

**THE MEDIATING EFFECT OF JOB SATISFACTION  
ON THE RELATIONSHIP BETWEEN ROLE STRESSOR  
AND ORGANIZATIONAL COMMITMENT AMONG  
POSTGRADUATE PART TIME STUDENTS IN  
UNIVERSITI UTARA MALAYSIA**

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**MASTER OF HUMAN RESOURCE MANAGEMENT  
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COMMITMENT AMONG POSTGRADUATE PART TIME STUDENTS IN  
UNIVERSITI UTARA MALAYSIA**

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STRESSOR AND ORGANIZATIONAL COMMITMENT AMONG POSTGRADUATE PART TIME  
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## **ABSTRACT**

Previous studies have been exploring the factor that lead to organizational commitment. Role stressor and job satisfaction are several possible factors that influenced organizational commitment. This study examined the relationship between role stressor which consist of role ambiguity, role conflict and role overload and job satisfaction and organizational commitment using 240 postgraduate part time students in Universiti Utara Malaysia. This study used a quantitative research design, whereby the data was collected using the mail and online questionnaire. Four research questions and four research objectives are solved by implementing suitable descriptive and inferential statistical analyses. All of the main hypotheses of the present study examined used regression analyses. The results of the study show that there are significant negative relationship between all three types of role stressor (i.e. role ambiguity, role conflict and role overload) and organizational commitment. Furthermore the study reveals that only role ambiguity and role overload have significant negative correlation with job satisfaction. The results of this study also reveal that job satisfaction mediated the relationship between three role stressor and organizational commitment.

The mediating role played by job satisfaction assisted in clarifying the underlying process that was responsible for the relationship between role stressor and organizational commitment of part time students. Limitation and recommendations for future study were also discussed.

**Keywords:** Role Stressor, Role Ambiguity, Role Conflict, Role Overload, Job Satisfaction, Organizational Commitment, Postgraduate Part Time Students

## ABSTRAK

Kajian terdahulu telah meneroka faktor yang membawa kepada komitmen organisasi. Tekanan peranan dan kepuasan kerja adalah beberapa faktor yang mungkin mempengaruhi komitmen organisasi. Kajian ini memeriksa hubungan antara peranan tekanan terdiri daripada kekaburan peranan, konflik peranan dan beban peranan dan kepuasan kerja dan komitmen organisasi menggunakan sampel 240 pelajar postgraduate separuh masa di Universiti Utara Malaysia. Kajian ini menggunakan reka bentuk kajian kuantitatif, yang mana data dikumpul menggunakan soal selidik yang diedar secara pos dan di dalam talian. Empat persoalan kajian dan empat objektif kajian diuji dengan melaksanakan analisis statistik deskriptif dan inferensi yang sesuai. Semua hipotesis utama kajian ini diperiksa menggunakan analisis regresi. Keputusan kajian ini menunjukkan bahawa terdapat hubungan negatif yang signifikan di antara ketiga-tiga jenis peranan tekanan (iaitu peranan kesamaran, konflik peranan dan beban peranan) dan komitmen organisasi. Tambahan pula kajian ini menunjukkan bahawa hanya kekaburan peranan dan beban peranan mempunyai korelasi negatif yang signifikan dengan kepuasan kerja. Hasil kajian ini juga menunjukkan bahawa kepuasan bekerja mengantara hubungan di antara tiga peranan tekanan dan komitmen organisasi.

Peranan pengantaraan yang dimainkan oleh kepuasan bekerja membantu menerangkan proses yang bertanggungjawab mendasari hubungan di antara peranan tekanan dan komitmen organisasi. Batasan dan cadangan untuk kajian akan datang juga turut dibincangkan.

Kata Kunci: Peranan Kesamaran, Konflik Peranan, Beban Peranan, Kepuasan Berkerja, Komitmen Organisasi, Pelajar Postgraduate Separuh Masa.

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2.4	The Concept of Role Stressor.....	28
2.5	Role Ambiguity .....	30
2.6	Role Conflict .....	32
2.7	Role Overload .....	35
2.8	Empirical Evidence of The Relationship between Variables .....	38
2.8.1	Relationship between Role Stressor and Job Satisfaction .....	38
2.8.2	Relationship between Role Stressor and Organizational Commitment.....	43
2.8.3	Relationship between Job Satisfaction and Organizational Commitment.....	46
2.8.4	Mediating Effects of Job Satisfaction.....	51
2.9	Relevant Theory .....	54
2.10	Conclusion.....	55
CHAPTER 3 METHODOLOGY .....		56
3.0	Introduction .....	56
3.1	Proposed Theoretical Framework .....	56
3.2	Hypothesis Development .....	57
3.2.1	Relationship between Role Stressor and Job Satisfaction .....	57
3.2.2	Relationship between Role Stressor and Organizational Commitment.....	58
3.2.3	Relationship between Job Satisfaction and Organizational Commitment.....	59
3.2.4	Mediating Role of Job Satisfaction .....	60
3.3	Research Design.....	61
3.3.1	Purpose of the Study.....	63
3.3.2	Type of Study .....	63
3.3.3	The Quantitative Research Approach.....	64
3.3.4	Population and Sampling frame .....	64
3.3.5	Unit of Analysis.....	65
3.4	Data Collection Method .....	65
3.4.1	Primary Sources .....	65
3.4.2	Secondary Sources .....	66
3.5	Sampling Design .....	66
3.5.1	Probability sampling: Simple Random Sampling .....	66
3.6	Measurement .....	67



3.6.1	Questionnaire.....	68
3.6.2	Designing questionnaire.....	69
3.6.3	Reversed Coded.....	72
3.7	Data Analysis Technique.....	72
3.7.1	Feel for the Data .....	73
3.7.2	Testing Goodnes of Data.....	73
3.7.3	Hypotheses Testing .....	74
3.8	Pilot Study .....	76
3.9	Conclusion.....	77
CHAPTER 4	RESULTS.....	78
4.0	Introduction .....	78
4.1	Respondent Rate.....	78
4.2	Handling Blank Responses.....	79
4.3	Missing Value Analysis.....	80
4.4	Statistical Analysis for Actual Study.....	80
4.5	Profile of the Respondents .....	81
4.5.1	Gender .....	81
4.5.2	Age .....	81
4.5.3	Marital Status .....	81
4.5.4	Tenure.....	82
4.5.5	Level of Education .....	82
4.5.6	Industry Sector .....	82
4.6	Descriptive Statistics of Variables of Study.....	83
4.7	Reliability Analysis .....	85
4.8	Inferential Statistics.....	87
4.8.1	Bivariate Correlation Result Analysis.....	87
4.8.2	Multiple regression analysis .....	91
4.9	Overall Hypotheses Results.....	111
4.10	Conclusion.....	112
CHAPTER 5	DISCUSSION AND CONCLUSION .....	113
5.0	Introduction .....	113

5.1	Discussion .....	114
5.2	Contribution of the study.....	121
5.2.1	Knowledge Contributions.....	121
5.2.2	Practitioners Contributions.....	121
5.3	Limitations of the study.....	124
5.4	Recommendation for Future Research .....	124
5.5	Conclusion.....	126
	Bibliography.....	127
	APPENDIX A: DATA OUTPUT .....	137
	APPENDIX B: QUESTIONNAIRE .....	166

## LIST OF TABLES

Table 3-1 <i>The range of questionnaire</i> .....	68
Table 3-2 <i>The summary of sources of questionnaire</i> .....	71
Table 3-3 <i>Reliability Coefficient of the scale for the pilot study (N= 31)</i> .....	77
Table 4-1 <i>The summary of the questionnaire that has been distributed</i> .....	79
Table 4-2 <i>Distribution of Respondents by Gender, Age, Marital Status, Tenure, Education and Industry Sector (N = 240)</i> .....	83
Table 4-3 <i>Descriptive Analysis (N = 240)</i> .....	85
Table 4-4 <i>Reliability Coefficient for the actual survey (N=240)</i> .....	87
Table 4-5 <i>Correlations among Role Conflict, Role Ambiguity, Role Overload, Job Satisfaction and Organizational Commitment (N = 240)</i> .....	90
Table 4-6 <i>Result of the relationship between independent variable and mediator variable (N=240)</i> .....	93
Table 4-7 <i>Result of the relationship between independent variables and mediator variable (N=240)</i> .....	94
Table 4-8 <i>Result of the relationship between independent variable and dependent variable (N=240)</i> .....	95
Table 4-9 <i>Result of the relationship between independent variables and dependent variable (N=240)</i> .....	96
Table 4-10 <i>Result of the relationship between mediating variable and dependent variable (N=240)</i> .....	97

Table 4-11 *Result of the relationship between mediator variables and dependent variable (N=240)* ..... 98

Table 4-12 *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Stressor and Organizational Commitment (N = 240)* ..... 101

Table 4-13 *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Ambiguity and Organizational Commitment (N = 240)*..... 104

Table 4-14 *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Conflict and Organizational Commitment (N = 240)* ..... 107

Table 4-15 *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Overload and Organizational Commitment (N = 240)* ..... 110

Table 4-16 *Summary of Hypotheses Results* ..... 111

**LIST OF FIGURES**

Figure 2-1 *Stress Model* ..... 55

Figure 3-1 *Theoretical Framework*..... 57

Figure 3-2 *Research design*..... 62

Figure 4-1 *The 3 Steps for mediation model* ..... 92

## LIST OF ABBREVIATIONS

DV	Dependent Variable
IV	Independent Variable
JS	Job Satisfaction
MV	Mediating Variable
RA	Role Ambiguity
RC	Role Conflict
RO	Role Overload
RS	Role Stressor
OC	Organizational Commitment
UUM	Universiti Utara Malaysia

# CHAPTER 1 INTRODUCTION

## 1.0 Introduction

This chapter presents an introduction of this study and consists of nine sections.

## 1.1 Background Of The Study

Nowadays, educational institutions either public or private institution are built all over the place and developed rapidly. For instance, developing country such as Malaysia has university in every state. This shows that education is very important and Malaysian awareness of seeking knowledge is highly encouraging. Additionally employees have their own reason why they intend to continue their study. Some of these reasons are for personal development, better promotion opportunity, to increase their income, demand made by their employer, for intrinsic/extrinsic satisfaction and so on (Nais, 2012; Nor Azimah Chew Abdullah, 2010). This situation will encourage them to further their study especially as part-time student.

Malaysia is going towards knowledge or 'K' economy. This means that the country needs highly knowledgeable, competent and skilled workforce to increase its economy. The importance of human capital has been featured outstandingly in the 10<sup>th</sup> Malaysian Plan (10MP) to produce highly knowledgeable, qualified and skilled people to realize its ambition to be a high income or developed nation by 2020 (Fauziah Ismail et al., 2010). This has made the people to embark on lifelong learning and pursues further education as it is essential in the building of human capital.

In October 2010, the Malaysian government had introduced the economic transformation program (ETP) in order to achieve high-income nation by 2020 (Anif,

2010). This program focused on 12 core sectors called National Key Economic Areas (NKEAs). Education is one of the NKEAs sectors that are important for high-income country. ETP targeted to develop to introduce Malaysia as important education hub and as a main education centre. The government plans to create about 3.3 million high-income jobs by 2020 (The Economic Transformation Program: A Roadmap for Malaysia, 2010). As a result, education sectors are right place that able to produce knowledgeable and competitive workforce. This adds further evidence of people attraction to further their study in the highest level.

Recently, lifelong learning has been main phenomenon in education sector (Nais, 2012). The Malaysian government is vigorously encouraging their citizen to boost their “market value” such as level of education, skills, knowledge and qualification. For instance, the government had developed a national strategy for long life learning in order to achieve learning society. This strategy is important in order to shift from middle income to high income nation by 2020 (Azizan, 2010). Malaysian government highly recommended people to further study for Master and PhD level. In March 2009, Ministry of Higher Education (MOHE) seriousness in these issues were seen when The 2<sup>nd</sup> Stimulus Package has announced the various educational funding schemes and financial support provided for potential students called MyBrain15. MyBrain15 are distinguish into three programmes based on the level of study namely MyMaster, MyPhD and Industrial PhD. For example the government had provided monthly allowance, financial course fees and research grants of up to RM20, 000 for PhD students and financial fees up to RM10, 000 for master students. In Nov 2011, the National Lifelong Learning Master Plan was introduced with the hope to establish lifelong learning culture for Malaysians (Nais, 2012).



Reciprocally for public and private sector, their passion in attracting their employees to pursue their studies is because they realize that this agenda will be able to increase the knowledge, competitiveness, development and skills of their human capital. That is why many companies provided plenty of sponsorship for employees to continue their studies in higher courses. Essentially they provided various support such as scholarship, study leave and many more. Big companies in Malaysia such as TNB have their own university (Universiti Tenaga Nasional) and their employees were sent there to upgrade knowledge and personal development to become better human capital.

However there seem to lack or no synergy formed between the organization and the government as the goals of the two bodies are not met. Employees of an organization furthering their studies as part time students face a lot of challenges in their life (Covarrubias, Gaedke, Janous & Recker, 2011). Their responsibilities increase as they have to be a worker, a family man and a student at the same time. Being a part time student need to have good time management and highly committed to cater to the plentiful role demands. A longitudinal study conduct by Covarrubias et al. (2011) compared the stress level among part time students and full time students. Covarrubias et al. (2011) found that the burden of study had highly affected part time students rather than full time student. Another burden that faced by part time student are burden with job, financial and family.

As a result it will create work-life unbalanced. This issue will cause some conflict between student role, employee role, social role and family role. Satterstrom, Schwartz and McGuire (2012) stated that the working student perceived stress due to imbalance between work and life. Satterstrom et al. (2012) found that longer working hour has positive linked to stress. This evidence shows that the longer working hour

will cause a perceive work-life imbalance. This is true because working student was facing difficulty to meet academic deadline if his/her work hour is increased. Associated from that, Satterstrom et al. (2012) also found that stress and longer working hour cause them sleep disturbance.

Therefore, the part time students may access the internet to get materials for their assignments during working hours and thus neglecting their main job in the organization. Furthermore, most of the classes are during the weekends, therefore they will not have enough leisure and quality time with their family. Sometimes they could not attend classes or group discussion with the full time students if their spouses or children are sick or they need to attend the company meeting or extension course. Some of the workers might be absent from classes with the reason of fatigue resulting from longer working hours. As a result, with their increased responsibilities, these may affect their productivity, academic performance and commitment to the organization. While on the government perspective with the funding schemes provided to the part time students in furthering their education and building the human capital will be futile. Thus, there will be no synergy formed between the organization and the government goals.

Nevertheless being a part-time student need to be highly committed with plentiful roles demands especially in relation to work, society activities, family and study. For academic requirement, course load such as assignment, final examination, weekly presentation, case study will contribute to stress problem and academic failure (Rafidah Kamarudin, Azizah & Noraini, 2009). This requires wisdom in managing the time on multiple work and non-work activity demands. In real work life, competitive working environment and imbalance between work and life are cause

stress and reduce the job satisfaction among part time students (Choi and Sneed, 2006)

Too much roles will cause part time students to have little control over stress. Stressor means that individual is recognizing some object or situations as disruptive (Long, 1995). Role stress occurs when organizational role generated unfavourable result to the employee/ role incumbent (Kahn & Quinn, 1970). Alexandros-Stamations, Matilyn and Cary (2003) indicated that organization role is part of the causes of work stress.

Some researcher have found that low level of job satisfaction and lack of organizational commitment among employee can stem from role stressor especially role ambiguity, role conflict and role overload (Yousef, 2002; Chang, Lu, Su, Lin, & Chang, 2010; Omer Farooq Malik, Aamer Waheed & Khalil-Ur-Rehman Malik, 2010; Sayyid Salman Rizavi, Ishfaq Ahmed & Muhammad Ramzan, 2011). For instance, Chang et al. (2010) and Sayyid Salman Rizavi et al. (2011) reported that role ambiguity and role conflict increased the degree of work stress, and caused low organizational commitment among employees. In their study, Sayidd Salman Rizavi et al. (2011) added that role ambiguity and role stress can alleviate motivation, reduce satisfaction and increase intention to quit among employees in the organization. Thus, it shows that there are some benefits that organization can obtain from managing role stressor because it is correlated with employee's commitment, job satisfaction, and alleviate stress in the organization.

As a consequence students who are unable to cope with excessive stress will cause occurrence of negative symptoms (Robbins, 2009; Kumar & Jejekar, 2005). Kumar and Jejekar (2005) stated that the symptoms experienced by students due to

unnecessary stress are unable to perform well for college work, fear of academic failure and college depart.

Stress is one of the causes that affect health and employee's well-being (Robbins, 2008). In Malaysian context, there are several factors that can lead to stress among part-time student and one of them is work stress (Nor Azimah Chew Abdullah, 2011). Based on Abdul Latif Salleh, Raida Abu Bakar and Wong Kok Keong (2008) reported that work stress would likely result in adverse effects on mental and physical health and causes hindrance to the organization's performance. According to statistics, "in 2008 to 2009, around 415 000 Britain employees were experiencing job stress that caused them sick" (Mills, 2010). "The Health and Safety Executive asserted that in 2007, main causes of 30 million days lost at work due to sick because of the depression, anxiety and stress" (Mills, 2010, p.271). In the Malaysian context, Deputy Human Resources Minister Senator Datuk Maznah Mazlan (2012) stated that stress is one of five health hazards that reduce the job performance among employees in Malaysia. Based on statistic carried out by the Department of Community Health Universiti Kebangsaan Malaysia Medical Centre (PPUKM), reported that in 2007 to 2009, the most stressful job in Malaysia is the police. This was followed by prison officers, fire-fighters, teachers, nurses and doctors.

## **1.2 Problem Statement**

Generally, organization intends to recruit candidate who have better knowledge, skills and high academic qualification. Becoming working students is not as simple as it looks. The challengers faced by part time students are more difficult because they are progressing to the next level of responsibilities with various roles such as

work role, family role and as a student. Thus if this responsibilities is not well controlled, the part time students will become stress because of the dilemma of unbalanced work-life. Smith and Patton (2009) reported that challenge of balancing work and study is the one of several potential problems being as working students.

As cited in Trayambak, Kumar and Jha (2012), Kahn and Quinn (1970) defined role stressor is the entire organizational role that cause problem to the individual. The most popular role stressor that was discussed in prior studies were role conflict, role ambiguity and role overload (Rizzo, House & Lirtzman, 1970; Kahn, Wolfe, Quinn, & Snoek, 1964; Colligan & Higgins, 2005; Omansky, 2010).

Snelgar (1990) reported that high level of examination failure rate among part time students in South Africa correlated with work stress and high level of role ambiguity as worker and student (as cited in Welman, 2003, p.45). Part-time students faced difficulty to deal with excessive role overload at work and school that hinder their learning process (Siabi-Mensah, Badu-Nyarko & Torto, 2009). Siabi-Mensah et al. (2009) also stated that ineffective learning process among part time students are due to occupational problem, social problem and institutional problem.

Consequently role stressor has impact to organizational commitment. Past literature stated that organizational commitment can stemmed from role stressor (Ahmad Usman, Zulfiqar Ahmed, Ishfaq Ahmed & Zeeshan Akbar, 2011; Solli-Sæther, 2010; Omer Farooq Malik et al., 2010; Fethi Calisir, Cigdem Gumussoy & Ibrahim Iskin , 2011; Chang et al., 2010; Slattery, Selvarajan & Anderson., 2008; Addae & Parboteeah, 2008; Yousef, 2002). Slattery et al. (2008) reported that role ambiguity and role conflict in the workplace has a positive relationship on job dissatisfaction which leads to a less commitment to the organization and increase intention to leave

the organization. Ahmad Usman et al. (2011) reported that role ambiguity and role conflict are work stress factor lead to job dissatisfaction and low organizational commitment.

The existing literatures found that low organizational commitment is interrelated with behavioural symptoms such as absenteeism, turnover and productivity (Anton, 2009; Addae & Parboteeah, 2008). Addae and Parboteeah (2008) found that role stressor has negatively related to organizational commitment and intention to quit. Furthermore Anton (2009) added that low affective commitment has positively associated with high turnover intention, increase absenteeism and low job performance. Muhammad Jamal (2011) findings based on empirical study found that job stressor namely role ambiguity, role conflict, role overload and resource inadequacy was positively related with poor performance. He also found that organizational commitment act as moderator between job stress and job performance.

However, based on our knowledge, the prior studies are more focused on stress level and gave less attention on impact of role stressor on organizational commitment among part time students in Malaysia context (Nor Azimah Chew Abdullah, 2011; Siti-Huzaimah Sahari, Yusup Mohd Yaman & Awang-Rozaimie Awang-Shuib, 2012; Rafidah Kamarudin et al., 2009). In Malaysian contexts, Nor Azimah Chew Abdullah (2011) focused on the relationship between stressor and psychological well being. Sahari et al. (2012) reported that there are several environment factors (i.e., noise, pollution, and the level of air quality) in Sarawak that influence stress among part time students. Rafidah Kamarudin et al. (2009) based on a sample from Malaysian public university reported that there are several stress factors that lead to the decrease in the academic performance.

