IMPACT OF CAREER AND PSYCHOSOCIAL FUNCTIONS ON ORGANISATIONAL COMMITMENT

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ABSTRACT

The aim of present study is to examine the impact of career, psychosocial functions and role modeling on organisational commitment in call centre. Questionnaire technique has been used to collect the data from employees working in five call centres of telecommunication firms i.e. Airtel, Aircel, Idea, Reliance and Vodafone in J & K (India). The research population comprised of 1157 employees. Exploratory factor analysis and confirmatory factor analysis has been used for scale validation, reliability and validity. Structural equation modeling has been used for hypothesis testing. The results of Exploratory Factor Analysis revealed that only normative commitment exist in call centre. Further all the mentoring functions significantly and positively affects normative commitment. This is a pioneer study on call centers. Despite of major contribution the study is limited to only five call centres namely Airtel, Aircel, Idea, Reliance and Vodafone in J&K for future research the same model can be tested in other regions also.

Keyword: Career Functions, Psychosocial Functions and Organisational Commitment

INTRODUCTION

Globalisation has encouraged business houses and the top thinkers to act globally in order to gain sustainable competitive advantage. In this context, mentoring is an important strategies implementation program, which facilitates sharing of business information, enhancing skills, attitudes and behaviours of employees. In other

words, mentoring is valuable for implementing various learning strategies (Tanweer, et al., 2016) and coping with major organisational changes (Kram & Hall, 1996). Jyoti and Sharma (2015) revealed that many organizations have started mentoring programmes to serve their business purpose as well as assist to meet the developmental needs of employees. Mentoring can be considered as a process in which more a senior person acts as a mentor to provide a variety of functions that support, guide, protect, expose and counsel the young adults to get the work done efficiently (Pembridge and Paretti, 2011; Rhay et al., 2010).

Mentoring is useful for employer and employees. Mentoring provided benefits to not only employees and employer but it also helps organization in a number of ways. Various researcher found that mentoring benefits organization by increasing employees' retention, organisational commitment, reduced turnover, job commitment, job efficiency and job performance (Weng et al., 2010; Chew & Wong, 2008; Payne & Huffman, 2005; Raabe & Beehr, 2003; Akarak & Ussahawanitchakit, 2008; Emmerik, 2008). Mentoring also helps organisation to capture new ideas and innovation. Employer in mentoring relationship also enhances their social status, team cohesiveness, promotion rate and compensation (Lui et al.2009; Dawely et al. 2010; Ragins & Cotton, 1999).

Besides the organisation and employer, employee gets more benefits from mentoring relationship. In the same line Murphy & Ensher, (2001); Lo et al., (2013); Jyoti & Sharma, (2015b); Jyoti & Sharma, (2015a); Goldner & Mayseless, (2009) found that mentoring increases employees' satisfaction, perceived career satisfaction, job satisfaction, career development, relationship quality. Hence mentoring provides number of benefits at individual, group and organisational level. There are very few studies conducted on the mentoring in call centre (Jyoti & Sharma, 2015b; Jyoti & Sharma, 2015a). Therefore the present study examines the impact of mentoring functions on employee attitude of the call center in north India and the same has been represented in figure 1.
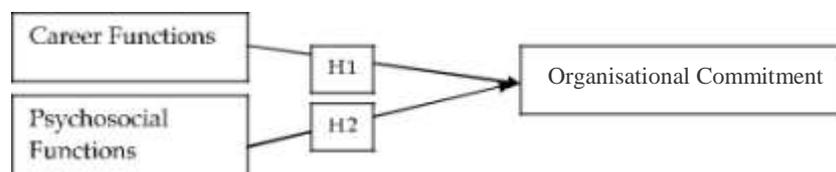

Figure 1: Theoretical Framework

HYPOTHESES DEVELOPMENT

A reported outcome of being in a mentoring relationship is that it leads to stronger employee attitude i.e. employee organisational commitment (Chao, 1997). According to Higgins & Thomas, (2001) mentoring is positively related to affective
& continuance commitment. Chew & Wong (2008) found that career mentoring significantly influences different aspects of organizational commitment. They revealed that mentoring is an antecedent experience that has influence beyond affective commitment. Mentors can arrange meetings with key individual to shield their protégé from harm which create a sense of commitment among them. Virtual mentors can provide protections for their protégé by supporting their protégés when they are at risk or need to be defended when result gaining their commitment towards their organisation.

Kalinauckas & King (1994) found that coaching involves discussions to gain organisational commitment to take action leading to a result or goal accomplishment. Kram (1985) suggested that the protégé has the opportunity to adopt mannerisms and traits of the mentor that are admired and valued by the protégé to the point of personalizing these actions as his own which increase their commitment towards their mentor in a particular organisation. Further the amount and value of mentor's behaviour that shows bound between both of them as a friend, sponsor, concerning and accepting each other's personal welfare also result into organizational commitment (Alleman & Clarke, 2002). Based on the above literature the following hypotheses have been formulated.

Hypothesis 1: Career functions significantly contributes to organizational commitment

Hypothesis 2: Psychosocial function significantly influences organisational commitment

Research methodology

MEASURE

Five point Likert scale was used for the sake of uniformity in measuring the variables ranging from strongly disagree (1) to strongly agree (5). Career functions scale comprised 24 items. These items have been taken from (Kram, 1980; 1985; Fine and Pullins 1998). The items of psychosocial functions (24 items) have been taken from Kram (1985); Kram (1980) andFine and Pullins (1998). Organizational Commitment scale of 10 items has been taken from Allen and Mayer (1990).

