance. In other words, changes that occurred in school administrators’ organizational commitment depend on the degree of their social capital and job satisfaction rate with 65%. This result confirm the H5 that states “School administrators’ social capital and and job satisfaction levels significantly explain their organizational commitment”.

4. Discussion

This study deals with social capital, job satisfaction and organizational commitment and how they influence each other. Firstly, in the light of literature five hypotheses have been formulated. In this part of the study, based on assumptions of hypotheses, the results obtained on the subject are compared with the results of other studies.

With regard to first hypothesis of the study that states school administrators’ social capital level has a positive and significant effect job satisfaction, this study confirms the first hypothesis. In line with this hypothesis, the second hypothesis that states school administrators’ social capital level has positive and significant effect on job satisfaction has also been confirmed. These results are consistent with the results of other studies on the subject. Flap et al., (2000); Flap & Völker (2001); Ahmadi et al., (2012a, 2012b) claim that social capital is effective on employee job satisfaction and experiences; Requena (2003) asserts that social capital is explanatory factor for employment satisfaction and quality of life and trust and social relations to a large extent explain quality of life and job satisfaction in the workplace; Ersözlü (2008) claims that teachers’ social capital levels and their job satisfaction are highly tied; Chazon (2009) claims teachers’ job satisfaction primarily depends on social capital and that kind of capital is urgent to mobilize teachers; Ommen et al., (2009) say that trust, mutual understanding of objectives and sharing determines

the quality of social capital that social networking and communication unifies individuals and act in cooperation with each other and social capital has an important effect on job satisfaction. Seija (2008) claims that in general job social capital level increases job satisfaction. Savari et al., (2013); Rostami et al., (2013) have concluded that there is a positive and significant relationship between social capital (relational , cognitive and structural) and job satisfaction.

With regard to the third hypothesis of the study, it has been found that school administrators' social capital affects their organizational commitment positively and significantly. Other relevant studies has reached similar conclusions. For instance, according to Hsu et al., (2011); Watson & Papamarcos, (2002); Naghavi & Baharloo, (2012) there is a strong meaningful relationship between employees' social capital level and organizational commitment. Macke et al., (2012) in their studies that aim to identify social capital structural dimensions and organizational commitment in terms of reciprocity and collaboration features such as a commitment and claims that the social capital in terms of the relational dimension organizational positively affects commitment relationship in terms of trust participation and norms, such as sharing elements of organizational commitment positively affects and social capital of structural size in terms of the communication and the values of factors such as organizational trust, participation and sharing norms have a positive effect on organizational commitment.

As a result, social capital and job satisfaction together explain the significant effect organizational commitment. In other words, social capital and job satisfaction have been found to be important predictors for organizational commitment. In light of this finding, changes in school administrators' social capital and job satisfaction either positive or negative ones will affect their organizational commitment in the same manner. These results show that any measures to be taken to increase school administrators' social capital and job satisfaction indicate would predict higher levels of organizational commitment.

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