Multifunction roles (i.e., family role, student's role, social role and worker role) among part time students caused less satisfaction with the job and experienced stress. For instance, Derrer and Davis (2007) stated that part time student has high level of stress and low job satisfaction due to work-life imbalance. Choi and Sneed (2006) found that low level of job satisfaction has reduced the employment tenure of part time students. They stated that supervision quality and training were able to help them to be satisfied. Good supervision will lead to better understanding to role demand, reduce ambiguity and role conflict, while training is able to reduce qualitative overload. Fairbrother and Warm (2003) mention that stressful condition has cause employee suffer low levels of job satisfaction mainly when a person has conflict involving work and his/her personal life. In Pearson (2008) study based on a sample of employed women in United States found that role overload as a major factor of stress was positively related with poor psychological health and job dissatisfaction.

Past literature proved that employee who has high job satisfaction and low levels of stress will lead to positive organizational productivity (Halkos & Bousinakis, 2010). Consequently, existing studies have found that high level of job satisfaction has influence with other employee work outcomes such as increases organizational commitment (Yousef, 2002; Omer Farooq Malik et al., 2010; Komal Nagar, 2012; Fethi Calisir et al., 2010), reduce job stress (Adebayo & Ogunsina, 2011; Duraisingam, Pidd, & Roche 2009; Shahzad, Hayat, Abbas, Bashir & Kashif-ur-Rehman, 2011), less intention to quit (Bashir Ahmad, Shahid, Zill-E- Huma & Haider 2012; Sayyid Salman Rizavi et al., 2011; Paillé, 2011; Han & Jekel, 2011; Anton, 2009), increases job performance (Sayyid Salman Rizavi et al., 2011; Anton, 2009; Babin & Boles, 1996), enhancing organizational citizenship behaviour (Paillé,

2011), better leader-members exchange, reduce unethical behaviour (Liu, Lin & Hu, 2013) and low level of absenteeism rate (Anton, 2009; Robbins, 2009). The previous studies above provide evidences that role stressor has obvious connection with low job satisfaction, organizational commitment and increases level of stress, turnover intention and low level of job performance among employees. Besides, previous findings (Yousef, 2002; Anton, 2009; Omer Farooq Malik et al., 2010) discovered that role of job satisfaction as mediator influence the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment (i.e., affective commitment, continuance commitment and normative commitment). Omer Farooq Malik et al. (2010) reported that role conflict and role overload have indirect and negatively association with affective commitment via job satisfaction. Anton (2009) revealed that role stressor (i.e., role ambiguity and role conflict) has indirect influence on affective commitment through job satisfaction.

Yousef (2002) revealed that role ambiguity and role conflict have indirect and negatively influence affective commitment, continuance commitment (low perceived alternative) and normative commitment through job satisfaction.

Therefore, the researcher attempts to provide some new insights to the body of knowledge about the effect of role stressor (role ambiguity, role conflict and role overload) with job satisfaction as the mediating variable on the organizational commitment of postgraduate part time students in Universiti Utara Malaysia (UUM). This is because the researcher hardly finds any studies in Malaysia about this topic towards postgraduate part-time students. Even though there is a small number of studies that focus on student's context, but at least the findings of this study will be able to contribute about part time student's perception and their own experience that related with this problem statement. Hence from the problems statement, the



researcher has listed several researcher questions and research objectives in the next part.

### **1.3 Research Questions**

The objectives of the study are as follows:

- i. Does role stressor (role ambiguity, role conflict and role overload) relate to job satisfaction?
- ii. Does role stressor (role ambiguity, role conflict and role overload) relate to organizational commitment?
- iii. Does job satisfaction relate to organizational commitment?
- iv. Does job satisfaction mediate the relationship between role stressor (role ambiguity, role conflict and role overload) and organizational commitment?

### **1.4 Research Objectives**

Essentially, this study is to examine the relationship between role stressor (i.e., role ambiguity, role conflict and role overload), job satisfaction and organizational commitment among part time student. The following shows the research objectives:

- i. To examine the relationship between role stressor (role ambiguity, role conflict and role overload) and job satisfaction
- ii. To determine the relationship between role stressor (role ambiguity, role conflict and role overload) and organizational commitment

- iii. To ascertain the relationship between job satisfaction and organizational commitment
- iv. To analyze the mediating effect of job satisfaction on the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment among part-time students.

### **1.5 Scope Of Study**

This study explores about the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment among postgraduate part time students in UUM.

This study also explores the investigation of the mediating effects of job satisfaction on the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment. The researcher chooses organizational commitment as an organizational outcome and considered in this study as a dependent variable. This is important to gain knowledge on how to manage and sustain employee commitment with their current organization. So with strong commitment, employees are happier and are willing to attach with the organization.

### **1.6 Significance Of Study**

The main aim of this research is to identify the relationship between role stressor and organizational commitment. Second aim is to identify the role of job satisfaction as key mediator between role stressor and organizational commitment. This research is important for practitioners and increases the body of knowledge in order to obtain

information about the relationship between role stress, job satisfaction and organizational commitment.

This research will help human resource practitioners identify role stress factor that negatively affect to organizational commitment. Organization commitment is very important because numerous studies have found that the higher the level of organizational commitment, the higher will be the level of positive work outcome such as job performance, low absenteeism, reduce their intention to quit (Boselie, 2010; Anton, 2009).

This study will contribute to the body of the knowledge. Other researchers will access this research in order to facilitate them to obtain information about factor that lead to organizational commitment especially among part-time students. Furthermore, this research also can become as a guideline or references to conduct future research. Furthermore this study will inspire other researcher to make an adjustment and improvement related to this topic in their future study.

## **1.7 Definition of Key Terms**

### **1.7.1 Organizational Commitment**

Organizational commitment refers to the degree of person desiring to maintain their membership within current organization (Robbins, 2009).

S. Pool and B. Pool (2008) defined organizational commitment as “how high employee’s beliefs with regard to their organization and its goals”. Allen and Meyer (1990) distinguish organizational commitment into three dimensions; affective commitment refers to “emotional attachment within current organization”.

Continuance commitment refers to commitment based on “economic values of staying either because of cost of leaving the organization is high or low perceived job alternative”. Normative commitment refers to “obligations to the current organization”.

### **1.7.2 Job Satisfaction**

Job satisfaction refers to individual perception about the job seen from an evaluation on its characteristics; the sum of reward obtains and the sum they believe should get (Robbins, 2009).

### **1.7.3 Stress**

“Any changing demand generated by physical or psychology aspects that need coping behaviour” (Snell, 2010).

### **1.7.4 Role Ambiguity**

Role ambiguity occurs when an employee does not understand the job content or lack of clarify toward the job (Rizzo, House & Lirtzman, 1970).

### **1.7.5 Role Conflict**

Role conflict occurs when a person pursue to perform incompatible goals which he or she is not sure which action order need follow or overlook (Rizzo, House & Lirtzman, 1970).

### **1.7.1 Role Overload**

Role overload occurs when excessive job demand receive by employee with too little time and few resources (Larson, 2004).

## **1.8 Organizational of the Thesis**

This study consists of five chapters. Chapter 1 briefly described the introduction of this study for example research objective and problem of the study. The next chapter reviews related and significant literature on organizational commitment, role ambiguity, role conflict, role overload and job satisfaction. The following chapter describes theoretical framework and methodology of the study. Chapter 4 consists of the statistical findings of the study. Last chapter concludes this study with discussion, summary, limitation and suggestion for future research.

## **1.9 Conclusion**

This chapter emphasizes on the background of the study, the problem statement, research questions and objectives, significance of the study, the scope of study and the definitions of the terms.

# **CHAPTER 2 LITERATURE REVIEW**

## **2.0 Introduction**

This chapter consists of ten sections. Section 2.1 explains about the view of organizational commitment. Section 2.2 discusses the concept of job satisfaction. Section 2.3 discusses the concept of stress. Next section 2.4 explains about the concept of role stress. This is followed by next 3 sections explains about sources of role stressor namely role ambiguity, role conflict and role overload. The

antepenultimate section (Section 2.8) provides empirical evidences about the relationship between variables. The penultimate section (Section 2.9) explains about the relevant theory of job satisfaction as mediator. Final section (Section 2.10) summarizes this chapter.

## **2.1 Organizational Commitment**

Based on Porter, Steers and Mowday (1974), organizational commitment is an individual's identification with and involvement in a particular organization. Essentially, organizational commitment can be identified by various factors including (1) high degree of acceptance of organization's goals and values, (2) readiness and willingness to use considerable effort on behalf of the organization and (3) actual desire in order to maintain organizational membership.

Based on Robbins (2009) organizational commitment is defined as employee plan to continue and sustain membership in and organization. S. Pool and B. Pool (2007) viewed organizational commitment as the degree of individual's beliefs towards the organization and its mission and vision. The higher degree of employee's belief towards their organization, therefore he or she will boost up their commitment to the organization. Yang (2008) reported that a person who is committed to the organization depends on their involvement, attitudes and feeling in the organization.

According to Prabhakar and Ram (2011), there are two main factors that contribute to high commitment among employee with their organizations. Firstly, job design which included skill identity, task identity, task significance, autonomy and feedback. Secondly, empowerment are consists of training and development,

decision making, participation, competency development and self determination. These two factors need to be continuous basis in order to improve employee commitment toward their organization. Empowerment and understandable job design are capable to ameliorating the negative effects of role ambiguity, role qualitative overload and role novelty (Prabhakar & Ram, 2011).

Allen and Meyer (1990) introduced the three component model of organizational commitment and this model is well-known and often used by various researchers (Omer Farooq Malik et al., 2010; Prabhakar & Ram, 2011; Nawab & Bhatti, 2011; Yousef, 2002). Allen and Meyer (1990) conceptualized organization commitment into three components namely affective commitment, continuance commitment and normative commitment;

- i. Affective commitment: this commitment is about employees “emotional attachment and affection to the organization”. Employees are willing to remain in the organization because they love and have interest to do so.
- ii. Normative commitment: this commitment reflects to “individual's sense of moral or ethical obligations to continue membership in the organization”.
- iii. Continuance commitment: employee's commitment related to “costs that are related with departure from the organization”. It means that employee commit because the cost of leaving is higher than the cost of staying. It is based on number of investment and perceives lack of employment alternative. For instance, if their invest time and energy to master job skill that cannot be used in other organization, so they will commit with current organization.

Prabhakar and Ram (2011) underline a concept of affective commitment as employee taking pleasure in continuing membership in the organization. Hamireza, Morad and

Azim (2011) contend that several job characteristics are capable to generate intrinsically rewarding to ensure a sense of affection (affective commitment) by the employee to the company. Examples are autonomy, skills variety, feedback, perceived organizational support, perceived organization dependence, involved in goal-setting and decision-making. Furthermore affective commitment is known as emotional commitment love, interest, satisfaction and honesty.

Tenure and organizational citizenship behaviour correlated positively with affective commitment among employee in the workplace (Boselie, 2010). Long-serving employees have more commitment with the organization than others who are new entrance to the organization. In addition a person who has high emotional attachment with their company will have high organizational citizenship behaviour by doing work beyond their job description.

Robbins (2009) and Hamireza et al. (2011) tally defined continuance commitment as an economic value of staying. Prabhakar and Ram (2011) underlined continuance commitment as keenness to stay in the current organization because of the high value and priceless personal investment employee contributes in the organization that makes it too costly to quit the job. Examples of priceless investment such as good relationship with colleague, retirement investment, career investment, acquire unique job skills, tenure and many more.

Prabhakar and Ram (2011) defined normative commitment as feeling of loyal and obligation to stay with current organization. The natural factors of normative committed such as family, marriage, country, religion, employment organization as a result of socialization in a culture. Allen and Meyer (1990, p.4) also revealed that “normative commitment occurs based on employee experience during organizational



socialization practices and familiar/cultural socialization”. Example that was given by Allen and Meyer (1990, p.4) was the influence by important person to employee (i.e., their parent) that have been in their organization with long term service and explained to them the significance of organizational loyalty. While, the organizational socialization are through a plenty of practices that show that organization look ahead to their loyalty.

According to Hamireza et al. (2011) reported that affective commitment and normative commitment can enhance job performance among employee of social security organization. They suggested several conditions that should be taken by organization to increase organization commitment and job satisfaction such as implement job enrichment, clear personal organization promotion, build trust, face to face communication with worker, rewards and incentives to high-performing employees.

Meisara and Dagher (2010) reported that proactive personality of employee is able to boost affective commitment, continuance commitment and career commitment towards organization. LeRough, Nelson and Blanton (2006) reported that high organizational commitment would most likely to increase strategic advancement of organization and reduce the turnover rate.

Boselie (2010) initiates that employee commitment and organizational citizenship behaviour is able to increase the performance. Employees are happy and willing to cooperate to put up more effort if the company gives them an opportunity to build up their abilities and participation. Examples are training, coaching, autonomy and involvement in decision making process. Halkos and Bousinakis (2010) stated that

employee is willing to stay on the current organization if their productivity on the organization is higher.

## **2.2 Job Satisfaction**

According to Robbins (2005), job satisfaction is defined as “employee’s feeling about their jobs whether they consider as good or bad”. Furthermore job satisfaction can be considered as individual’s general mind-set about the job. For instance, employee feelings toward what amount of reward they receive and what amount they believe they are suppose to get.

Job satisfaction defined as employee's positive emotional condition towards their job (LeRough et al., 2006: Babin & Boles, 1998). Rizzo et al. (1970) stated that satisfaction has been described as “a person perceives several satisfaction condition such as autonomy, pay recognition, advance opportunity and job security were exist or been achieved”.

Many studies divided job satisfaction into 2 categories namely intrinsic satisfaction and extrinsic satisfaction (Mohd Dahlan A. Malek, Mearns & Flin, 2010; Gallardo, Sanchez-Canizares, Lopez-Guzman & Jesus, 2009; Firth, Mellor, Moore & Loquet, 2004). For instance, Mohd Dahlan A. Malek et al. (2010) divided job satisfaction into 2 types; first type is intrinsic satisfaction such as autonomy, second type is extrinsic satisfaction such as pay rate. Gallardo et al. (2009) provided several job satisfaction components such as “relationship with co-worker and supervisors, usefulness of the work, work itself, promotion opportunity, payment and the prestige of the work”. Firth et al. (2004) reported that managers need to focus and monitor

extrinsic and intrinsic sources of job satisfaction available to employees. This is important because these activities have the potential to increase employee's job satisfaction and their commitment to the organization. In addition organization will be able to save financial expenses that is related to replacement, new recruitment, induction and training of new entrance to the organization.

Gunlu, Aksarayli and Percin (2010) distinguish job satisfaction into 3 dimensions: namely intrinsic, extrinsic and general job satisfaction. First is intrinsic job satisfaction contains achievement, authority, moral values, security, creativity, variety, ability utilization, activity and independence. Second is extrinsic job satisfaction such as company policy, advancement, compensation, supervision and recognition. Third is general satisfaction occurred when extrinsic and intrinsic and two other types working condition and co-workers summed up together.

There are many well-known motivation-satisfaction theorists created by Maslow (1954), Herzberg (1966), Alderfer (1969) and McClelland that contribute to body of knowledge. One of the most popular theories of job satisfaction that frequently used by previous researcher is the two-factor or known as motivation-hygiene theory (Herzberg, as cited in Robbins, 2009). This two-factor theory explains about employee have two major needs known as “hygiene” and “motivator”.

Hygiene factors such as company policy and administration, supervision, relationship with supervisor or subordinates, salary, work conditions and job security. Motivator factors such as achievement, recognition, challenging work, work itself, growth, responsibility and advancement (Herzberg, 1959; Robbins, 2009). Basically, hygiene factors should be sufficient to make sure employee is not dissatisfied, but it is not

heading to employee satisfaction. While motivator factors are needed to ensure employees are satisfied and motivate employee to perform well.

While other model such as Maslow's hierarchy of needs by Abraham Maslow represented about needs to be satisfied with the more basic needs at the priority stage. The most basic need should be satisfied first before achieving the next level of needs. The bottom of hierarchy started with physiological need, then next level is safety needs, third level of need is social/belonging, the fourth level of needs is esteem and the highest level of need is self actualization. The first two bottom level (physiological and safety needs) are called lower-order needs, while the next three upper level are called higher-order needs (social, esteem and self-actualization needs). Lower-order needs are needs that are being satisfied externally and higher-order needs are needs that are being satisfied internally (Robbins, 2005).

Hackman and Oldham (1980) developed their job characteristics model which classifies five job characteristics and its relation to personal and work outcomes. The five characteristics of jobs such as skill variety, task identity, task significance, autonomy and feedback are able to influence psychological states. These 5 job characteristics able to reduce role ambiguity, role conflict and role overload among workers. For instance, skill variety and task identity will increase the clarity, understanding and able to reduce qualitative overload. Thus, good job characteristic has positive to psychological states such as knowledge of results, meaningfulness of work and personal feeling of responsibility of results. Therefore, employer needs to design good job characteristic e in favour of employee well-being. This is important because by maximization of psychological states will result in good return on investment in form of high motivation, raise performance and job satisfaction (Hackman & Oldham, 1980).

Some researchers have conceptualized job satisfaction as good mood and correlated with high job involvement, better job performance, commitment, loyalty to the organization, low level of absenteeism and low intention to leave the organization (Babin & Boles, 1996; Meyer et al., 1989; Yousef, 2002; Larson, 2004; LeRough et al., 2006; Atkinson & Hall, 2011). Happy employee is able to show the good behaviour and become outstanding performer. Atkinson and Hall (2011) asserted that flexible working is able to make worker pleased. The workers show good characters when they are given authority to control their working hours and cause positive outcome to the organization. Anton (2009) found that job satisfaction has negatively associated with turnover intention.

According to Robbins (2009), stated that there are several effects of job satisfactions on employee performance. First is satisfaction on productivity. Although satisfied workers are not necessarily more productive. However level of productivity is higher with more satisfied workers. Second is satisfaction on absenteeism. Low satisfaction on job will increase absenteeism. Third is satisfaction on turnover. Low level of job satisfaction will increase intention to quit.

As shown by Coverman (1989) that poor health condition and well-being among employee can stem from job dissatisfaction and low level of marital satisfaction. Pearson (2008) found there is positive correlation between job satisfaction and leisure satisfaction with psychological health. As a result, employee who has high job satisfaction is able to become healthier and keep away from suffering stress in the organization.

Past literature asserted that dissatisfy worker is significantly correlated with intention to quit (Larson, 2004; Bashir Ahmad et al., 2012; Firth et al., 2004). For instance,

Bashir Ahmad et al. (2012) reported that job dissatisfaction and work stress are related to increasing turnover intention. The employee will remain in the organization when they are satisfied with the job and experience low level of work stress (Omansky, 2010).

In fact, various researches found significant effect of job stress on turnover intention and job satisfaction. Higher level of job stress will increase turnover intention and lower job satisfaction (Adebayo & Ogunsina, 2011; Duraisingam et al., 2009; Shahzad et al., 2011). According to Shahzad et al. (2011) asserted the factors of increasing absenteeism and turnover rates because worker are suffering with work stress and lowered job satisfaction. People who are facing stress because of lack confidence, misunderstood, undervalued, anxious will increase the turnover rate and frequently absent at workplace. Similar to Duraisingam et al. (2009) reported that high work stress, low job satisfaction, low workplace social support and negative perception towards compensation will increase the probability intention to quit among employees.

Robbins (2009) noted that there are several situation that employee can express from their job dissatisfaction. First is exit. The employee directly decides to leave the organization. Second is voice. The employee started to voice their dissatisfaction in order to improve the job conditions. Third is neglect. The employee does not care or take any action to voice out their dissatisfaction. Fourth is loyalty. The employee will wait and hope that the organization to take care of their problem.

Gunlu et al. (2010) also compared the level of intrinsic, extrinsic and general commitment among managers. The findings proved that extrinsic job satisfaction are

more effective in order to enhance organizational commitment among hotel managers.

Age, family status, salary and education level also play a role in determining employee satisfaction (Halkos & Bousinakis, 2010). The young employees are more motivated compared to old employees. Employee who are not married and do not have children are more flexible and pleasure in work because they have much time and less family commitment compared to married employees. Employees who have high salary and well educated are more satisfied and ambitious than others who have low incomes and low education.

### **2.3 Stress**

Leung, Chan and Dongyu (2011) reported that stress can be divided into 3 types namely;

- i. Job Stress. The separation involving employee expectation and the capability to perform assignments.
- ii. Physiological stress. The change of employee's physiological to respond under an unpleasant situation.
- iii. Burnout. Such as "Fatigue, cynicism, shrink work efficacy and depersonalization".

In general, stress has variety of explanation and not solely related with one definition. Leung et al. (2011) asserted the definition of stress should not merely base on subjective emotion of people towards unpleasing circumstances. Past literature suggests that stress can be defined as good stress and bad stress (Robbins, 2009;

Fevre, Matheny & Kolt, 2003; Snell, 2011). For example, Fevre et al. (2003) divided stress into two categories which are eustress and distress. Eustress is good stress while distress is bad stress. Good stress will give positive consequences to productivity, whilst distress hinders the productivity of company and lead to dissatisfaction among employee. In the Malaysian literature, Rafidah Kamarudin et al. (2009) found that moderate levels of stress experienced by the student are acceptable and able to help them achieve good performance such as academic grade. Fevre et al. (2003) reported that they rejected the concept of eustress as tolerable stress that is significant to high performance.

Larson (2004) described job stress as any features in the organization that makes employee feel uncomfortable to it. Stress can be regarded as useful result or negative outcomes. Stress can be beneficial when it creates pleasure and inspiration. Nevertheless the negative stress can cause someone to lose their job. Stress or strain is a negative reaction of an individual (LeRouge et al., 2006).

Robbins (2009) divided stress into 2 types; challenge stressors and hindrance stressors. Challenge stressors related to workload, pressure and set of time in order to accomplish the certain task. Hindrance stressors is avoid employee to reach their certain goals. Example is red tape or excessive bureaucracy that delays employee desire targets.

Coverman (1989) found that someone who experienced stress could have been affected by role conflict, work-family conflict, marital satisfaction and job satisfaction.

Job stress has 15 lists of job stressor that can be divided into two groups which are individual stressors and organizational stressors. The individual stressors are related



to a person to the job, whilst the organization stressor is related to working environment and a person needs to deal with it. The individual stressor consists of eight factors namely role ambiguity, role conflict, quantitative work overload, qualitative work overload, time pressure, career progress, responsibility for others and job scope. The organizational stressors are politics, rewards, participation, underutilization, supervisory style, organization structure and human resource development (Larson, 2004).

Job stress has negative association with organizational performance (Fairbrother & Warn, 2003; Leung et al., 2011; Muhammad Jamal, 2011). Leung et al. (2011) reported that job stress negative correlated and directly impact to construction project manager's task performance. On top of that both of physiological stress and burnout are negatively correlated to organizational performance. The researchers added these three types of stress (i.e., job stress, burnout and physiological stress) are related with each other. Fairbrother and Warn (2003) pointed that negative consequence of stress can reduce efficiency, decrease ability to perform, alleviate interest to work, and be deficient in concern for the organization and co-worker.

Slattery et al. (2008) presented empirical evident of a negative correlation between new employee development (NED) practices and role stressor (i.e., role ambiguity and role conflict) among temporary employees. Organization that provide variety of NED practices such as explanation of goals and objective, on-the-job training, introduction of procedures are able to reduce doubtfulness and the degree of role conflict. Thus this will motivate the temporary employee to stay in the organization.

## **2.4 The Concept of Role Stressor**

Trayambak et al. (2012) defined role as “expected form of behaviour”. As cited in Trayambak et al. (2012), Kahn et al. (1964) create their renowned role episode model that explains about relations between role sender and role incumbent. Role episode model has been used to explain the “repeated series of interaction between role senders and role incumbent” (Trayambak et al., 2012). The ongoing communication process is finish when both role sender and role incumbents have mutual expectation. As cited in Trayambak et al. (2012), Kahn et al. (1964) stated that there are three factors that influence role episode model namely organizational, personal and interpersonal. Organizational factors are role requirement, physical setting, structure and organizational practices. Personal factors include age, tenure and gender. Interpersonal factors frequency of interaction, mode of communication, physical location, feedback and participation.

According to Kahn et al. (1964), role stressor occurs mainly because the pressure of organizational and job factors such as demands and constraints that experience by employees (as cited in Mohd Kamel Idris, 2011). Kahn et al. (1964) asserted organizational demands will create role expectation by role senders and they send out these as role pressures to the role incumbent. The problem occurs when message sent are unclear and difficult to understand. Subsequently, the employee may misinterpret and produce different outcome than what was expected by the role sender. Conflict expectation is considered as role conflict, while unclear expectation known as role ambiguity.

Trayambak et al (2012) distinguish roles into three types, namely:

- i. The expected roles – What others expect from a person

- ii. The perceive role – How a person think and act to fulfil the expected role
- iii. The actual role – The right way to behave in the organization

Work role is also one of potential sources of stress (Fethi Calisir et al., 2011; Tourigny, Baba & Wang 2010). Interestingly, different researcher has categorized different dimension of role stress. The main role stress that are frequently use for many researchers are role ambiguity, role conflict and role overload. This role stress theory is well established in 1960s. Kahn et al. (1964) introduced three role stress namely role ambiguity, role conflict and role overload. Rizzo et al. (1970) and Babin and Boles (1996) only used role ambiguity and role conflict. Pareek (1976) expanded the role stress model that was created by Kahn et al. (1964) which are consisted ten role stressor and focused more on inter-role relationship. 10 role stress model introduced by Pareek (1976) added 7 new role stressor difference from Kahn et al. (1964) such as inter-role distance, role stagnation, role erosion, role isolation, personal inadequacy, self-role distance and resource inadequacy and 3 others role stressor are the same as Kahn et al. (1964).

Firth et al. (2004) and Fethi Calisir et al. (2011) differentiated role stressor into four types namely, role ambiguity, role conflict, work-family conflict and role overload. While Abraham (1997) distinguished role stressor into three; role ambiguity, role conflict and role overload which is the same as Kahn et al. (1964). All of these roles can predict job stress in the organization.

Nor Azimah Chew Abdullah (2011) stated three factors that can lead to stress among part-time student in Malaysia namely work stress, family stress and self-efficiency. Major stressor for work stress included the long working hours, role overload, role conflict and performance demand. Moreover major stressor for family stress acting

as household task, less time with family members, debts/bill expenditure, and health problems among family members. The researcher added that only family stress and self-efficiency have relationship with psychological well-being. This is because psychological problem will give impact to the relationship with family members and high belief in own self will increase level of emotional well-being. Person who have higher level of self efficiency will have low stress and more healthy. Work stresses have no direct correlation with psychological well being because of they will get high compensation after performing the stressful job.

In addition, academic related problem is also part of stressor among students. According to Muhamad Saiful Bahri Yusoff et al. (2011) study on stress among first year medical students in Malaysian public universities, found that academic problems are the major stressor. The example of academic problems are examination, overload of learning contents, unsatisfactory marks, lack of medical skill practice, hard to understand the content and time constraint to make revision. Person who has high role stress fit is more satisfied and committed to the organization (LeRouge et al., 2006).

## **2.5 Role Ambiguity**

Numerous management studies agree that role ambiguity exist when employees are lack of role clarity and expectation about their responsibilities to perform the job (Rizzo, House & Lirtzman, 1970; Oliver & Brief, 1977; Ivancevich & Matteson, 1980; Babin & Boles, 1998; LeRouge et al., 2006; Usman Bashir & Muhammad Ismail Ramay, 2010). Anton (2009) reported that role ambiguity has direct and negatively associated with job performance. According to Usman Bashir and

Muhammad Ismail Ramay (2010) in their study based on bank workers in Pakistan, found that work stressor (i.e. lack of work clarity, role conflict, role overload, and resource insufficiency) were negatively influenced by job performance.

There are several studies that show that someone who is facing role ambiguity will cause stress and psychological strain (Nagar, 2012; Mohd Kamel Idris, 2011; Ahmad Usman et al., 2011; Firth et al., 2004; Rizzo et al. 1970). For instance, Firth et al. (2004) reported that retail salespeople who are unclear with their role will lead them to psychological stress and increase probability to leave the current organization. Some researchers provide clear evidence that academics are facing role ambiguity (Nagar, 2012; Mohd Kamel Idris, 2011; Ahmad Usman et al., 2011).

A longitudinal study conducted by Chang and Hancock (2003) and Mohd Kamel Idris (2011) on overtime effect of role stressor on stress provide different perspective in this matter. Mohd Kamel Idris (2011) in his study based on longitudinal analysis obtained from academics in 5 big Malaysian public university found that role ambiguity and role overload are source of time over time, while role conflict unable to influence change in strain over time. Chang and Hancock (2003) in their longitudinal study on new nursing graduate in Australia found that role ambiguity was not the key contributor of stress over time. In their first survey role ambiguity was positively related to stress in the first survey. However in the second survey found that role overload was key factor that related to stress and not role ambiguity.

A person who suffers role ambiguity will also contribute to experience role conflict (Ahmad Usman et al., 2011). A person who is ambiguous with the role, he or she will perceive demand as incompatible simultaneously.

Besides, tolerance of ambiguity will also affect the work stress experience among worker (Mohd Kamel Idris, 2011; Ram, Khoso, Shah, Chandio & Shaikih, 2011). Mohd Kamel Idris (2011) mention that person who has high tolerance on ambiguous situation will be less affected by role stress compared with other person who lacks tolerance to ambiguous situation. The researcher also found that levels of tolerance for ambiguity among academics in Malaysia are low compared with other role stressor (role overload and role conflict). Academics cannot tolerate something that has unclear guideline by their employer. Hence, if the levels of ambiguity among employees are high, as a result they will experience strain. Ram et al. (2011) proved that manager in manufacturing industry of Pakistan who experience role ambiguity will suffer work stress. However, the tolerance of ambiguity among managers will result whether level of work stress is high or low.

In order to reduce ambiguous and stress among workers, generally human resource manager or management is suppose to make a clear definition of the role in the job description, so employees will clearly know their own duties and role that are expected to perform and reduce the uncertainty about the role required to them (Nagar, 2012; Omansky, 2010).

## **2.6 Role Conflict**

In common, role conflict occur because of two or more demands occur simultaneously and difficult to fulfil two demands at the same time (Coverman, 1989; Rizzo et al., 1970; Kahn et al., 1964; Larson, 2004; Oliver & Brief, 1977-1978).

Role conflict has been viewed as two or more person has unbalanced work expectation and requirements (Babin & Boles, 1998).

On the other hand, Rizzo et al. (1970) described role conflict as “the scope between compatibility and incompatibility in the requests of the role demands”. Rizzo et al. (1970) stated that organization practices also contribute to the degree of role conflict and ambiguity. The high degree of role conflict and role ambiguity in the organization occurs because of objective inconsistency, delay in decisions, and misrepresentation of information and violations of chain of command. Whereas organization practices such as personal development, sufficiency of communication, planning, horizontal communication, coordination of work flow, high adaptability to change, sufficiency of power; all of this practices are able to reduce the level of role conflict and role ambiguity.

According to Mohd Kamel Idris (2011) and LeRough et al. (2006), role conflict defined as worker's perception towards lack of resources, receive inconsistent request and cannot cope with working styles in the organization.

Role conflict is also defined as psychological conflict that face by person because of conflicting pressures by role senders (Kahn et al., 1964 as cited in Abraham, 1997, p.236). There are four main types of role conflict (Kahn et al., 1967 as cited in Trayambak et al., 2012, p.45). The following shows four types of role conflict;

- i. Intra-sender conflict. This conflict occurs when role sender demand the role incumbents to perform differing. For instance, role sender expecting the role incumbent to perform task and want that task follow the rules. However that task cannot be done without disturbing rules.

- ii. Inter-sender conflict. This conflict occurs when demands by one role sender is incompatible with demand by another role sender.
- iii. Inter-role conflict. This conflict occurs when focal person or role incumbent receive two or more role which are contrary or different expectation.
- iv. Intra-role conflict or person-role conflict. Role conflict occurs when role incumbent/ focal person's attitudes, personalities, values are contrasting with role requirement or organization's desires.

Some researchers have proved findings that role conflict has positive effect on job stress (Tourigny et al. 2010; Nor Azimah Chew Abdullah, 2011; Fethi Calisir et al., 2011; Ahmad Usman et al., 2011; Ram et al., 2011; Omansky, 2010).

Through longitudinal study performed by Mohd Kamel Idris (2011) shows that role conflict is not the role stressor that can predict psychological strain overtime. This phenomenon happens because of two possibilities: whether role conflict has immediate effect on strain or role conflict need longer time lag to have effect on strain. Mohd Kamel Idris (2011) also found that role conflict has more tolerable compared to role overload and role ambiguity overtime. Academics perceived as role conflict as challenging because they see the opportunity to show their creativity and as a result they will receive recognition and reward from their organization. However academics without clarity of aims and target, unclear authority and expectations will block them to perform the work as academician and they will not get reward and recognition. This shows that rewards and recognition are the factors that influence the level of tolerance on role stressor.

According to Law (2010) study on turnover decision of female auditor in Hong Kong found the following result:



“Role conflict and work-family conflict are the priority reason and decision why female auditor to quit the organization. Other factors that influence them to decide to leave the organization are social comparison with peers, stress and age. Social comparison with peers is how they compare with other peers who are doing well on five dimensions such as working environment, job responsibility and nature, pay and fringe benefit, physical attractiveness and health and physical fitness”.

Autonomy practices in the organization can decrease role conflict and role ambiguity. Autonomy can reduce the numerous role sender and request. On the other hand, job requirement or job behaviour can be defined easily by employees because they have power to define their own role (Oliver & Brief, 1977-1978).

Oliver and Brief (1977-1978) found that autonomy or known as the degree of freedom on his or her job, able to reduce the level of role conflict and role ambiguity. Autonomy practices able to reduce the numerous demands and request by role sender to role incumbents. Besides that the job requirement can be defined easily by employees because they have power to define their own role. Anton (2009) reported that there is a direct and positively relationship between role conflict and turnover intention.

## **2.7 Role Overload**

Jones et al. (1995) defined role overload as “employees consider demand or tasks as excessive and unable to complete the assigned task in given time” (as cited in Solli-Slåtten, 2008, p. 374). Role overload occurs when role incumbent are assign to do plenty of tasks by different role sender (Trayamak et al., 2012).

On the other hand, role overload is viewed as numerous things to carry out in the set of available time (Lang & Markowitz, 1986). Kahn et al. (1964) defined role overload as an employee having too much task than he or she can handle.

Some researchers mention that role overload is divided into two scopes, specifically quantitative overload or qualitative overload (Ivancevich & Matteson, 1980; Solli-Slåtten, 2008; Larson, 2004; Trayambak et al., 2012). First is quantitative overload. “This type of role overload occurs when too much or excessive work that makes the employee cannot accomplish it in certain time”. The employee has skills and able to perform the job, but the quantity of work are too many makes them cannot complete the jobs at given time. Second is qualitative overload. “The employees are given extra time and adequate resources, but they are still unable to do the work”. This is because they are lacking in skills and abilities. The employees do not have skills and they need training to reduce the level of qualitative overload and meet role demands.

Furthermore, not having enough time in completing the task also will lead to quantitative overload. Larson (2004) reported that time pressure is also part of work stressor. Time pressure such as unachievable deadline and time demands are the factors that contribute to work stress. An employee who is dealing with time pressure when he or she does not have sufficient time in order to complete the task given by employer. Employer may think that time pressure can be an effective method to motivate employee to perform, but the performance may increase just at certain point and will go down because of too much pressure for them to handle. Avery, Tonidandel, Volpone and Raghuram (2010) reported that employee perceived work overload to happen when they worked extra hours exceeding office hours.

Tourigny et al. (2010) in their study based on cross-sectional data acquired from airline employees in China found that employee who suffers role overload and role conflict will lead to work stress. In addition, fixed and rotating shift works and its interruption to the employee's non-work activities is affecting the impact of role overload on job stress. This will lead to the dissatisfaction of employee with the work and schedule.

In general, role overload can cause stress to the worker (Shirazi, Rasekhnia & Ajdary, 2011; Mohd Kamel Idris, 2011; Pearson, 2008; Firth et al., 2004). Through study undergone by Shirazi et al. (2011) found role overload can cause somatic symptoms, nervousness and sleeplessness among employee. This finding is supported by Pearson (2008) and Firth et al. (2004) who stated that role overload can cause psychological health problem. Firth et al. (2004) asserted person who experience excessive role overload will intent to quit in current organization because they cannot stand the stress anymore.

Based on Mohd Kamel Idris (2011) study, role overload can cause strain overtime to the academics. However this finding is in contrast to Chang and Hancock (2003) who reported that role overload among new graduates nurse only occur after ten months and not in the first few months they started to work. This two results shows that role overload is inconsistent causes to stress overtime.

Stress among teacher in Malaysia can stem through increasing of work demand and changing in new curriculum (Anwar Faiz Noor Hamdan, 2011). For instance, teachers are required to various tasks such as perform office task, set up learning material and fulfil demand by the school to attend workshops.

Management can take an action and create supportive environment in order to reduce the role stress among their worker (Chang et al., 2005; Panari, Guglielmi, Simbula & Depolo, 2010; Touringy et al., 2010). Examples like stress education and management strategies, flexitime, team-building strategies, balancing priorities, enhancing social and peer support, feedback and upgrade the level of autonomy (Chang et al., 2005). Panari et al. (2010) found that organization offer an opportunity for personal learning and development skills among their workers will increase their coping behaviour on excessive workload. Employees who are given chance to learn innovative and new skills will help them adapt with organizational change and able to decrease tiredness and stress. The decision latitude is part of job control that can reduce the negative impact of role overload on job stress among employee who works on fixed shift (Touringy et al., 2010).

Mills (2010) stated that technology evolution change the speed and cause of the work and cause the information overload. This will cause stress among the employee when technology cause them to get in touch with work 24 hours per day.

## **2.8 Empirical Evidence of The Relationship between Variables**

### **2.8.1 Relationship between Role Stressor and Job Satisfaction**

Many empirical studies have study the correlation among role stressor and job satisfaction. They tally with the argument that role stressor has significant correlation with job satisfaction (Omer Farooq Malik et al., 2010; Fethi Calisir et al., 2011; Covernman, 1989; Wan Zetti Rafina, 2011; Singh & Dubey, 2011; Slattery et al.,

2008; Y.M. Chen, S.H Chen, Tsai & Lo, 2007; Oliver & Brief, 1977-1978; Abraham, 1997; Pearson, 2008; Nilufar Ahsan, Zaini Abdullah, Fie & Syed Shah Alam, 2009).

For instance Oliver and Brief (1977-1978) and Slattery et al. (2008) discovered that role ambiguity and role conflict has decrease the level of job satisfaction. Similarly, Covernman (1989) reported that job dissatisfaction can stem from role conflict. Pearson (2008) reported that job dissatisfaction can stem from role overload.

In Malaysian context, Wan Zetti Rafina (2011) provided an empirical study among managerial and professional group in Ministry of Agriculture (MOA) on the relationship between role stress, physical work environment and job satisfaction. The researcher found that role overload and physical work environment have negatively correlation with job satisfaction. However role conflict positively correlated with job satisfaction. This means that the personnel in MOA are ready to face any conflict situation and the level of conflict that they faced does not influence their job satisfaction.

Nilufar Ahsan et al. (2009) reported empirical evidence of negative relationship between job stress and job satisfaction among academic staff in Malaysia. They found that high workload pressure, homework interface, role ambiguity and performance pressure were the predictors of job stress.

Singh and Dubey (2011) provided their empirical evidence for the relationship between role stress (i.e., role ambiguity, role conflict, and role overload) and locus of control on total satisfaction. In a study on 210 middle level managers in India, they reported that role ambiguity, role conflict, role overload and locus of control have negatively associated to the satisfaction of managers. This means that managers who lack of clarity on the job responsibility, incompatible and exceeding role demands

cause them adverse effects on satisfaction. Furthermore, person who have high level of external locus of control affect them to reach desired goals and low satisfaction.

Next is an empirical study on the relationship between role stressor and job satisfaction among certified public accountants (CPAs) in Thailand by Ussahawanitchakit (2008). The researcher reported CPAs that perceived higher level of uncertainty to perform the auditing activities, incompatibility role demand by both organizational and customer and role overload can cause them dissatisfied towards their job. Yousef (2002) also provide an empirical supports among public and private employees in United Arab Emirates (UAE) on the relationship between role stressor and job satisfaction. The researcher found that employees who perceived role ambiguity and role conflict as part of stress are less satisfied with the job.

According to Chen et al. (2007) job satisfaction are conceptualized into four components namely (1) professionalism, (2) interaction, (3) reward and (4) recognition. Firstly, professionalism refers to satisfaction based on autonomy and own judgment. Second is interaction, which refers to satisfaction with colleague, leaders and other professionals. Third is demand/reward, refers to the satisfaction between demand and reward (i.e. employees who were assigned with workload is satisfied with the compensation provided to them). Fourth is control/recognition, which is similar to satisfaction of problem-solving ability. Chen et al. (2007) in their study on Taiwanese nurse specialist found that role ambiguity, role overload and role incompetence are positively related to job dissatisfaction. Role ambiguity is negatively related to all four satisfaction components, role overload predicted one job satisfaction component (reward) and role incompetence predicted one satisfaction component (interaction). However role conflict was found to have no significant with job satisfaction.

Fethi Calisir et al. (2011) in their study on IT professional in Turkey also found that a person who is facing higher level of uncertainty and job stress to be negatively correlated with job satisfaction. However they found that role conflict, role overload and work-family conflict did not have a significant correlation on job satisfaction. Covernman (1998) also supported for no significant relationship between role overload on role satisfaction and stress among both genders. Role overload also have no effect on psychological health among women and men compared to role conflict that affect women psychophysical symptoms and men marital satisfaction. A contradictory result by Babin and Boles (1998) as they reported that job dissatisfaction can stem from role conflict. Conversely Babin and Boles (1998) found that there is no significant effect between role ambiguity and job satisfaction.

Chang and Hancock (2003) in their study based on longitudinal data obtained from new nursing graduates in Australia discovered the relationship between role stress and job satisfaction. Their study reported that role ambiguity and role overload is the factor that new nurse graduates experience job dissatisfaction in first month of working. Nevertheless after 11-12 month working, they found that only role ambiguity was negatively related to job satisfaction. This is because nurses require wards rotations every 3-4 months. Thus this will cause difficulty to nurses in term of understanding because hospital has various ward, patient management, and complex social networks. In addition there is no correlation between the relationships of role overload and job satisfaction. This means that the graduates able to cope with the role overload and gain experience after one year of service.

Abraham (1997) reported that job dissatisfaction has stemmed from role stressor (i.e. role ambiguity, role conflict and role overload). Through her study reported that thinking styles act as moderator between the relationship of role stress and job

satisfaction. Role conflict has stemmed from incompatible request and incompatible standards of evaluation (Rizzo et al., 1970). Abraham (1997) also discovered that hierarchic stylists able to moderate the relationship between incompatible request and job satisfaction. Judicial thinking with task significant and liberal stylists with job autonomy are able to adapt less negative to incompatible standards of evaluation and generate positive job satisfaction.

Larson (2004) asserted that quantitative overload offer profit to the company in term to speed up the production process, but at the same it has more adverse impact than beneficial to individual. This is true because quantitative overload has a positive impact to work stress, job dissatisfaction and strain to both physiological and psychological health. Thus this situation creates conflicts between employees and employers because of excessive workloads. Larson (2004) added that role ambiguity, lack of training and development opportunities, lack of participation in decision making, scarcity of career advancement, underutilization stress, and absence of variety work environment are positively related to job dissatisfaction, work stress and intention to quit.

Keller (1975) found that role conflict has negative relationship with the three extrinsic satisfaction dimension (i.e. satisfaction with supervision, pay, and promotion opportunity). The researcher also found that role ambiguity has negative relationship with one intrinsic dimension of satisfaction, which is work itself. In other words ambiguous situation occurs from the nature of work. When the organization's goals are not clearly informed and unfamiliar task that different with their qualification will cause employee unable to work as employer's expectation and is less satisfied with the job.



According to Hang-yue, Foley and Loi (2005) in their study based on professional clergy in Hong Kong reported that role ambiguity and work-family conflict has negative correlation with job satisfaction. However, the researcher found that role conflict and role overload had no effect on the employee's job satisfaction.

Lu (2011) reported that long working hours had negative relationship with job satisfaction. Moreover long working hours also affected overall life satisfaction and was positively correlated with work-family conflict. This means that those who are having long working hour will be facing conflict with family because lack of spending time with family members. Furthermore employee who are happy with desired and actual working hours have less conflict between work and family and better life satisfaction.

Gallardo et al. (2009) reported that those hotel employees who are not satisfied with their work cause them to be unable to handle high workload. The researcher found that pay rate is able to determine the level of employee satisfaction. The employee who obtains high salary will become more satisfied than those who obtain low salary. Management should ensure that their salary structure, strong promotion opportunity and high reputation of the career in order to increase the employee satisfaction.

### **2.8.2 Relationship between Role Stressor and Organizational Commitment**

The relationship between role stressor and organizational commitment can be found in many management studies. They agreed to affirm that role stressor has negative influence on organizational commitment (Solli-Sæther, 2010; Omer Farooq Malik et al., 2010; Fethi Calisir et al., 2011; Chang et al., 2010; Slattery et al., 2008; Addae & Parboteeah, 2008; Yousef, 2002; Oliver & Brief, 1977-1978). For instance, Oliver

and Brief (1977-1978) asserted that role conflict and role ambiguity has negative relationship with organizational commitment. For instance, Addae and Parboteeah (2008) reported that role ambiguity and role conflict has negative effect on all three dimensions of organizational commitment and intention to quit.

Slattery et al. (2008) presented empirical evidence for the relationship between role stressor, job satisfaction, organizational commitment and intention to quit. They found that role stressor (i.e., role ambiguity and role conflict) have negative correlation with job satisfaction and organizational commitment. Furthermore they found that role stressor has positive correlation with intention to leave current organization. Based on Hang-yue et al. (2005) identified that variety of role stressor (i.e. role ambiguity, role conflict, role overload, work-family conflict) has positively correlated with emotional exhaustion and intention to quit.

Fethi Calisir et al. (2011) found role ambiguity and job stress has negatively indirect correlation with organizational commitment through job satisfaction. Yousef (2002) reported that high degree of role ambiguity has directly reduced both affective commitment and normative commitment. This means that employee who perceived unclear to perform the task and he or she currently stay in the organization, either they want (affective commitment) or they ought to (normative commitment), will cause less keen to commit within the current organization. However the researcher found that role ambiguity has no direct correlation with continuance commitment. Furthermore the researcher found that role conflict has no direct correlation with three organizational commitment dimensions. This means that there is other factor that will influence the relationship between role conflict and organizational commitment. Job satisfaction mediates the influence of role conflict and role

ambiguity on affective commitment, normative commitment and continuance commitment-low perceived alternative (Yousef, 2002).

Omer Farooq Malik et al. (2010) in their study among branch managers of bank in Pakistan found those roles overload and role conflict have negative correlation with affective commitment. This means that the failure of branch bank managers in Pakistan to commit with their organization because of the influence of role overload and role conflict.

According to Lang (1986) found that lack of commitment will moderate on the relationship between role overload and strain. The study focus on undergraduate students found that person with high level of commitment perceive overload as an opportunity that will be able to obtain good grade, while person with lack of commitment will perceive overload experience as threats in stress conditions.

Chang et al. (2010) in their study based on sample of Taiwanese airline employee found that role ambiguity and role conflict negatively correlated with organizational commitment. Employees who understand their role and face less conflict during work are more committed to the organization. This is because they know how to satisfy the customer and everybody work together will help them reduce the conflict. Furthermore, they found that role stressor (i.e. role ambiguity and role conflict) mediated the relationship between customer orientation and organizational commitment.

Solli-Sæther (2010) in his study on employees in outsourcing vendor who are affected by IT outsourcing reported that role ambiguity and role conflict was negatively related to job performance and affective commitment and positively correlated with intention to quit. Oyewobi, Suleiman & Muhammad-Jamil (2012)

reported that role clarity is a key factor that contributes to employee's commitment towards their jobs.

Firth et al. (2004) based on their study among retail salesperson revealed a support that is emotional support from director and self-esteem act as mediator on the relationship between stressor (i.e. role ambiguity, role conflict, work-family conflict and role overload) with organizational commitment, intention to quit, job satisfaction and stress feedback.

Muhammad Jamal (2011) in his study based on sample of worker from multinational company in Malaysia and Pakistan found that both countries show an equal result. This means that organizational commitment act as moderate the relationship between job stresses on job performance. Employees with high organizational commitment are able to adapt to job stress and gain good job performance rather than low commitment employees.

### **2.8.3 Relationship between Job Satisfaction and Organizational Commitment**

Several researchers have attracted to study the relationship between job satisfaction and organizational commitment. They indicate that job satisfaction has positive relationship with organizational commitment (Oyewobi et al., 2012; Muhammad Iqbal, 2012; Syed Munir Ahmed Syah et al., 2012; Omer Farooq Malik et al., 2010; Yousef; 2002).

Daneshfard and Kokab (2012) revealed that there is a direct and significant relationship between job satisfaction and organizational commitment. They also

compared the job satisfaction and organizational commitment among employees, directors and faculty members. The found that faculty members are more satisfy than employees and directors. While the level of job satisfaction between employees and directors are the same. Furthermore the level of organizational commitment between these three groups is the same.

Through study conducted by Oyewobi et al. (2012) on Quantity Surveyor in Nigerian public service, found that employees are more committed if they received high satisfaction in handling their job. Oyewobi et al. (2012) also found that there are several factors that are able to enhance the level of job satisfaction namely career advancement opportunities and development, adequate recognitions, role clarify and chance to work alone.

According to Muhammad Iqbal (2012) in his quantitative studies on Pakistani air traffic controller, found that job satisfaction and job control have positive connection with organizational commitment. Enhancing job satisfaction and enlarging job control among air traffic controller will able to increase their commitment with the organization.

In other study, Fethi Calisir et al. (2011) reported that job satisfaction has strongly positive correlation with organizational commitment. Furthermore job satisfaction and organizational commitment have negative relationship with intention to quit means that the satisfied and committed workers are keen to stay within their current organization (Fethi Calisir et al., 2011; Firth et al., 2004; Omansky, 2010; Yang, 2008). For instance Omansky (2010) stated that job satisfaction is a major factor that is related to nurse retention to remain within current organization.

Yang (2008), in a study focusing on new entrance in Taiwan reported a high level of job satisfaction that act as competitive advantage to the company that contributes to high level of affective commitment and reduce their intention to leave. The researcher also reported that key factor that lead to organizational commitment among new entrance is during organizational assimilation and orientation.

Yousef (2002) found higher degree of job satisfaction will result in better affective and normative commitments. This means that satisfied employees are willing to stay in current organization. The researcher also found that job satisfaction has negatively correlation with continuance commitment. In other words, employee also keen to remain in the current organization , even though lack of job alternative and high cost of leaving the company, this is because they want (affective commitment) not because they must. However Yousef (2002) reported that job satisfaction has negative relationship with continuance commitment – low perceived alternative.

Syed Munir Ahmed Syah et al. (2012) reported a positive association between job satisfaction and organizational commitment among faculty members of private universities of Pakistan.

Omer Farooq Malik et al. (2010) stated that high degree of job satisfaction has positive correlation with affective commitment. People who are satisfied and happy with their jobs are keener and have strong emotional attachment with their company.

According to Lui, Ngo and Tsang (2001) in their study obtained from accountants in Hong Kong examined the relationship between role inter-role conflict on job satisfaction and intention to leave. They found that inter-role conflict was positively linked with job dissatisfaction and high intention to leave. In addition, they also found that professional commitment moderates the correlation between inter-role

conflict and intention to leave. This means that employee with low level of professional commitment will leave their organization if they faced too much inter-role conflict.

In a study by LeRough et al. (2006) indicated that IT developers who have higher role stress fit would result in high level of job satisfaction and organizational commitment. Role stress fit is defined as the situation when employee appraised of role stress (i.e. role ambiguity and role conflict) and how they able to tolerate with stress. Moreover role stress fit also defined as a desire to certain work stressor. Thus role stress fit support the person job fit theory (LeRough et al., 2006). LeRough et al. (2006) also reported that self-esteem act as mediator in the relationship between role stress fit and job satisfaction. Job satisfaction would be low if a person who has low self-esteem regardless the level of stress whether high or low level of stress.

Several researchers suggested that management should be alert of any possible factors that enhance employee satisfaction and enhance their commitment with the organization (Syed Munir Ahmed Syah et al., 2012; Yousef, 2002; S. Pool & B. Pool, 2007). S. Pool and B. Pool (2007) discovered that employer with high support for commitment in motivating employee had positive impact on job satisfaction. Management could set mutual goals that are consistent with personal and organization goals. Employees keen to stay in the organization if they receive a satisfying working environment. Management also can enhance level of trust in the workplace. This will increase trust, build commitment and motivated to remain with the organization. Through study undergone by Syed Munir Ahmed Syah et al. (2012) found that management need to increase and sustain employee's job satisfaction if the organization want employee to retain in longer period of time.

Nawab and Bhatti (2011) analyzed the relationship between employee compensation, job satisfaction and organizational commitment among teachers in Pakistani university. The findings proved that high level of organizational commitment among employee can be predicted by the high degree of job satisfaction with good work conditions and also compensation management. Good employee compensation management has positive relationship to organizational commitment and job satisfaction. The researcher found that affective commitment was related with non financial compensation such as participate in decision making, quality of leadership, while normative and continuous commitment were related to financial compensation such as bonuses and salary.

S. Pool and B. Pool (2007) discovered the influence of organizational commitment on job satisfaction. They found that a positive association between job satisfaction, motivation and organizational commitment. They come out with several factors that contribute to employee commitment. Firstly, management should set mutual goals that are consistent with personal and organization goals. This is important because it will enhance their motivation and high degree of job satisfaction. Employees are keen to stay in the organization if they receive a satisfying working environment. Secondly is enhancing the level of employee's trust toward the organization. Third is support and developing work experience and personal-culture fit.

Gunlu et al. (2010) reported that all types of job satisfaction (intrinsic, extrinsic and general job satisfaction) have a relationship with affective commitment and normative commitment. The researcher also found that intrinsic, extrinsic and general job satisfaction does not have relationship with continuance commitment. H. Westover, R. Westover and L. Westover (2009) stated that job satisfaction and organizational commitment are the key factor to determine the worker achievement



and organizational successful. The researcher indicated that there are key factor that linked with job satisfaction and organizational commitment namely passion, talent use by employer, value congruence, fair pay, education, age and gender (H. Westover et al., 2009). Firth et al. (2004) reported that by sincerely observe workload and good employer-employee relationship able to help management to reduce stress, boost up job satisfaction, reduce intention to quit and increase organizational commitment. In addition the management also need to ensure extrinsic and intrinsic sources of job satisfaction in order to reduce the intention to quit and increase job satisfaction and organizational commitment.

#### **2.8.4 Mediating Effects of Job Satisfaction**

Several management studies have supported that job satisfaction as key mediator between role stressor and organizational commitment (Fethi Calisir et al., 2011; Omer Farooq Malik et al., 2010; Yousef, 2002; Oliver & Brief, 1977-1978). For instance, Fethi Calisir et al. (2011) reported that role ambiguity and job stress have indirect and negatively influence on organizational commitment through job satisfaction. Furthermore they found that uncommitted worker will have negative behaviour such as high possibility plan to quit the job. Yousef (2002) reported that job satisfaction mediates the relationship between role stressor (i.e. role ambiguity and role conflict) and organizational commitment dimensions namely affective commitment, continuance commitment -low perceived alternatives and normative commitment. This situation explains that employee who is suffering high role ambiguity and role conflict will cause them not satisfied with the job and lower desire to commit and stay with the organization. Moreover employee who is staying

in the company is due to lack of job alternatives and will stay until there is job vacancy.

Omer Farooq Malik et al. (2010) reported that job satisfaction partially mediated the effects of role stressor (i.e. role overload and role conflict) on affective commitment.

Other management studies have examined job satisfaction as mediator to certain variables (Hang-yue et al., 2005; Ariani, 2012; Matthew, 2012; Fried, Shirom, Gilboa & Cooper 2008; Ida Irdawaty Ibrahim & Ali Boerhaneoddin, 2010). For instance, there are several studies found a support for mediating role of job satisfaction on the relationship between LMX and employee work outcome namely organizational commitment and intention to quit (Cheung & Wub, 2012; Ariani, 2012; Han & Jekel, 2011). In other word, job satisfaction able to influence LMX on both work outcome (i.e., organizational commitment and intention to quit). Liu et al. (2013) in their study focus among managers in China finance companies found that job satisfaction act as mediator on the relationship between LMX and unethical behaviour. This means that managers could improve the quality of social relationship with their subordinate and improve their job satisfaction in order to reduce illegal behaviour in the organization.

Crow (2012) based on sample of police officers in South Korea found that job satisfaction act as mediator on the relationship between organizational justice and organizational commitment.

According to Hang-yue et al. (2005) reported that job satisfaction mediate the relationship between role stressor and intention to quit. They also found that emotional exhaustion also mediate the relationship between role stressor and intention to quit. A meta-analysis study by Fried et al. (2008) reported that job

satisfaction and intention to leave partially mediated the influence of role stress (i.e. role ambiguity and role conflict) on job performance.

In Malaysian context, Ida Irdawaty Ibrahim and Ali Boerhaneoddin (2010) in their study based on employees from power utilities organization found a support that job satisfaction was able to mediate the relationship between compensation structure and organizational commitment. Particularly they also found that there is one type of compensation structure namely performance based compensation that has important correlation with job satisfaction and organizational commitment.

Cheung, Wu, Chan and Wong (2009) in their study based on manufacturing employee in China revealed that the mediating role represent by job satisfaction was able to explain the relationship between superior-subordinate on three employee work outcome namely organizational commitment, intention to leave and participatory management. Specifically, they asserted that job satisfaction partially mediated the effect of superior-subordinate relationship on organizational commitment. Moreover job satisfaction fully mediates the relationship between superior-subordinate relationship on participatory management and intention to leave.

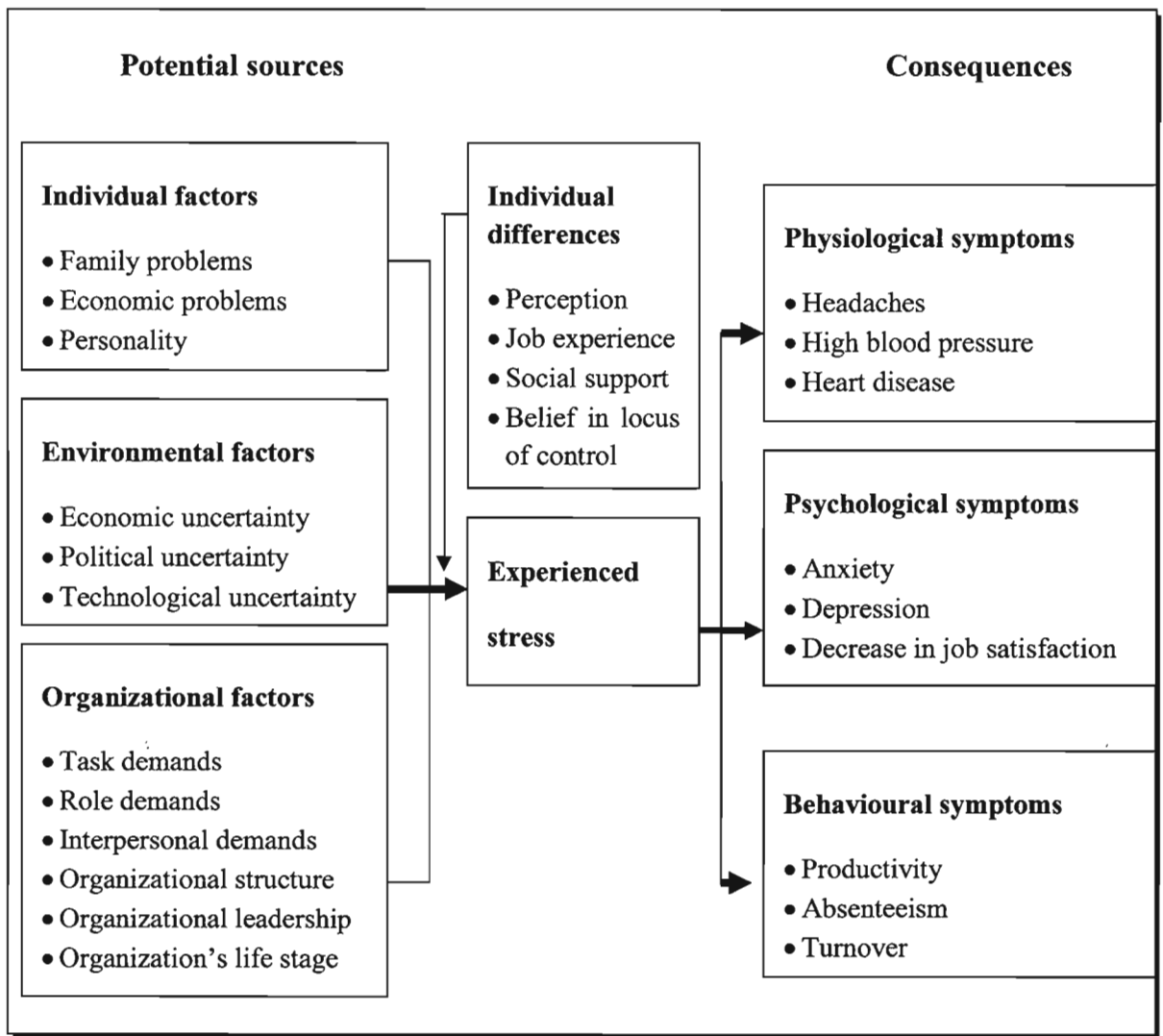
Paillé (2011) in his study based on sample of engineers stated that job satisfaction able to totally mediate the relationship between job stress and intention to quit. Engineer's profession is well known as stressful career and cause high turnover rate, but they are able to adapt with stressful environment if the company is able to provide satisfaction in workplace.

## **2.9 Relevant Theory**

### **Robbins Stress Model**

The stress model has been used to describe the stress factor of part time students that lead to organizational commitment. This model consists of two sections namely potential sources of stress and consequences of stress. One of potential sources of stress is organizational factors. Part times students who have excessive work, ambiguous with their role, conflict with supervisor or subordinates are the few cases that may cause stress to them in the workplace. So this means that role demands that being discussed in this study is one of the stress factors that influence employee's well being. In addition part time students who are handling a lot of academic requirement with short timeframe will cause stress to them. Robbins (2009) also stated that individual factors as part of potential sources of work stress. Part-time students who have conflict with his/her family, work-family unbalance and financial problem will disturb their work and add more stress to them.

As a result, employees who are suffering high level of stress will cause them in unhealthy conditions such as physiological symptoms, psychological symptoms and behavioural symptoms. These symptoms will be detrimental to a person healthy life style. For instance, a psychological symptom refers to job dissatisfaction, and behavioural symptoms also can show by looking at poor attendance record, the low level of commitment towards job and organization. On the other hand the different stress levels among employee will depend on their perception, job experience, and social support and believe in locus of control.



**Figure 2-1** *Stress Model*

## 2.10 Conclusion

This chapter consists of literature review of organizational commitment, job satisfaction and role stressor. This chapter also provide a previous research model that is being used in this study. The next chapter explains the data collection that is being used in this study.

## CHAPTER 3 METHODOLOGY

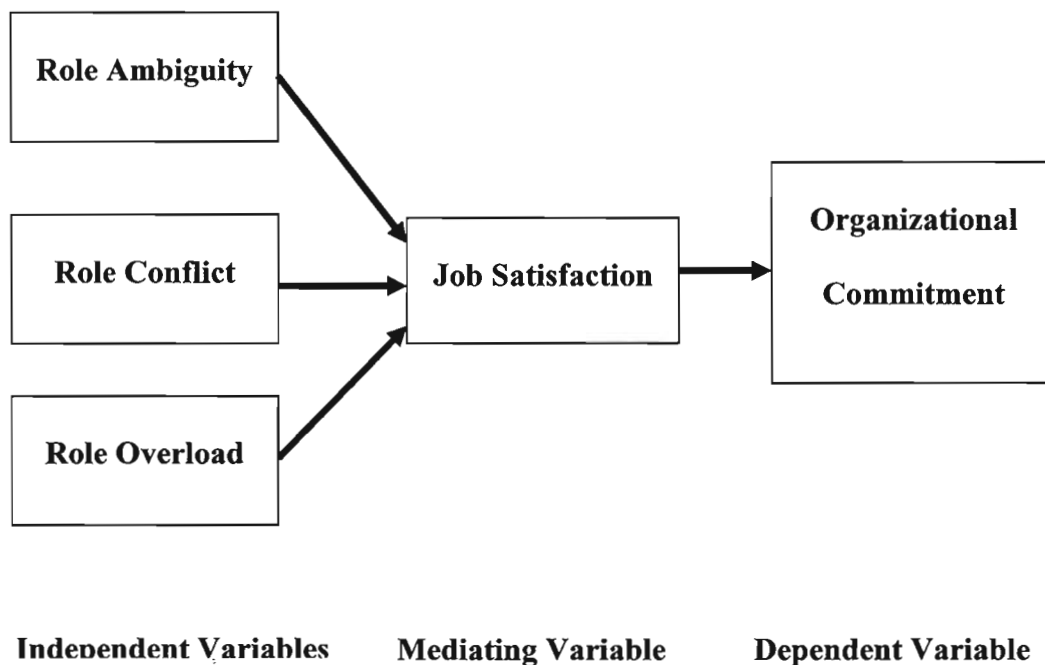
### 3.0 Introduction

This chapter shows a description of the research methodology of the study and consists of nine sections.

### 3.1 Proposed Theoretical Framework

The research adapted the framework of the relationship between role stressor and organizational commitment mainly based on Robbins (2009). Furthermore Omer Farooq Malik et al. (2010) and Yousef (2002) found that job satisfaction mediates the relationship between role stressor and organizational commitment.

In this study, three role stressor namely role ambiguity, role conflict and role overload are selected as independent variables. The researcher chooses organizational commitment as dependent variable and job satisfaction is proposed as the mediator. Organizational commitment consists of three dimension for instance affective commitment, normative commitment and continuance commitment. Job satisfaction consists of two dimensions namely extrinsic job satisfaction and intrinsic job satisfaction. In figure 3-1 shows the research framework about the mediating effect of job satisfaction on role stressor and organizational commitment among postgraduate part time student in Universiti Utara Malaysia, Sintok, Kedah.



**Figure 3-1** *Theoretical Framework*

## 3.2 Hypothesis Development

Drawing from literature review, the following hypotheses are proposed.

### 3.2.1 Relationship between Role Stressor and Job Satisfaction

Prior study proved that employees who are facing high role stressor will show less satisfaction (Singh & Dubey, 2011; Bhatti, Hashmi, Raza, Shaikh, & Shafiq, 2011; Anton, 2009; Ussahawanitchakit, 2008). The studies conducted by Singh and Dubey (2011) and Ussahawanitchakit (2008) found that role ambiguity, role conflict and role overload are negatively related to job satisfaction. Fethi Calisir et al. (2011) reported that only role ambiguity was found to have significant correlation on job satisfaction. In Omansky (2010) study on nurse preceptor found that role stress to be

positively related to job dissatisfaction and negatively related to nurse's retention. The researcher found that majority nurse preceptor are lack of clarity about preceptor roles, work overload, experience role conflict cause of dual responsibilities to the students and patients. This role stress and lack of recognition resulted decrease job satisfaction and increase their intention to quit the job. However Fethi Calisir et al. (2011) reported that there is no significant correlation between role conflict and role overload on job satisfaction. Bhatti et al. (2011) reported that role overload, role ambiguity, homework interface and performance pressure are source of job stress that lead to job dissatisfaction and affect health. Thus, we proposed the following hypothesis:

**H1: There is a relationship between role stressor and job satisfaction.**

H1a: There is a relationship between role ambiguity and job satisfaction

H1b: There is a relationship between role conflict and job satisfaction

H1c: There is a relationship between role overload and job satisfaction

**3.2.2 Relationship between Role Stressor and Organizational Commitment**

According to Slattery et al. (2008) reported that role ambiguity and role conflict negatively influence organizational commitment. Based on Solli-Sæther (2010) reported that role ambiguity and role conflict has negatively influence on affective commitment. Yousef (2002) found that only role ambiguity has directly and negatively influence on affective commitment and normative commitment. However Yousef (2002) found that there is no direct influence between role conflict and all three organizational commitment dimensions. Omer Farooq Malik et al. (2010) reported those roles overload and role conflict have direct and negative correlation



with affective commitment. Explanation from above evidences, we therefore suggest following hypotheses:

**H2: There is a relationship between role stressor and organizational commitment.**

H2a: There is a relationship between role ambiguity and organizational commitment.

H2b: There is a relationship between role conflict and organizational commitment.

H2c: There is a relationship between role overload and organizational commitment.

### **3.2.3 Relationship between Job Satisfaction and Organizational Commitment**

Previous business researches have provided the evidence that there was a direct and positive relationship between job satisfaction and organizational commitment (Daneshfard & Ekvaniyan, 2012; Oyewobi et al., 2012; Muhammad Iqbal, 2012; Syed Munir Ahmed Syah et al., 2012; Nawab & Bhatti, 2011). Focusing on the organizational dimensions, Yang (2008) and Omer Farooq Malik et al. (2010) proved that job satisfaction has positive correlation on affective commitment. Gunlu et al. (2010) reported that there was a positive relationship between job satisfaction on affective commitment and normative commitment. However there is no relationship between job satisfaction and continuance commitment (Gunlu et al., 2010). Yousef (2002) in his study found that there is a positive association between job satisfaction on affective commitment, normative commitment and negative association on continuance commitment - low perceived alternative. Explanation from above evidences, we therefore suggest the following hypotheses:

**H3: There is a relationship between job satisfaction and organizational commitment.**

H3a: There is a relationship between intrinsic satisfaction and organizational commitment.

H3b: There is a relationship between extrinsic satisfaction and organizational commitment.

### **3.2.4 Mediating Role of Job Satisfaction**

According to Yousef (2002) job satisfaction was able to mediate the relationship between role ambiguity and role conflict on affective commitment, continuance commitment -low perceived alternative and normative commitment. Based on Omer Farooq Malik et al. (2010) job satisfaction partially mediated the effect of role conflict and role overload on affective commitment. Anton (2009) reported that role stressor (i.e., role ambiguity and role conflict) has indirect association with affective commitment through job satisfaction. Thus we propose the following hypotheses:

**H4: Relationship between role stressor and organizational commitment is mediated by job satisfaction.**

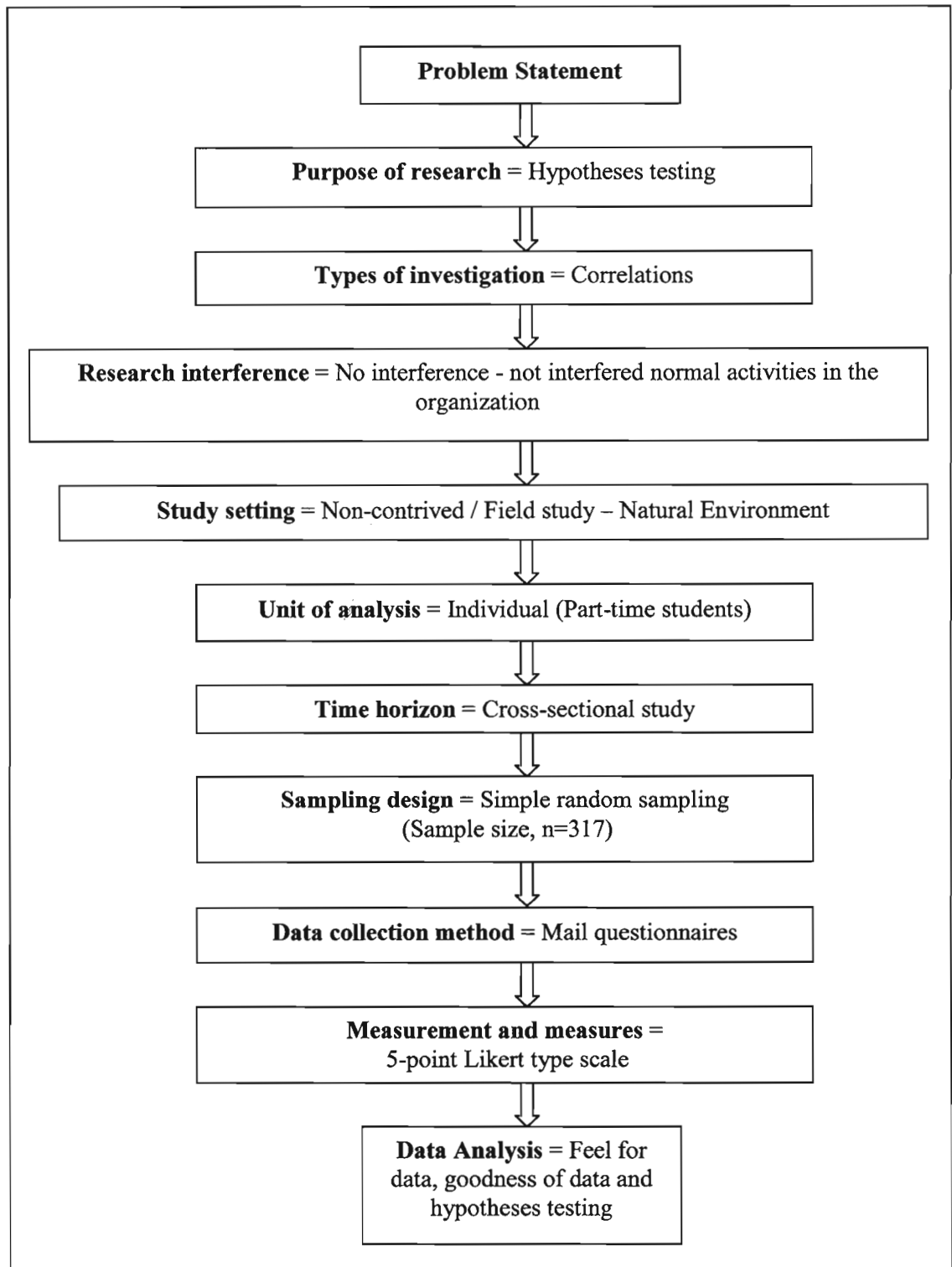
H4a: Relationship between role ambiguity and organizational commitment is mediated by job satisfaction.

H4b: Relationship between role conflict and organizational commitment is mediated by job satisfaction.

H4c: Relationship between role overload and organizational commitment is mediated by job satisfaction.

### **3.3 Research Design**

Based on Sekaran (2003) defined “the research design as involves a series of rational decision-making choices”. In the research design, it contains the purpose of the study, the type of investigation, the study setting , the time horizon, the unit of analysis, the sampling design, the data collection methods, measurement and analysis. The research design has several alternatives such as exploratory, descriptive, hypothesis testing and case study analysis. “The degree of scientific rigor in a research depends on the appropriate design alternative are being chosen by researcher” (Sekaran, 2003). In the beginning stage, the literatures that are relevant with present research were discussed. In this study, the researcher implements quantitative research that is based on the questionnaires distributed to part time students. Moreover, this study used statistical data as medium to obtain the needed information. This research seeks to verify the relationship between the independent variables, the mediating variable and the dependent variable. The result and the conclusion of this research solely depend on the full use of the statistical data collected. The figure below shows the research design created by Sekaran (2003) that is being applied in this study:



**Figure 3-2** *Research design*

### **3.3.1 Purpose of the Study**

The nature of this study is hypothesis testing. Sekaran (2003) stated that “hypothesis testing is to develop understanding the correlation between the variables that related in the study”. Hypothesis testing is able to expect the outcomes and explain the variance in dependent variable.

### **3.3.2 Type of Study**

This study is correlational study because the researcher is interested to examine the important variable associated with the problem (Sekaran, 2003). Since this study is correlation study, so the study setting is non-contrived (work progress normally) and field study where research can be done in normal environment without disturbing the work process. Sekaran (2003) explained that “correlational studies done in organizations are called field studies”.

There is no or minimal interference with normal flow of work. The questionnaire does not interrupt the respondents at the workplace, they can answer the questionnaire when they are free (i.e., at home, during breaks, after working hours).

According to Sekaran (2003) asserted that “time horizon divided into two measurements namely cross-sectional studies and longitudinal studies”. In this study, the researcher collect the data based on a one shot or cross sectional measurement over a period within four (4) months.

### **3.3.3 The Quantitative Research Approach**

According to Zikmund, Babin, Carr and Griffin (2010) defined the “quantitative business research as analyze the research objective through the medium of empirical measurements (i.e., numerical measurement and statistical analysis)”. Lowhorn (2007) stated that quantitative research is “performing an experiment and analyzing the results numerically in order to confirm a theory”. In this study, the researcher is required to use the questionnaire in order to obtain data from large population. This is because the questionnaire is suitable and preferable approach to collect huge quantitative data.

### **3.3.4 Population and Sampling frame**

According to Sekaran (2003) defined “population as the entire group of people, events or things that the researcher wishes to investigate”. The population in this study involve postgraduate part-time students. Furthermore they are working in various industries. The sampling frame for this study is the list of postgraduate part-time student who is studying in University Utara Malaysia (UUM), Sintok Kedah. The numbers of postgraduate part-time students are obtained from UUM’s Department of Academic Affairs. The total population of postgraduate part-time students in UUM, Sintok are 1823.

“Sample size is the actual number of subjects chosen as a sample to represent the population characteristics or known as subset of the population” (Sekaran, 2003). The researcher is using Krejcie and Morgan's (1970) table to determine sample size. This scientific guideline provides certain sample size based on certain population size.

Since the population size of postgraduate part-time student in Universiti Utara Malaysia is 1823, thus the Krejcie and Morgan's table suggested that when the population 1823, so the targeted sample size should be 317. So the researcher distributed the questionnaires and tried to achieve 317 respondents. As a result, the researcher has succeeded in collecting over 350 respondents. However, only a total of 240 responses are usable and the rest of responses (110 respondents) cannot be used.

### **3.3.5 Unit of Analysis**

Unit of analysis is described as the unit that provide the information. Sekaran (2003) stated that "the variety of unit of analysis including individuals, dyads, groups, divisions, industry and countries". Since the unit of analysis of this study is the individual students, therefore, the researcher distribute the questionnaires randomly to the appropriate respondents' which are postgraduate part-time students in Universiti Utara Malaysia.

## **3.4 Data Collection Method**

Availability of data can be access via primary sources and secondary sources. The researcher uses both sources in order to obtain accurate information.

### **3.4.1 Primary Sources**

The primary data can gather via interviews, observation and questionnaire. The most convenience data collection method that the researcher uses is the questionnaire. "Using of questionnaire as collection data method able to speed up data analysis

where the researcher knows what is required and how to measure the variable of interest” (Sekaran, 2003).

Questionnaire consists of 3 types that include personally administered, mail questionnaires and electronically questionnaire. In this study, the researcher use mail questionnaires because it is easier and save cost.

### **3.4.2 Secondary Sources**

The secondary sources also are used in order to gain more information about the job satisfaction, role stressor and organizational commitment. Secondary source distinguish into two part internal and external sources. Examples of internal sources are from University Utara Malaysia intranet service or academic student affairs department. In this research, the external data or sources are taken from several printed materials namely newspaper, articles or journal from internet and textbooks.

## **3.5 Sampling Design**

Sampling design means that the researcher chooses an appropriate number of elements from the whole population of unit of analysis. Sekaran (2003) explained that “the sampling design is important to generalize the total population”.

### **3.5.1 Probability sampling: Simple Random Sampling**

According to Sekaran (2003) stated that “there are two main types of sampling design consists of probability sampling and non-probability”. The probability sampling is the sampling design in which the elements of the population have known opportunity or probability of being selected as sample subjects. “Non-probability is



the sampling in which the elements of the population do not have a known or predetermined chance of as sample subject". Probability sampling has several designs such as simple random sampling, systematic sampling, stratified random sampling, cluster sampling, area sampling and double sample. Since the population have known chance to being select in the sample, therefore in this present study, the researcher selected a probability sampling of simple random sampling.

In the present study, the researcher draws the sample using random table that generated using random.org website. This well-known website is useful to generate true random number.

Sekaran (2003) stated "simple random sampling or known as unrestricted sampling has its own advantages". One of them is every element in the population has a known and equal chance to be selected as a sample subject. As a result, all the part time students in UUM have equal chance to be selected. Another advantage is simple random sampling is the easiest among all probability design, least bias and more general (Sekaran, 2003).

### **3.6 Measurement**

Above already mention that a questionnaire was used in this research. This study contains several variables. These variables need to be measured in order to ensure its validity and reliability. All questionnaire items have been adapted from four sources. Each sources used has explain about the variables in this study.

### 3.6.1 Questionnaire

The researcher needs to distribute a set of questionnaires that contains several variables to the respondents to get information needed in this research. This questionnaire using five Likert scale to indicate how strongly respondent agree or disagree with the statement. The range of questions is from very positive to very negative. It specifically use the five anchors strongly agree, agree, neutral, disagree and strongly disagree scales (Sekaran, 2003).

All statement of the questionnaire was administered in English language. The researcher chooses English as language of the questionnaire based on their education level. This is preferable language because English suit with their level of understanding and they are able to answer the questions accurately. Moreover the part time students also have no problem because the syllabus of their study is in English. The words used in this research are easy to understand. All variables are using five-point likert scale. The researcher provides the different range of questionnaire. The range of each section could be seen as follows:

**Table 3-1***The range of questionnaire*

Variables	Range of Answer in the Questionnaire
Section B Role Stressor	1 ( Strongly Disagree)
Section B1 – Role Ambiguity	2 ( Disagree)
Section B2 – Role Conflict	3 ( Neutral)
Section B3 – Role Overload	4 ( Agree)
	5 ( Strongly Agree)
Section C – Job Satisfaction	1 ( Very Dissatisfied)
	2 ( Dissatisfied)

	3 ( Neutral)
	4 ( Satisfied)
	5 ( Very Satisfied)
Section D – Organization Commitment	1 ( Strongly Disagree)
	2 ( Disagree)
	3 ( Neutral)
	4 ( Agree)
	5 ( Strongly Agree)

---

### **3.6.2 Designing questionnaire**

The researcher has divided questionnaire into four sections. All items in the questionnaire are taken from other researcher. Section A consists of demographical information of the respondent. Section B is related to three role stressor. Section C related to job satisfaction among respondent and Section D consists statement of organizational commitment. The questionnaire also included the cover letter. This is important because the researcher need to explain the purpose and objective of the study.

#### **Section A: Demographic Information**

According to Sekaran (2003), the use of category scales in questionnaire is important to guarantee the anonymity of the respondents. So researcher excludes the name of the respondents in the questionnaire. In this section, questionnaire collects the demographic information of respondent that related to gender, age, marital status, tenure and level of education and types of industry of employee's current organization.

## **Section B: Role Stressor**

Section B is divided into three sub section. This section measures three role stresses (i.e., role ambiguity, role conflict and role overload). The role ambiguity statements were conducted by Rizzo, House and Lirzman (1970). This scale consists of four (4) items. Examples of the items included in this scale are: " I feel certain about how much authority I have" and "I know that I have to divide my time properly ". The internal consistency (Cronbach's alpha) for role ambiguity was 0.86 (Yousef, 2002).

Role conflicts were also developed by Rizzo, House and Lirzman (1970). This scale consists of six (6) items. Examples of the items included in this scale are: "I have to do things that should be done differently" and "I work with two or more groups who operate quite differently". The internal consistency (Cronbach's alpha) for role conflict was 0.79 (Yousef, 2002).

Whilst, the role overload questions were conducted by Ivancevich and Matteson (1980). This scale consists of ten (10) items. Examples of the items included in this scale are: "I have to take work home in the evening or on weekends to stay caught up" and "The demands for work quality made upon me are unreasonable". The internal consistency (Cronbach's alpha) for quantitative sub-scale was 0.82 and qualitative sub-scale was 0.84 (Omer Farooq Malik et al., 2010).

## **Section C: Job Satisfaction**

Minnesota Satisfaction Questionnaire (short version) which was created by Weiss, Dawis, England and Lofquist (1967) is used in this present study. This scale consists of twenty (20) items. In this questionnaire, job satisfaction is divided into 3 dimension namely intrinsic satisfaction, extrinsic satisfaction and general job satisfaction. Examples of the items included in this scale are: "Being able to keep

busy all the time” and “My pay and the amount of work I do”. The internal consistency (Cronbach's alpha) for the scale of job satisfaction was 0.9 (Weiss et al., 1967 as cited in Wan Zetti Rafina, 2011).

**Section D: Organizational commitment**

For the last section, Section D measures the respondent’s organization commitment. The measure of organization commitment is developed by Allen and Meyer (1990). It consists of nineteen (19) items. Examples of the items included in this scale are: “I would be very happy to spend the rest of my career with this organization” and “I do not believe that a person must always be loyal to his or her organization”. The internal consistency (Cronbach’s alpha) for the scale for the affective commitment sub-scale was 0.89, continuance commitment (low perceived alternative) sub-scale was 0.77 and for the normative commitment was 0.79 (Yousef, 2002). The summary of sources of the questionnaire and the number of items are as in Table 3.2.

**Table 3-2** *The summary of sources of questionnaire*

Authors	Variable	Number of Items
Rizzo et al. (1970)	Role Ambiguity	4
	Role Conflict	6
Ivancevich and Matteson (1980)	Role Overload	10
Weiss et al. (1967)	Job Satisfaction	20
Allen and Meyer (1990)	Organizational Commitment	19

### **3.6.3 Reversed Coded**

There are several questions that are being negatively coded which mean that the word explains a meaning opposite to that of another word (antonym). In section B (role stressor); role ambiguity items has four negatively worded questions (item number 1, 2, 3 and 4). In addition, section D (organizational commitment) has six negatively worded question; for subsection D1 (affective commitment) has three negatively worded questions (number 4, 5 and 6), subsection D2 (normative commitment) has two negatively worded questions (number 1 and 2) and subsection D3 (continuous commitment) has one negatively worded question (item number 3). All of these items will be reverse coded using Statistical Package of Social Science (SPSS) in its function name Transform and Recode statement. Its function is able to change old value to new value.

### **3.7 Data Analysis Technique**

The researcher has distributed 500 sets of questionnaire to the employees who are furthering their studies in University Utara Malaysia, Kedah. Moreover the researcher use Statistical Package of Social Science (SPSS) version 20.0 to analyze all the information obtained from respondents. SPSS requires the researcher to key in the data manually into the computer. SPSS is able to count the frequency distribution applied to produce various frequencies, percentages, cumulative percentage, pie charts and table. For the values of various variables, it is can produce all relevant that is associated with statistics for comparison purpose of the study. The data analysis

methods that are used in this study are Frequency Distribution, Descriptive Analysis, Reliability Analysis (The Cronbach's Alpha), Pearson Correlations Coefficients, and Multiple Regression Analysis.

### **3.7.1 Feel for the Data**

The initial step that the researcher needs to consider was to get feel for the data. This can be obtained through descriptive technique. For instance, Sekaran (2003) stated that "the frequency distribution analysis was used to summarize all questions requested". Frequency distributions were applied in order to gain for the entire personal data or demographic information. It displays the frequency of occurrence of each score value. The frequency distribution can be represented in tabular form or graphical form such as bar charts, pie charts and histograms. Furthermore the descriptive analysis is able to explore the value of mean, maximum, minimum the standard deviation, skewness and kurtosis value for each variable.

### **3.7.2 Testing Goodnes of Data**

Subsequently, the researcher tests the goodness of data by analysis the reliability and validity of measures. "Cronbach' Alpha is reliability coefficient that able to recognize how good the item is positively related to one another" (Sekaran, 2003). According to Sekaran (2003), "the reliabilities less than 0.6 are generally considered to be poor, those in the range 0.7 are to be accepted and those over 0.8 to be good". This can conclude that the nearer the reliability coefficient is to 1.0, the better the reliability level. Also negatively worded item need to first be reversed in order to obtain an accurate answer.

Validity is “proof that the instrument used to measure a concept does indeed measure the intended concept” (Sekaran, 2003). There are several types of validity analysis namely content validity, criterion-related validity and construct validity. In this study, the researcher use face validity. Face validity is a basic and very minimum index of content validity. “Face validity is an aspect of validity that checks whether the item of the scale, on face of it, reads as if it indeed measures that it is suppose to measure” (Sekaran, 2003). Since all variables (i.e. role ambiguity, role conflict, role overload, job satisfaction and organizational commitment) have high validity values because the items derived from the previous well known studies.

### **3.7.3 Hypotheses Testing**

After the researcher feel for data, test the goodness of data, the researcher able to use the data to test the hypotheses that were created for the present study. Multiple Regressions is used to test the hypotheses of the present study.

Firstly, Pearson Correlation analysis is statistical measures to examine the closeness of the relationship between two or more variables. A Pearson Correlation is providing information that pertaining to the strength, direction and significance of the bivariate relationship of all variable in the study (Sekaran, 2003).

Based on Zikmund (2003), “the correlation coefficient,  $r$  is range from  $+1.0 - 1.0$ . If the value  $r$  is  $1.0$ , then there is a perfect positive linear relationship”. Otherwise if the value is  $-1.0$ , so there is a perfect negative linear relationship.

In theory, there could be a perfect positive correlation between two variables denoted by  $1.0$  in the matrix and symbolically by  $r$ . As cited in Sekaran (2003), David (1971),



outlined the scale that be used to interpret the relationship between individual and dependent variable.

- i. 0.80 and above very strong relationship
- ii. 0.50 – 0.79 strong relationship
- iii. 0.30 – 0.49 moderate relationship
- iv. 0.10 – 0.29 low relationship
- v. 0.01 – 0.09 very low relationship

Secondly, Sekaran (2003) defined “multiple regression analysis is a statistical technique to analyze the relationship between dependent variable and independent variables”. The outcome of regression shows the best prediction of dependent variable from numerous independent variables. Regression analysis is used when independent variables are correlated with one another and with the dependent variables. Independent variables can be either continuous or categorical variable.

Moreover, it is also essential to verify whether hypotheses developed for each variable in the study could be accepted or rejected. The result can be explained via coefficient tables by viewing at beta and significant level of the variable. Furthermore, in this study, multiple regressions are used to examine the mediating role of job satisfaction. The researcher was used three step procedure created by Baron and Kenny (1986) to analyze the mediating effect of job satisfaction on the relationship between role stressor and organizational commitment among part time students

### 3.8 Pilot Study

Testing the research material is very important in order to detect the weaknesses of items before begin a real distribution. This test is important in order to gain an accurate result in real distribution. Once the researcher consults with his advisor in consideration of questionnaire improvement, thus the researcher takes a next step with selected 31 respondents in Universiti Uatara Malaysia (UUM) to participate in prelude test or known as pilot study. According to Sekaran (2003) stated that the purpose of implementing pretesting survey question is to “test question’s reliability and appropriateness of each items by selected only few quantity of respondents to be participate in prelude test”. Moreover conducting pilot study is important to detect the degree of understanding among respondents on each questionnaire items. According to Bailey (1992) stated the respondent in pilot study should have similar characteristic with real respondents (as cited in Wan Zetti Rafina, 2011, p. 46). This is important to know your own respondent understanding and help the researcher to improve items in questionnaire before conducting the real distribution.

In this pilot study, the researcher using a Statistical Package for Social Sciences (SPSS) software 20.0 to calculate the reliability of all items in questionnaire. The reliability test conducted to all questionnaire section (Section B until Section D) exclude demographic section (Section A). The reliability test is based on Cronbach's Alpha value. Based on Sekaran (2003) mentioned that the maximum reliability value is 1. Alpha value is able to provide information about items whether appropriate or not. So the researcher need to improve item's Alpha value to ensure all items are providing consistent result.

Table 3-3 shows the reliability coefficient (Cronbach Alpha) result for each variable in the questionnaires for the pilot study. All the alpha value ranged starting 0.624 to 0.904. Thus all the reliability coefficients were above 0.6. Rule of thumb provided by George and Mallery (2003) asserted that the reliabilities less than 0.6 are generally considered to be poor, those in the range 0.7 are to be accepted and those over 0.8 to be good.

**Table 3-3** *Reliability Coefficient of the scale for the pilot study (N= 31)*

Study Variables and Dimensions	Cronbach's Alpha	N of Items
<b>Role Stressor</b>	.818	20
<b>Role Conflict</b>	.624	6
<b>Role Ambiguity</b>	.792	4
<b>Role Overload</b>	.841	10
<b>Job Satisfaction</b>	.904	20
<b>Intrinsic Satisfaction</b>	.867	12
<b>Extrinsic Satisfaction</b>	.823	6
<b>Organizational Commitment</b>	.723	19

### 3.9 Conclusion

This chapter has discussed the methodology of this research. They are research design, data collection methods, the quantitative analytical approach, population and sample, sampling design, measurement technique, and data analysis methods. The following chapter discusses the findings of this study.

## CHAPTER 4 RESULTS

### 4.0 Introduction

This chapter explain about the result of actual distribution and investigated the hypotheses that have been developed in previous chapter. This chapter contains of six sections. It begins with Section 4.1 explains about the respondent rate and following section is explain about handling blank responses. Section 4.3 explains about the missing value analysis. Following section (Section 4.4) briefly explain about the analysis use for actual study. Section 4.5 is highlight about the demographic analysis. Section 4.6 reveals the results of descriptive analysis. Next section (Section 4.7) describes the results of reliability analysis and following section (Section 4.8) provides the inferential statistics. The penultimate section explains the overall hypotheses results and Section 4.10 summarize this chapter.

### 4.1 Respondent Rate

Since the survey depended mostly by e-mail/ online survey, so the researcher has distributed the questionnaires in large quantities. This is because the respondent rate via mail survey is quite low. The researcher has distributed 500 questionnaires and managed to collect about 317 approximately. This is to ensure the sample size of this study is following the formula created by Krejcie and Morgan (1970). Total number of questionnaire received is 350. Unfortunately only 240 responses were usable for actual analysis because the rest of the respondents have not completed their questionnaire. The main reasons why the researcher was using mail survey was

because of the difficulty of knowing the postgraduate part time students status regarding to their current residence whether they stay in or out off campus. Moreover the distribution period started during semester break, so it was quite difficult to obtain large number of respondents if distributed by hand during that period in UUM campus. The researcher was required to get permission from UUM authority before distributing the questionnaire. The permission from UUM Academic Affairs Department has been granted for conducting this research. The distribution date was on 28<sup>th</sup> June 2013 and the final respondent was collected on 30<sup>th</sup> September 2013.

**Table 4-1** *The summary of the questionnaire that has been distributed*

Respondents	Frequency
Total sample size	317
Distributed	500
Received	350
Rejected	110
Accepted	240

## **4.2 Handling Blank Responses**

According to Sekaran (2003) stated that “there are some ways in order to handle the blank responses such as giving midpoint in the scale as the value or to ignore the particular item during analysis”. Sekaran (2003) also mention that “if a large amount of items (25%) in the questionnaire have been left unanswered, the author suggested that it was better not to be included it in the data set for analysis”. Since the researcher using mail survey, the possibility of questionnaire have been left

unanswered are high, there was about 110 questionnaire that have been ignored because some of the respondents were only answering demographic section, some questionnaires have been returned but not answered and mostly answer below than 50% of items in the questionnaire.

#### **4.3 Missing Value Analysis**

The missing value analysis is to ensure that all data that was keyed manually into SPSS was added properly. This analysis can be check with SPSS option under the Analyze menu called Missing Value Analysis (Pallant, 2005). Based on the findings of the analysis, shows there is 0.00% of missing value for all items in the questionnaire. This means that no missing values when the data was keyed-in.

#### **4.4 Statistical Analysis for Actual Study**

The analysis can be divided into four sections. Section A consists of respondent background, Section B consists of three independent variables which are Role Conflict, Role Ambiguity and Role Overload. Section C consists of mediating variable which is Job Satisfaction and Section D consists of dependent variable which is Organizational Commitment. The data analysis techniques that were applied in the study are; (1) Frequency Distribution, (2) Descriptive Analysis, (3) Reliability Analysis (The Cronbach's Alpha), (4) Pearson Correlations and (5) Multiple Regression Analysis.

## **4.5 Profile of the Respondents**

This section shows the respondents demographic. Frequency distribution was used to assess the frequency of personal data (i.e., respondents demographic). By using SPSS, the frequency distribution analysis can be represented in tabular form or graphical form. All tables below shows the analysis of seven demographic items in the questionnaire which are Gender, Age, Marital Status, Tenure, Education, and Type of Industry.

### **4.5.1 Gender**

As illustrated in Table 4-2, the respondents involved are 99 male which is 41.3% and 141 respondents are female where percentage is 58.8%. Total frequency is 240 for both genders. From the table, it can be concluded that the most respondents who take part in this research are female.

### **4.5.2 Age**

As stated in Table 4-2, the highest frequencies of respondents according to their age were in the age group between 26 to 35 years old. In this group, there were 92 (38.3%) respondents. The second leading age group was between 36 to 45 years old with 76 (31.7%) respondents. This is followed by age group of 25 years and below with 42 (17.5%) respondents and least distribution which is 30 (12.5%) respondents aged 46 and above.

### **4.5.3 Marital Status**

Table 4-2 shows the frequency of marital status among the respondents. The majority of the respondents are single. This represents 97 respondents of the sample.

Meanwhile there are 140 respondents are married and only 3 respondents are widower. From the table above, it can be concluded that the majority respondent who play a part in this research are married.

#### **4.5.4 Tenure**

Table 4-2 shows the highest frequencies of distribution by tenure is to respondents who have worked for 1 to 3 years which is 28.8%, followed by respondents who worked more than 9 years which is 26.7%. Next is the respondent who worked for 4 to 6 years which is 19.6%, followed by respondents who worked for less than 1 year which is 17.9% and lastly is to respondents who worked for 7 to 9 years which is 7.1%.

#### **4.5.5 Level of Education**

Table 4-2 reveals the level of education by 3 categories. The highest frequency is Master's Degree with 45.8%, followed by Bachelor's Degree 39.6% and the least distribution is Doctorate Degree with 14.6%.

#### **4.5.6 Industry Sector**

Table 4-2 shows the several categories of industry sector where the majority of distribution is Education with 62.5% followed by Service 17.1%, others 7.1%, Manufacturing 6.7%, and both Finance and Communication has the same percentage which is 3.3%.



**Table 4-2** *Distribution of Respondents by Gender, Age, Marital Status, Tenure, Education and Industry Sector (N = 240)*

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>	<b>Total</b>
<b>Gender</b>			
Male	99	41.3	41.3
Female	141	58.8	100.0
<b>Age</b>			
25 and below	42	17.5	17.5
26-35	92	38.3	55.8
36-45	76	31.7	87.5
46 or more	30	12.5	100.0
<b>Marital Status</b>			
Single	97	40.4	40.4
Married	140	58.3	98.8
Widowed	3	1.3	100.0
<b>Tenure</b>			
Less than 1 Year	43	17.9	17.9
1-3 Years	69	28.8	46.7
4-6 Year	47	19.6	66.3
7-9 Years	17	7.1	73.3
More than 9 Years	64	26.7	100.0
<b>Education</b>			
Bachelor's Degree	95	39.6	39.6
Master's Degree	110	45.8	85.4
Doctorate Degree	35	14.6	100.0
<b>Industry Sector</b>			
Service	41	17.1	17.1
Education	150	62.5	79.6
Manufacturing/ production	16	6.7	86.3
Finance	8	3.3	89.6
Communication	8	3.3	92.9
Others	17	7.1	100.0

#### **4.6 Descriptive Statistics of Variables of Study**

Pallant (2005) point out the purpose of using of descriptive analysis is to "portray the characteristic of your sample, checking your variable for any violation of the

assumption and address specific research questions”. Descriptive statistic is important to testing of assumption of your variable. The reason of descriptive statistic is to investigate interval-scaled independent variables and dependent variables such as mean, minimum, maximum and standard deviation (Sekaran, 2003).

The table 4-3 shows the minimum, maximum, mean and standard deviation of the dependent variable, mediating variable and independent variables. Beginning with first independent variable which is Role Conflict with minimum value 1.00 to maximum 4.83 with mean value is 3.0556. The second independent variable which is Role Ambiguity with minimum value 1.00 to maximum 5.00 with mean value is 2.1865. The minimum value for Role Overload is 1.00 to maximum 5.00 with mean value is 3.2738. Next is mediating variable which is Job Satisfaction with minimum value is 1.45 to 4.80 with mean value 3.5117. Last but not least is Organizational Commitment with minimum value 2.21 to maximum 4.32 and mean value is 3.3353. The highest mean would be Job Satisfaction and the lowest mean is Role Ambiguity.

For standard deviation, the highest score is Role Conflict with value of 0.74390 and the lowest score is Organizational Commitment with standard deviation of 0.40626.

There are several methods to test normality. In this present study, the researcher conduct normality test via numerical method which is skewness and kurtosis. The skewness value between  $\pm 2$  is considered as normal distribution. The result of this study shows that the skewness values for each variable are between  $\pm 2$ . According to George and Mallery (2003) indicated that a skewness value between  $\pm 1.0$  is considered perfectly normal distribution. As a result the skewness values for role

conflict, role overload, job satisfaction and organizational commitment were between  $\pm 1.0$  which shows that the distribution is very normal.

**Table 4-3** *Descriptive Analysis (N = 240)*

Variables	Min	Max	Mean	SD	Skewness	Kurtosis
<b>Role Conflict</b>	1.00	4.83	3.0556	.74390	.009	-.376
<b>Role Ambiguity</b>	1.00	5.00	2.1865	.65358	1.466	2.924
<b>Role Overload</b>	1.00	5.00	3.2738	.70700	-.375	.027
<b>Job Satisfaction</b>	1.45	4.80	3.5117	.51161	-.849	1.481
<b>Organizational Commitment</b>	2.21	4.32	3.3353	.40626	-.363	.253

#### 4.7 Reliability Analysis

Pallant (2005) stated that “the reliability of a scale shows that how free it is from random error”. Based on Sekaran (2003), “the reliability of a measure is an indication of the stability and consistency of evaluating the instrument and helps to assess the goodness of measures”. Reliability refers to degree to which a scale generates reliable results if repeated measurement is made. “The reliability of a measure shows the extent to which it is with no bias” (Sekaran, 2003). It is used to ensure reliable measurement across time and across the items in the questionnaire. According to Pallant (2005) point out that in reliability of measure, there is a concern about internal consistency. Internal consistency refers to the degree that how well the

items are correlated to one another. The indicator for internal consistency is Cronbach's alpha coefficient. In the reliability analysis, the alpha value with a coefficient closer to 1.00 is considered superior while below than 0.5 is unacceptable. Cronbach's Alpha value is a reliability coefficient that reveals how good the items in a set are positively related to one another. George and Mallery (2003) provide the following rules of thumb (as cited in A. Gliem and R. Gliem, 2003, p. 87):

- > 0.9 – Excellent
- > 0.8 – Good
- > 0.7- Acceptable
- > 0.6- Moderate
- > 0.5- Poor
- < 0.5- Unacceptable

Table 4-4 shows the reliability coefficient (Cronbach Alpha) result for each variable in the questionnaires for the actual distribution. All the alpha value ranged from 0.660 to 0.890. Thus all the reliability coefficients were acceptable because the values are above 0.6.

Tables below show the summary of reliability analysis for each variable in the questionnaire for the actual survey:

**Table 4-4** *Reliability Coefficient for the actual survey (N=240)*

Study Variables and Dimensions	Cronbach's Alpha	N of Items
<b>Role Stressor</b>	.839	20
<b>Role Conflict</b>	.758	6
<b>Role Ambiguity</b>	.660	4
<b>Role Overload</b>	.841	10
<b>Organizational Commitment</b>	.702	19
<b>Job Satisfaction</b>	.890	20
<b>Intrinsic Satisfaction</b>	.856	12
<b>Extrinsic Satisfaction</b>	.863	6

#### 4.8 Inferential Statistics

This section explored two parts. The first part consists of the results of bivariate correlation between each variable. The second part stated the result of the multiple regressions which examines the hypotheses of this study.

##### 4.8.1 Bivariate Correlation Result Analysis

Pallant (2005) stated that “purpose of using Pearson Correlation is to analyze the strength and relationship between two continuous variables”. Pearson Correlation analysis is able to show the direction of both variable whether it has positive

relationship or negative relationship. A positive association means that one variable increase, so the other also increases. A negative association means that one variable negative, the other increase (Pallant, 2005). Pallant (2005) stated that “the coefficient ( $r$ ) range from -1 to +1”. “If the coefficient value is 1.0, there is perfect positive relationship”. “Besides if  $r = -1.0$ , there is perfect negative relationship”. While  $r = 0$  means that there is no relationship between both variables that are being analyzed. Example  $r = 0.5$  and  $r = -0.5$ , these two value has same correlation strength but different direction. As cited in Sekaran (2003), Davis (1997) laid out the scale guideline to interpret the strength relationship between two variables:

- i. 0.70 & above- very strong relationship
- ii. 0.50-0.69- strong relationship
- iii. 0.30-0.49- moderate relationship
- iv. 0.10-0.29- low relationship
- v. 0.01- 0.09 – very low relationship

As depicted in Table 4-5, first analysis explores the relationship between three role stressor and job satisfaction. First there was a significant negative and moderate relationship between role stressor and job satisfaction ( $r = -0.317$ ,  $p < 0.01$ ). Second there was a significant negative and low relationship between role conflict and job satisfaction ( $r = -0.174$ ,  $p < 0.01$ ). Third there was a significant negative and moderate relationship between role ambiguity and job satisfaction ( $r = -0.315$ ,  $p < 0.01$ ). Fourth, there was a low and negative correlation between role overload and job satisfaction ( $r = -0.249$ ,  $p < 0.01$ ).

The second analysis examines the relationship between role stressor (role conflict, role ambiguity and role overload) and organizational commitment. First there was a

significant negative and moderate relationship between role stressor and organizational commitment ( $r = -0.311$ ,  $p < 0.01$ ). Second there was a significant negative and low relationship between role conflict and organizational commitment ( $r = -0.250$ ,  $p < 0.01$ ). Second there was a significant negative and low relationship between role ambiguity and organizational commitment ( $r = -0.211$ ,  $p < 0.01$ ). Third, there was a low, negative correlation between role overload and organizational commitment ( $r = -0.231$ ,  $p < 0.01$ ).

The third analysis examines the relationship between job satisfaction and organizational commitment by using Pearson product-moment correlation coefficient. First there was a significant positive and moderate relationship between job satisfaction and organizational commitment ( $r = 0.416$ ,  $p < 0.01$ ). Second there was a significant positive and low relationship between intrinsic satisfaction and organizational commitment ( $r = 0.296$ ,  $p < 0.01$ ). Third, there was a moderate and positive correlation between extrinsic satisfaction and organizational commitment ( $r = 0.401$ ,  $p < 0.01$ ).

**Table 4-5** *Correlations among Role Conflict, Role Ambiguity, Role Overload, Job Satisfaction and Organizational Commitment (N = 240)*

Variable	1	2	3	4	5	6	7	8
<b>1. Role Stressor</b>	1							
<b>2. Role Conflict</b>	.758**	1						
<b>3. Role Ambiguity</b>	.401**	.199**	1					
<b>4. Role Overload</b>	.875**	.433**	.107	1				
<b>5. Job Satisfaction</b>	-.317**	-.174**	-.315**	-.249**	1			
<b>6. Intrinsic Satisfaction</b>	-.216**	-.136*	-.289**	-.132*	.874**	1		
<b>7. Extrinsic Satisfaction</b>	-.330**	-.150*	-.251**	-.309**	.812**	.443**	1	
<b>8. Organizational Commitment</b>	-.311**	-.250**	-.211**	-.231**	.416**	.296**	.401**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed).

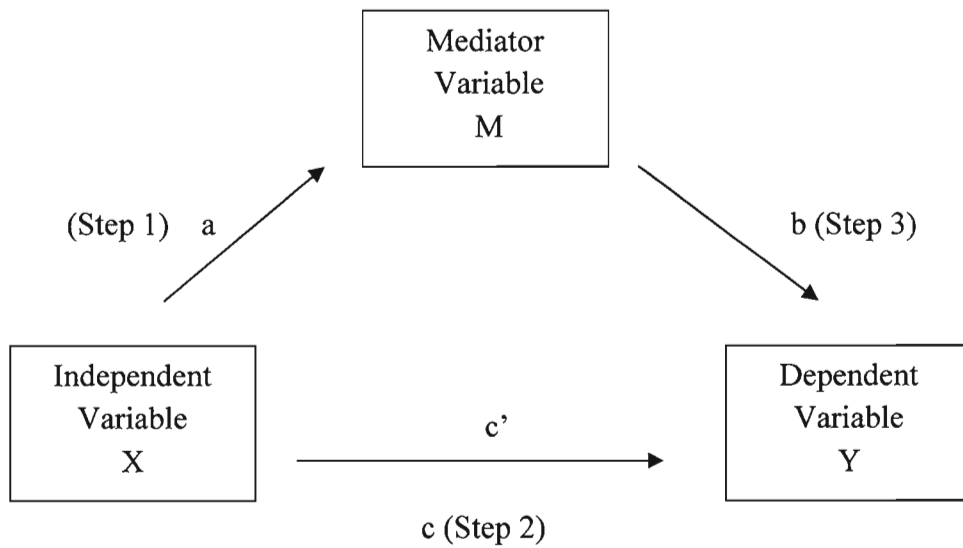


#### **4.8.2 Multiple regression analysis**

Multiple regression analysis is a technique that is able to analyze the effect of one or more predictor variables or independent variables on one outcome or dependent variable. This is different from Pearson product-moment correlation coefficient that only can be used to analyze direct relationship between two variables.

In this study, the researcher also uses multiple regression analysis for testing the mediating variables. This multiple regression analysis used by following Baron and Kenny (1986) four step procedures to explore the mediating effect of job satisfaction on the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment

“First step is the predictor variables/independent variables (i.e., role ambiguity, role conflict and role overload) must have significant effect with mediator. Second step is predictor variables must have significant effect on dependent variable/criterion variable (i.e., organizational commitment). Third step is mediating variable must significantly related to criterion variable, with adding the independent variable. After all relationship in the previous steps are significant, and then four and final step is we need to look at significant relationship between the predictor variable and dependent variable, if the significant value (beta value) of both variables is reduced but still significant, then it called partial mediation, or if the significant value has been removed, as a result it is known as full mediation”.



**Figure 4-1** *The 3 Steps for mediation model*

#### **4.8.2.1 Independent Variables against Mediator Variable**

**H1: There is a relationship between role stressor and job satisfaction.**

As depicted in Table 4-6 shows that 10.0% of variance that explained the job satisfaction was accounted by role stressor. The result of this analysis indicates that role stressor has significant relationship with job satisfaction ( $\beta = -0.317$ ,  $p < 0.05$ ). This can be concluded that role stressor predicts job satisfaction. Thus this evidence supports hypothesis 1.

**Table 4-6** *Result of the relationship between independent variable and mediator variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: Job Satisfaction					
Predictor: Role Stressor	-.305	.059	-.317	-5.154	.000
R Square	.100				
Adj. R Square	.097				
<i>F</i>	26.565, <i>p</i> = .000				

**H1a: There is a relationship between role ambiguity and job satisfaction**

**H1b: There is a relationship between role conflict and job satisfaction**

**H1c: There is a relationship between role overload and job satisfaction**

As depicted Table 4-7 shows the three role stressor for independent variables entered into the regression model which correlated with job satisfaction. Multiple regression analysis reports that 14.7% of variance that explained the job satisfaction was accounted by three independent variables which are role conflict, role ambiguity and role overload.

The result of this analysis indicates that role conflict has no significant relationship with job satisfaction ( $\beta = -0.028$ ,  $p > 0.05$ ). Further, of the two dimensions of role

stressor (IVs); role ambiguity ( $\beta = -0.288$ ,  $p < 0.05$ ) and role overload ( $\beta = -0.206$ ,  $p < 0.05$ ) were significant predictors of job satisfaction. This can be concluded that only role ambiguity and role overload predicts job satisfaction. Thus this results support hypothesis 1a (H1a) and hypothesis 1c (H1c) and unable to support hypothesis 1b (H1b).

**Table 4-7** *Result of the relationship between independent variables and mediator variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: Job Satisfaction					
Predictor: Role Conflict	-.019	.047	-.028	-.408	.684
Role Ambiguity	-.225	.048	-.288	-4.690	.000
Role Overload	-.149	.048	-.206	-3.092	.000
R Square	.147				
Adj. R Square	.136				
<i>F</i>	13.556, $p = .000$				

**4.8.2.2 Independent Variables against Dependent Variable**

**H2: There is a relationship between role stressor and organizational commitment.**

As depicted in Table 4-8 shows that 9.7% of variance that explained the organizational commitment was accounted by role stressor. The result of this analysis indicates that role stressor has significant relationship with organizational commitment ( $\beta = -0.311$ ,  $p < 0.05$ ). This can be concluded that role stressor predicts organizational commitment. Thus this evidence supports hypothesis 2.

**Table 4-8** *Result of the relationship between independent variable and dependent variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: OC					
Predictor: Role Stressor	-.238	.047	-.311	-5.049	.000
R Square	.097				
Adj. R Square	.093				
<i>F</i>	25.492, <i>p</i> = .000				

**H2a: There is a relationship between role ambiguity and organizational commitment.**

**H2b: There is a relationship between role conflict and organizational commitment.**

**H2c: There is a relationship between role overload and organizational commitment.**

As described in Table 4-9 shows that 10.7% of variance that explained the organizational commitment was accounted by three IVs (i.e., role ambiguity, role conflict and role overload). Further, of the three dimensions (IVs); role conflict ( $\beta = -0.153$ ,  $p < 0.05$ ), role ambiguity ( $\beta = -0.165$ ,  $p < 0.05$ ) and role overload ( $\beta = -0.148$ ,  $p < 0.05$ ) were significant predictors of organizational commitment. This can be concluded that role conflict, role ambiguity and role overload predicts organizational commitment. Thus this evidences support hypothesis 2a (H2a), hypothesis 2b (H2b) and hypothesis 2c (H2c).

**Table 4-9** *Result of the relationship between independent variables and dependent variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: OC					
Predictor: Role Conflict	-.083	.038	-.153	-2.204	.028
Role Ambiguity	-.103	.039	-.165	-2.630	.009
Role Overload	-.085	.039	-.148	-2.161	.032
R Square	.107				
Adj. R Square	.096				
<i>F</i>	9.438, $p = .000$				

**4.8.2.3 Mediator Variables against Dependent Variable**

**H3: There is a relationship between job satisfaction and organizational commitment.**

As depicted in Table 4-10 shows that 17.3% of variance that explained the organizational commitment was accounted by job satisfaction. The result of this analysis indicates that job satisfaction has significant relationship with organizational commitment ( $\beta = 0.416$ ,  $p < 0.05$ ). This can be concluded that job satisfaction predicts organizational commitment. Thus this evidence supports hypothesis 3.

**Table 4-10** *Result of the relationship between mediating variable and dependent variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: OC					
Predictor: Job Satisfaction	.330	.047	.416	7.049	.000
R Square	.173				
Adj. R Square	.169				
<i>F</i>	49.693, <i>p</i> = .000				

**H3a: There is a relationship between intrinsic satisfaction and organizational commitment.**

**H3b: There is a relationship between extrinsic satisfaction and organizational commitment.**

As described in Table 4-11, the regression result shows that R square value of 0.178. This means that 17.8% of variance that explained the organizational commitment was accounted by MVs (intrinsic satisfaction and extrinsic satisfaction). Furthermore the two dimensions of job satisfaction; intrinsic satisfaction ( $\beta = 0.147$ ,  $p < 0.05$ ) and extrinsic satisfaction ( $\beta = 0.336$ ,  $p < 0.05$ ) were significant predictors of organizational commitment. This can be concluded that intrinsic satisfaction and extrinsic satisfaction predicts organizational commitment. Thus this supports hypothesis 3a (H3a) and hypothesis 3b (H3b).

**Table 4-11** *Result of the relationship between mediator variables and dependent variable (N=240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Outcome: OC					
Predictor: Intrinsic S	.113	.051	.147	2.245	.026
Extrinsic S	.176	.034	.336	5.109	.000
R Square	.178				
Adj. R Square	.171				
<i>F</i>	25.687, $p = .000$				



#### 4.8.2.4 Mediation Analysis

**H4: Relationship between role stressor and organizational commitment is mediated by job satisfaction.**

The mediating effect of job satisfaction on the relationship between Role Stressor and Organizational Commitment was explored using step procedure laid out by Baron and Kenny (1986). Table 4-12 shows the systematic step to analyze the mediation hypothesis. Step one need the Role Stressor (IV) to be significantly effect to Job Satisfaction (MV). The standardized regression coefficient ( $\beta = -0.317$ ) correlated through the influence of Role Stressor on Job Satisfaction is significant ( $p < 0.05$ ). Therefore the requirement for mediation in step one is fulfilled. It shows that there is a direct correlation involving Role Stressor (IV) and Job Satisfaction (MV). Step two needs the Role Stressor (IV) to be significantly related to Organizational Commitment (DV). The standardized regression coefficient ( $\beta = -0.311$ ) correlated with the effect of Role Stressor on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step two is fulfilled. It shows that there is a direct association among Role Stressor (IV) and Organizational Commitment (DV). Step three needs the Job Satisfaction (MV) to be significantly effect on Organizational Commitment (DV). The standardized regression coefficient ( $\beta = 0.352$ ) correlated with the influence of Job Satisfaction on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step three is fulfil. It shows that there is direct connection among Job Satisfaction (MV) and Organizational Commitment (DV). Step four is to ascertain the beta value of independent variable in step three whether it partial mediation has occurred or full mediation has occurred. As shown in Table 4-12 the standardized regression coefficient ( $\beta = -0.199$ ,  $p < 0.05$ ) for Role Stressor (IV) in step three is still significant

but smaller than the standardized regression coefficient ( $\beta = -0.311$ ,  $p < 0.05$ ) for Role Stressor in step two.

Thus this shows that there is evidence that Job Satisfaction act as partial mediator on the relationship between Role Stressor and Organizational Commitment. The results indicated that Role Stressor (independent variable) predicts Job Satisfaction (mediator variable), and Job Satisfaction in sequence predicts Organizational Commitment (dependent variable). Role Stressor also can directly related to Organizational Commitment. Therefore, Hypothesis 4 for this relationship is supported.

**Table 4-12** *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Stressor and Organizational Commitment (N = 240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Step 1					
Outcome: Job Satisfaction					
Predictor: Role Stressor	-.305	.059	-.317	-5.154	.000
R Square	.100				
Adj. R Square	.097				
<i>F</i>	26.565, <i>p</i> = .000				
Step 2					
Outcome: OC					
Predictor: Role Stressor	-.238	.047	-.311	-5.049	.000
R Square	.097				
Adj. R Square	.093				
<i>F</i>	25.492, <i>p</i> = .000				
Step 3					
Outcome: OC					
Predictor: Role Stressor	-.153	.047	-.199	-3.272	.001
Mediator: Job Satisfaction	.280	.048	.352	5.784	.000
R Square	.208				
Adj. R Square	.202				
<i>F</i>	31.212, <i>p</i> = .000				

**H4a: Relationship between role ambiguity and organizational commitment is mediated by job satisfaction.**

The mediating effect of job satisfaction on the relationship between Role Ambiguity and Organizational Commitment was explored using step procedure laid out by Baron and Kenny (1986). Table 4-13 shows the systematic step to analyze the mediation hypothesis. Step one need the Role Ambiguity (IV) to be significantly effect to Job Satisfaction (MV). The standardized regression coefficient ( $\beta = -0.315$ ) correlated with the influence of Role Ambiguity on Job Satisfaction is significant ( $p < 0.05$ ). Therefore the requirement for mediation in step one is fulfilled. It shows that there is a direct association between Role Ambiguity (IV) and Job Satisfaction (MV). Step two needs the Role Ambiguity (IV) to be significantly related to Organizational Commitment (DV). The standardized regression coefficient ( $\beta = -0.211$ ) correlated with the effect of Role Ambiguity on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step two is fulfilled. It shows that there is a direct connection between Role Ambiguity (IV) and Organizational Commitment (DV). Step three needs the Job Satisfaction (MV) to be significantly effect on Organizational Commitment (DV). The standardized regression coefficient ( $\beta = 0.387$ ) correlated with the influence of Job Satisfaction on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step three is fulfil. It shows that there is a direct association between Job Satisfaction (MV) and Organizational Commitment (DV). Step four is to ascertain the beta value of independent variable in Step three whether it partial mediation has occurred or full mediation has occurred. As shown in Table 4-13, the standardized regression coefficient ( $\beta = -0.089$ ,  $p > 0.05$ ) for Role Ambiguity (independent

variable) in Step three is smaller and not significant than the standardized regression coefficient ( $\beta = -0.211$ ,  $p < 0.05$ ) for Role Ambiguity in Step two.

Thus this shows that there is evidence that Job Satisfaction act as full mediator on the relationship between Role Ambiguity and Organizational Commitment. The results indicated that Role Ambiguity (independent variable) predicts Job Satisfaction (mediator variable), and Job Satisfaction in sequence predicts Organizational Commitment (dependent variable). Therefore, Hypothesis 4a for this relationship is supported.

**Table 4-13** *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Ambiguity and Organizational Commitment (N = 240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Step 1					
Outcome: Job Satisfaction					
Predictor: Role Ambiguity	-.247	.048	-.315	-5.128	.000
R Square	.100				
Adj. R Square	.096				
<i>F</i>	26.300, <i>p</i> = .000				
Step 2					
Outcome: OC					
Predictor: Role Ambiguity	-.131	.039	-.211	-3.336	.001
R Square	.045				
Adj. R Square	.041				
<i>F</i>	11.129, <i>p</i> = .001				
Step 3					
Outcome: OC					
Predictor: Role Ambiguity	-.055	.039	-.089	-1.438	.152
Mediator: Job Satisfaction	.308	.049	.387	6.251	.000
R Square	.180				
Adj. R Square	.173				
<i>F</i>	25.991, <i>p</i> = .000				

**H4b: Relationship between role conflict and organizational commitment is mediated by job satisfaction.**

Based on Table 4-14 shows the mediating effect of job satisfaction on the relationship between Role Conflict and Organizational Commitment was explored by using 4 steps procedure laid out by Baron and Kenny (1986). Step 1 involves the Role Conflict (IV) to be significantly effect to Job Satisfaction (MV). The standardized regression coefficient ( $\beta = -0.174$ ) linked with the influence of Role Conflict on Job Satisfaction is significant ( $p < 0.05$ ). Therefore the requirement for mediation in step 1 is fulfilled. It shows that there is a direct association between Role Conflict (IV) and Job Satisfaction (MV). Step 2 needs the Role Conflict (IV) to be significantly related to Organizational Commitment (DV). The standardized regression coefficient ( $\beta = -0.250$ ) correlated with the effect of Role Conflict on Organizational Commitment is significant ( $p < 0.05$ ). Hence the requirement for mediation in step 2 is fulfilled. It shows that there is a direct connection between Role Conflict (IV) and Organizational Commitment (DV). Step three needs the Job Satisfaction (MV) to be significantly effect on Organizational Commitment (DV). The standardized regression coefficient ( $\beta = 0.384$ ) correlated with the influence of Job Satisfaction on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step 3 is fulfilled. It shows that there is a linear association between Job Satisfaction (MV) and Organizational Commitment (DV). Step 4 is to ascertain the beta value of independent variable in step three whether it partial mediation has occurred or full mediation has occurred. As shown in Table 4-14, the standardized regression coefficient ( $\beta = -0.183$ ,  $p < 0.05$ ) for Role Conflict

(IV) in Step 3 is still significant but smaller compared to the standardized regression coefficient ( $\beta = -0.250$ ,  $p < 0.05$ ) for Role Conflict in Step 2.

Thus this shows that there is evidence that Job Satisfaction act as partial mediator on the connection between Role Conflict and Organizational Commitment. The results indicated that Role Conflict (independent variable) predicts Job Satisfaction (mediator variable), and Job Satisfaction in sequence predicts Organizational Commitment (dependent variable). Role Conflict also can directly linked to Organizational Commitment. Therefore, the Hypothesis 4b for this relationship is supported.



**Table 4-14** *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Conflict and Organizational Commitment (N = 240)*

Variable	B	SE	$\beta$	<i>t</i>	<i>p</i>
Step 1					
Outcome: Job Satisfaction					
Predictor: Role Conflict	-.120	.044	-.174	-2.732	.007
R Square	.030				
Adj. R Square	.026				
<i>F</i>	7.466, <i>p</i> = .007				
Step 2					
Outcome: OC					
Predictor: Role Conflict	-.136	.034	-.250	-3.975	.000
R Square	.062				
Adj. R Square	.058				
<i>F</i>	15.803, <i>p</i> = .000				
Step 3					
Outcome: OC					
Predictor: Role Conflict	-.100	.032	-.183	-3.105	.002
Mediator: Job Satisfaction	.305	.047	.384	6.525	.000
R Square	.205				
Adj. R Square	.198				
<i>F</i>	30.567, <i>p</i> = .000				

#### **H4c: Relationship between role overload and organizational commitment is mediated by job satisfaction.**

Based on Table 4-15 shows the mediating effect of job satisfaction on the relationship between Role Overload and Organizational Commitment was explored by using 4 steps procedure laid out by Baron and Kenny (1986). Step 1 need the Role Overload (IV) to be significantly effect to Job Satisfaction (MV). The standardized regression coefficient ( $\beta = -0.249$ ) linked with the influence of Role Overload on Job Satisfaction is significant ( $p < 0.05$ ). Therefore the requirement for mediation in step 1 is fulfilled. It shows that there is a direct association between Role Overload (IV) and Job Satisfaction (MV). Step 2 needs the Role Overload (IV) to be significantly related to Organizational Commitment (DV). The standardized regression coefficient ( $\beta = -0.231$ ) correlated with the effect of Role Conflict on Organizational Commitment is significant ( $p < 0.05$ ). Thus the requirement for mediation in step 2 is fulfilled. It shows that there is a direct correlation between Role Overload (IV) and Organizational Commitment (DV). Step 4 needs the Job Satisfaction (MV) to be significantly effect on Organizational Commitment (DV). The standardized regression coefficient ( $\beta = 0.382$ ) correlated with the influence of Job Satisfaction on Organizational Commitment is significant ( $p < 0.05$ ). Hence the requirement for mediation in step 3 is fulfilled. It shows that there is a linear association between Job Satisfaction (mediator variable) and Organizational Commitment (dependent variable). Step 4 is to ascertain the beta value of independent variable in step three whether it partial mediation has occurred or full mediation has occurred. As shown in Table 4-15, the standardized regression coefficient ( $\beta = -0.136$ ,  $p < 0.05$ ) for Role Overload (independent variable) in Step 3 is still significant but smaller compared to

the standardized regression coefficient ( $\beta = -0.231$ ,  $p < 0.05$ ) for Role Overload in Step 2.

Thus this shows that there is evidence that Job Satisfaction act as partially mediator on the relationship between Role Overload and Organizational Commitment. The results indicated that Role Overload (independent variable) predicts Job Satisfaction (mediator variable), and Job Satisfaction in sequence predicts Organizational Commitment (dependent variable). Role Overload also can directly related to Organizational Commitment. Therefore, the Hypothesis 4c for this relationship is supported.

**Table 4-15** *Results of Mediation Effects of Job Satisfaction on the Relationship between Role Overload and Organizational Commitment (N = 240)*

<b>Variable</b>	<b>B</b>	<b>SE</b>	<b><math>\beta</math></b>	<b><i>t</i></b>	<b><i>p</i></b>
<b>Step 1</b>					
Outcome: Job Satisfaction					
Predictor: Role Overload	-.180	.045	-.249	-3.967	.000
R Square	.062				
Adj. R Square	.058				
<i>F</i>	15.741, <i>p</i> = .000				
<b>Step 2</b>					
Outcome: OC					
Predictor: Role Overload	-.133	.036	-.231	-3.669	.000
R Square	.054				
Adj. R Square	.050				
<i>F</i>	13.460, <i>p</i> = .000				
<b>Step 3</b>					
Outcome: OC					
Predictor: Role Overload	-.078	.035	-.136	-2.258	.025
Mediator: Job Satisfaction	.303	.048	.382	6.323	.000
R Square	.190				
Adj. R Square	.183				
<i>F</i>	27.824, <i>p</i> = .000				

## 4.9 Overall Hypotheses Results

Table 4-16 shows the overall result of the hypothesis testing.

**Table 4-16** *Summary of Hypotheses Results*

Hypothesis	Regression Results	Decision
<b>H1: There is a relationship between role stressor and job satisfaction.</b>	$\beta = -0.317, p < 0.05$	Support
H1a: There is a relationship between role ambiguity and job satisfaction.	$\beta = -0.288, p < 0.05$	Support
H1b: There is a relationship between role conflict and job satisfaction.	$\beta = -0.028, p > 0.05$	Not Support
H1c: There is a relationship between role overload and job satisfaction.	$\beta = -0.206, p < 0.05$	Support
<b>H2: There is a relationship between role stressor and organizational commitment.</b>	$\beta = -0.311, p < 0.05$	Support
H2a: There is a relationship between role ambiguity and organizational commitment.	$\beta = -0.165, p < 0.05$	Support
H2b: There is a relationship between role conflict on and organizational commitment.	$\beta = -0.153, p < 0.05$	Support
H2c: There is a relationship between role overload on organizational commitment.	$\beta = -0.148, p < 0.05$	Support
<b>H3: There is a relationship between job satisfaction and organizational commitment.</b>	$\beta = 0.416, p < 0.05$	Support
H3a: There is a relationship between intrinsic satisfaction and organizational commitment.	$\beta = 0.147, p < 0.05$	Support
H3b: There is a relationship between extrinsic satisfaction and organizational commitment.	$\beta = 0.336, p < 0.05$	Support
<b>H4: Relationship between role stressor and organizational commitment is mediated by job satisfaction</b>	Step 1 $\beta = -0.317, p < 0.05$ Step 2 $\beta = -0.311, p < 0.05$ Step 3 $\beta = 0.352, p < 0.05$	Support
H4a: Relationship between role ambiguity and organizational commitment is mediated by job satisfaction.	Step 1 $\beta = -0.315, p < 0.05$ Step 2 $\beta = -0.211, p < 0.05$	Support

	Step 3 $\beta = 0.388, p < 0.05$	
H4b: Relationship between role conflict and organizational commitment is mediated by job satisfaction.	Step 1 $\beta = -0.174, p < 0.05$ Step 2 $\beta = -0.250, p < 0.05$ Step 3 $\beta = 0.384, p < 0.05$	Support
H4c: Relationship between role overload and organizational commitment is mediated by job satisfaction.	Step 1 $\beta = -0.249, p < 0.05$ Step 2 $\beta = -0.231, p < 0.05$ Step 3 $\beta = 0.382, p < 0.05$	Support

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#### 4.10 Conclusion

As a conclusion, the researcher comes out with multiple regression evidences that two role stressor namely role ambiguity and role overload are negatively associated with job satisfaction. However role conflict has no significant correlation with job satisfaction. The results of present study hint that reducing uncertainty and excessive workload will able to increase job satisfaction level. Surprisingly incompatible request does not affect job satisfaction among part time students.

The present study also indicates that all three role stressor (i.e., role ambiguity, role conflict and role overload) have significant and negative correlation with organizational commitment. This means that the higher the degree of uncertainty, incompatible request and excessive workload, the lower the level of sense of affection and loyalty to the organization.

The present study reveals that job satisfaction has positively influence to organizational commitment. Specifically, the two dimensions of job satisfaction (i.e., intrinsic satisfaction and extrinsic satisfaction) also have positively association with organizational commitment.

This means that the higher the degree of job satisfaction, the higher the level of sense of affection and loyalty to the organization. The happy and loyal employee will be more committed to remain in the organization.

The findings of this study also reported that job satisfaction has a significant mediating effect on the relationship between role stressor and organizational commitment. Specifically, job satisfaction mediates the relationship between (1) role ambiguity and organizational commitment and (2) role conflict and organizational commitment and (3) role overload and organizational commitment.

## **CHAPTER 5 DISCUSSION AND CONCLUSION**

### **5.0 Introduction**

The last chapter of this present study consists four sections that summarize the research findings. Section 5.1 provides the discussion based on research objective. Section 5.2 provides the contribution of the study. Section 5.3 shows the limitation of the study and following section (Section 5.4) explains about the researcher recommendation for the future research. The last section (Section 5.5) shows the conclusion of this chapter.

## 5.1 Discussion

***Research Objective 1: To examine the relationship between role stressor (role ambiguity, role conflict and role overload) and job satisfaction.***

The result reveals that there is a direct and negative association between role stressor and job satisfaction.

First, the result of present study indicated that there is a direct and negative association between role ambiguity and job satisfaction. This result is consistent with several previous studies (Fethi Calisir et al., 2011; Anton, 2009; Ho et al., 2009; Slattery et al., 2008; Ussahawanitchakit, 2008; Chen et al., 2007; Hang-yue et al., 2005; Lambert, Hogan, Paoline & Clarke, 2005; Yousef, 2002).

For instance, Hang-yue (2005) in a study based on professional clergy in Hong Kong found that role ambiguity and work-family conflict were negatively related to job satisfaction. Ho et al. (2009) in their study based on sample of nurses in southern Taiwan, stated that role stress that is due to role ambiguity, role conflict and role overload were negatively associated with job satisfaction.

Second, the result of present study indicated that there is no correlation between role conflict and job satisfaction. This result of present study is in line with several previous studies (Fethi Calisir et al., 2011; Chen et al., 2007; Hang-yue et al., 2005).

For instance, Chen et al. (2007) revealed that role conflict was found to be no relationship with job satisfaction. Fethi Calisir et al. (2011) reported there is no significant correlation between role conflict and work-family conflict on job satisfaction. Hang-yue et al. (2005) based on study among clergy in Hong Kong, also reported that role conflict was not an important factor that affected job satisfaction.



Unfortunately, there are contradicting results from several studies. (Anton, 2009; Ho et al., 2009; Slattery et al., 2008; Ussahawanitchakit, 2008; Lambert et al., 2005; Yousef 2002). All of them tally with the statement that there is a direct and negative association between role ambiguity and job satisfaction. While Wan Zetti Rafina (2011) reported that role conflict positively correlated with job satisfaction.

Third, the result of present study reported that role overload was directly and negatively influenced job satisfaction. The results from this study are consistent with several previous studies (Wan Zetti Rafina, 2011; Ho et al., 2009; Pearson, 2008; Ussahawanitchakit, 2008; Chen et al., 2007; Lambert et al., 2005). For instance Chen et al. (2007) in their study based on sample of Taiwanese nurse specialist found that there is a negative relationship between role ambiguity, role overload and role incompetence on job satisfaction. Lambert et al. (2005) found a significant negative correlation between role stressor (i.e., role ambiguity, role conflict and role overload) on job satisfaction.

Nevertheless, there are some past evidences that are different compared to the result of present study. Fethi Calisir et al. (2011) and Hang-yue (2005) reported there is no significant correlation between role overload on job satisfaction. Thus the research objective 1 is achieved.

***Research Objective 2: To determine the relationship between stressor (role ambiguity, role conflict and role overload) and organizational commitment.***

The result reveals that there is a direct and negative association between role stressor and organizational commitment. First, the results of present study show that there is a negative correlation between role ambiguity and organizational commitment. The

results of this study are consistent with previous studies (Ho et al., 2009; Slattery et al., 2008; Lambert et al., 2005; Yousef, 2002).

For instance, Addae and Parboteeah (2008) reported that role ambiguity has negatively influence with affective and normative commitment but not continuance commitment. Yousef (2002) found that role ambiguity is negatively associated with affective commitment and normative commitment and there is no direct association between role ambiguity and continuance commitment. Solli-Sæther (2010) studies on IT employees who are faced outsourcing arrangement, found that role stressor (i.e., role ambiguity and role conflict) are negatively influence to their work outcome such as job performance, affective commitment and positively related with turnover intention. However the result of present study is contradictory with the outcome found by Anton (2009). Anton (2009) revealed that role ambiguity was not directly and significantly influence affective commitment.

Second, the present study reported that role conflict was negatively influence organizational commitment. The result of this study seems to be match with previous studies (Ho et al., 2009; Slattery et al., 2008; Lambert et al., 2005). Slattery et al. (2008) reported that role ambiguity and role conflict negatively influence on organizational commitment.

For instance, Solli-Sæther (2010) reported that role conflict has negatively influence on affective commitment. Addae and Parboteeah (2008) reported that role conflict has negatively influence both affective and normative commitment. However their findings proved that there is no correlation between role conflict and continuance commitment.

The results of present study are contradictory with several prior studies (Yousef, 2002; Anton, 2009). Yousef (2002) found that role conflict has no direct relationship with affective commitment, normative commitment and continuance commitment. Anton (2009) reported that role stressor (i.e., role ambiguity and role conflict) have no direct association with affective commitment.

Third, the results of present study found that there is a significant negative relationship between role overload and organizational commitment. The findings of this study are in line with Ho et al. (2009). They reported that role stressor (i.e., role ambiguity, role overload, and role conflict) were negatively associated with organizational commitment. Omer Farooq Malik et al. (2010) found that role overload and role conflict have negatively influence affective commitment. However this result is contradictory with Lambert et al. (2005). They stated that role overload is not significantly correlated with organizational commitment. Thus the research objective 2 is achieved.

***Research Objective 3: To ascertain the relationship between job satisfaction and organizational commitment.***

First, the results of this study show that there is a positive correlation between job satisfaction and organizational commitment. Furthermore, the present study also explored the relationship between job satisfaction dimensions and organizational commitment. Specifically intrinsic satisfaction and extrinsic satisfaction also reported same results as job satisfaction which means that there is a positive relationship between intrinsic satisfactions on organizational commitment. Moreover there is a positive relationship between extrinsic satisfactions on organizational

commitment. This result of this study was in line with findings of some prior studies (Oyewobi et al., 2012; Muhammad Iqbal, 2012; Syed Munir Ahmed Syah et al., 2012; Daneshfard & Ekvaniyan, 2012; Nawab & Bhatti, 2011; Ho et al., 2009, S. Pool & B. Pool, 2007). For instance Nawab and Bhatti (2011) proved that high degree of organizational commitment is influenced by job satisfaction and compensation management. They also found that affective commitment was related with non financial compensation, while normative and continuance commitment was related to financial compensation.

Omer Farooq Malik et al. (2010) and Anton (2009) tally with the statement that job satisfaction was positively associated with affective commitment. Yang (2008) claimed in their study based on new entrance in Taiwan, found that job satisfaction positively influence affective commitment and negatively related to intention to quit.

Gunlu et al. (2010) reported that all types of job satisfaction (i.e., intrinsic, extrinsic and general job satisfaction) were positively correlated with affective and normative commitment. In addition Gunlu et al. (2010) found that there is no significant correlation between all types of job satisfaction on continuance commitment. Yousef (2002) reported that there is positively associated between job satisfaction on affective commitment and normative commitment. However the researcher found that there is a negative relationship between job satisfaction and continuance satisfaction. Thus the research objective 3 is achieved.

***Research Objective 4: To analyze the mediating effect of job satisfaction on the relationship between role stressor (role ambiguity, role conflict and role overload) and organizational commitment among part time student.***

The findings of this study reveal that job satisfaction partially mediates the relationship between role stressor and organizational commitment.

First, the findings of present study indicated that job satisfaction fully mediates the relationship between role ambiguity and organizational commitment. This means that role ambiguity must through job satisfaction in order to decide the level of employee's commitment. Role ambiguity has indirect relationship with organizational commitment via job satisfaction.

Previous research reported that job satisfaction mediates the relationship between role ambiguity and organizational commitment (Fethi Calisir et al., 2011; Omer Farooq Malik et al., 2010; Anton, 2009; Yousef, 2002). Fethi Calisir et al. (2011) found that there is indirect and negative relationship between role ambiguity and organizational commitment through job satisfaction. Anton (2009) study based on the service employees in Spain also found that role ambiguity has indirect relationship with organizational commitment through job satisfaction.

Yousef (2002) asserted that job satisfaction mediates the relationship between role ambiguity on affective commitment, normative commitment and one dimension of continuance commitment – low perceived continuance.

Second, the findings of present study indicated that there is job satisfaction partially mediates the relationship between role conflict and organizational commitment. Role conflict has direct and indirect relationship with organizational commitment via job satisfaction. This is consistent with prior study by Omer Farooq Malik et al. (2010)

found that job satisfaction partially mediated the relationship between role conflict and affective commitment.

However, the result of present study is contradict with the findings by Fethi Calisir et al. (2011) who found that only role ambiguity and job stress has indirect relationship with organizational commitment through job satisfaction. Nonetheless there is no significantly direct and indirect relationship between role conflict, role overload and work-family conflict with organizational commitment through job satisfaction.

The findings of previous study by Yousef (2002) found that job satisfaction mediates the relationship between role conflict on affective commitment, normative commitment and one dimension of continuance commitment –low perceived continuance.

Third, the findings of present study indicated that there is job satisfaction partially mediates the relationship between role overload and organizational commitment. Role overload has direct and indirect relationship with organizational commitment via job satisfaction.

Results of the present study are in line with Omer Farooq Malik et al. (2010) who found evidence that job satisfaction is able to mediate the relationship between role overload and affective commitment. However contrary results by Fethi Calisir et al. (2011) found evidence that there is no significantly direct and indirect relationship between role overload on organizational commitment through job satisfaction. Thus the research objective 4 is achieved.

## **5.2 Contribution of the study**

### **5.2.1 Knowledge Contributions**

The findings of this study able to facilitate to the other researchers on the stress factor that lead to organizational commitment. The theoretical contribution of the present study reports that all three role stressor (role ambiguity, role conflict and role overload) had directly and negatively influence on organizational commitment among part time students. This shows that role stressor will cause them not to be committed and satisfied with the organization. In addition job satisfaction also had direct and positive correlation with organizational commitment. Another contribution of this study is the evidence that job satisfaction mediate on the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment of part time students.

### **5.2.2 Practitioners Contributions**

The results of the study help practitioners; Malaysian organizations and their employees to be alert towards the influence of uncertainty to the job, incompatible request and high workload. This is because these three sources of job stress (role ambiguity, role conflict and role overload) have a negative impact to organizational commitment directly and indirectly through job satisfaction. If management able to increase employee's job satisfaction, thus the level of organizational commitment will increase and role stressor will reduce. This may affect their academic performance.

Employers need to consider in reducing role overload by rearrange job description at workplace among their employees. This is because part time students have multiple

roles to manage. By reducing their workload, this will produce better work-life balance and reduce fatigue. This is important to show that the company is concerned and caring to their staff.

Since the evidence of present study shows that job satisfaction with its two dimensions (i.e., intrinsic satisfaction and extrinsic satisfaction) are directly related with organizational commitment, thus the management needs to consider and strengthen both job satisfaction dimensions in sequence to boost the commitment among their employees. For instance, management can offer better financial security benefits and recognition for those who can adapt with stress and commit with the organization.

In order to reduce role stressor, the researcher is in tally with the suggestion by Omer Farooq Malik et al. (2010) who suggested there are several actions in order to address perception of role stress. Firstly is by introducing training that is related to time management and stress management. So this program might be able to help employee to adapt and deal with the demand of work. For instance, stress management will be able to increase employee's adaptability on stress and help them to receive stress at tolerable level.

Secondly, the management needs to strengthen employee ability continuously in order to deal with required nature of work. For instance, human resource management should provide a continuous training on the job training. This will be able to raise new skills among employees for better clarity towards the job and also decrease the qualitative overload.

Thirdly, management needs to ensure that they recruit right and enough skilled workforces at branch. This is to ensure that to the number of skilled workforce is



higher than average or low-skill worker, thus it will create a high quality productivity and competitive work environment.

Fourth is the management need to ensure that they arrange reasonable deadlines. This is to balance the time provided and the quantity of workload that need to be achieved. Furthermore it might help to reduce excessive workload that can cause negative consequences such as fatigue, stress, dissatisfy, low productivity etc.

Fifth is management should redesign or revise their employee job description whether there is an unimportant aspects of their job, so it can be totally removed. As a result this can reduce role overload, role ambiguity and role conflict towards unrelated work and able to focus on their own job scope.

Human resource management also need to introduce the mentoring programs to the employees especially to those who have problem with their works. Management should assign good and well-experience senior to guide the junior employees. The mentor should be able to give and advice guide and give feedback to those who are being guided by them. This will be able to reduce uncertainty and conflict faced by the employees.

Another inexpensive program that can be introduced in order to reduce role ambiguity and conflict in the workplace is coaching. Coaching is part of training method but a deeper technique with ongoing learning process that focus on the needs and accomplishment with close observation.

### **5.3 Limitations of the study**

This study has several of limitations. Firstly the present research was conducted in Universiti Utara Malaysia, Kedah within limited time that cause the sample size of this was less than what Krejcie and Morgan (1970) suggest. This problem exceed the researcher ability due to majority of the part-time students were not staying in the campus.

Secondly, another limitation of this study is it only relies solely to mail survey. This caused around 110 questionnaire were rejected due to large amount of items (25%) in the questionnaire have been left unanswered.

Third limitation is the researcher also only relies on three sources of stress. There are plenty of other sources such as role novelty, role under load, role incompetence and many more. The researcher is not divided part time student's role into three dimensions such as role as students, worker and family man.

Furthermore, next limitation is the part-time students that participated in this study come from mixture of industry sectors. They may be have different in term of the ability to adapt with stressful nature of work, work culture, level of satisfaction and commitment within their organization. For instance education sector and financial sector may have different work culture and level of stress. So it might generate variety of answers that can cause the results to be not significant.

### **5.4 Recommendation for Future Research**

After identifying the potential aspects that can be added for future research, thus the researcher came out with some ideas for the next research.

The researcher hopes that he could be spend longer period of time to collect data in order to have appropriate number of sample size. Since the present study is cross sectional research, so for the future study, the researcher may consider to apply longitudinal research design. The longitudinal research design is to observe same selected respondent extend period of time. This research design is useful to observe lifespan issues.

Moreover, the researcher may add another university in Malaysia to participate in the next study as a comparison. Furthermore, the researcher needs to spend some time to interview the potential respondents before doing actual distribution. This is good because it might help the researcher to create a framework based on the current and right issues that happen to selected unit of analysis. Hence the results of the study will be more accurate and understandable by the potential respondents.

In the next studies, the researcher may distinguish role stressor into three types namely students role, worker role and family role. This is important because it can explore more deeply about problems of part time students.

Moreover the researcher should consider the other work outcome variables that have huge impact to the organizational such as intention to quit, job performance, job hopping and so on. The researcher also may add other sources of stress that maybe related with the potential respondents since in the present study the researcher focus solely on 3 role stressor.

## **5.5 Conclusion**

The causes of role stress and its impact to work outcome is widely studied by numerous researcher. The results of this study provide some new insights to the body of knowledge about the relationship between role stressor and organizational commitment among postgraduate par time students in Malaysia. This study reveals that role ambiguity, role conflict and role overload negatively influence on organizational commitment. Moreover two out of three role stressor (role ambiguity and role overload) have direct and negative influence to job satisfaction. The present study also reveals that job satisfaction and its two dimensions have direct and significant positive influence on organizational commitment. Furthermore the present study gives an insight of the mediating role of job satisfaction on the relationship between role stressor (i.e., role ambiguity, role conflict and role overload) and organizational commitment. Job satisfaction had mediating effect on the relationship between role stressor (i.e., role ambiguity, role conflict, and role overload) on organizational commitment. Thus both research questions answered and research objectives achieved.

As a result, this shows that the management need to be alert about the role stressor and job satisfaction among their employees to produce better work outcome. If they are able to detect and overcome the role stressor, this might increase job satisfaction and commitment among their employees. This is because prior study stated that job satisfaction and organizational commitment have positive influence on to another work outcome such as job performance, loyalty and lower level of intention to quit.

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