DATA COLLECTION

Out of 2245 call center employees we excluded those employees who were working in night shifts due to inconvenience to contact. So, the population got reduced to 1123 employees. From this figure, we only contacted those who had tenure of more than six months in call centre so that they can provide the information pertaining to mentoring functions and organization commitment, which further reduced the population to 1078. Only 570 employees gave required response through using convenience sampling.

RESULTS

EXPLORATORY FACTOR ANALYSIS

After data collection it has been duly purified and validated with EFA. Principle component analysis with a varimax rotation has been used. The test of appropriateness of a factor analysis has been verified through KMO measure of sampling adequacy, where value greater than 0.50 is acceptable (Hair et al., 2009), which indicates its relevance for further analysis. The statement with factor loading less than 0.50 were deleted (Hair et al., 2009).

Mentoring function consisted of two sub scales namely, career functions and psychosocial functions. Career Functions converged under three factors, namely, protection, coaching and exposure. Protection originally consisted of six items. After applying factor analysis one item got deleted and five items converged under two factors namely, work related protection and personal protection. Coaching contained nine items.

After purifying the scale, three items got deleted due to low communalities and factor loading values. EFA on exposure resulted into one factor solution with no item deletion.

Psychosocial function converged under three factors, namely, role modeling, counseling and friendship. Role modeling originally consisted of five items which got converged under two factors. Further counseling included four items and none of the items has been deleted. Friendship comprised six items. After applying EFA one item got dropped due to low communality. Lastly Organisational Commitment initially contains three factor comprised affirmative, normative and continuous commitment. After applying factor analysis the result revealed that only normative commitment exists in call centre. The detail results are shown in table 2 and 3.

Table 2: Mean, S.D., KMO Value, Communalities Factor Loadings, Variance Explained and Eigen Values of Mentoring Functions

Dimension	Factors Name	M	S.D	C	F L	V. E	KMO Values	Eigen Values
Protection	P1:					33.44		1.672
	Reduction of risk	4.24	.789	.675	.810			
	Updated events	4.23	.800	.645	.798			
	Status and progress	4.26	.891	.589	.605			
	P2					32.41		1.620
	Protection	4.42	1.01	.698	.835			
	Functioning with team	4.59	.809	.687	.820			
	TOTAL	4.348	.8616			65.85	.654	3.292
Coaching	Co1					38.17		2.291
	Suggests specific strategies	4.48	.919	.624	.749			
	Progress for advancement	4.50	.851	.675	.742			
	Shares ideas	4.57	.806	.611	.781			
	Informal and formal network	4.58	.772	.525	.723			
	Co2					26.26		1.576
	Shares history	4.19	.930	.697	.807			
	Respect and admire	4.30	.763	.735	.837			
	TOTAL	4.436	.840			64.44	.751	3.867
Exposure	E1							
	Visibility of decision making	4.25	.836	.773	.866			
	Meet task	4.33	.770	.598	.764			
	Opportunities to learn	4.35	.787	.538	.705			
	Coordinate professional goals	4.55	.715	.740	.860			
	Exposes future opportunities	4.46	.788	.667	.801			
	TOTAL	4.388	.779			66.00	.545	2.2
Role Rm 1						38.40		1.920
	Finish assignments	4.41	.827	.703	.834			
	Imitate behavior	4.31	.998	.682	.817			
	Model with values	4.23	1.045	.597	.711			
	Rm2					30.30		1.515
	Knowledge and techniques	4.31	.879	.762	.864			
	Agree with attitude and values	4.32	.774	.692	.809			
	TOTAL	4.316	.903			68.70	.695	3.435
Counseling	C1							
	Shares personal experience	4.37	.892	.793	.888			
	Conveys empathy	4.39	.782	.726	.825			
	Provides forum	4.37	.829	.808	.899			
	Encourages to talk openly	4.31	.948	.710	.789			
	TOTAL	4.36	.862			75.88	.592	3.036
Friendship	F1					38.54		1.927
	Good friend	4.39	.884	.821	.849			
	Understanding problem	4.40	.880	.714	.842			
	F2:					37.06		1.833
	Know each other	4.53	.750	.736	.840			
	Spends time with each other	4.43	.854	.732	.783			
	Feel comfortable	4.45	.843	.756	.718			
	TOTAL	4.44	.8422			75.60	.590	3.78

Table 3: Mean , S.D, Factor Loading, Communalities, V.E, KMO and Eigen Value of organisational commitment

Organisation Commitment								
	Values of remaining loyal	4.31	.943	.704	.839			
	Feeling of problems as own	4.44	.767	.537	.733			
	Jumping is unethical	4.15	1.077	.604	.777			
	TOTAL	4.30	.929			61.528	.639	1.846

Confirmatory Factor Analysis

The factors that emerged after the exploratory factor analysis have been validated using confirmatory factor analysis (AMOS version 16.0). Levels of fit have been assessed by the chi- square, comparative fit index (CFI), Goodness of fit index (GFA), NFI, AGFI, root mean square error of approximation (RAMSA) and RMR. The CFA, which is not adversely affected by sample size, shows a good fit when it is close to 0.95(Hub & Benter 1999) and is regarded as a better measure then the statistical significance level of x^2. The RMSEA provides a measure of discrepancy per degree of freedom with a value of 0.08 or lower reflecting a reasonable fit (Hub

&Benter 1999). In CFA items with standardised regression weights less than 0.5 has been deleted (Hair et al. 2009). The CFA has been applied on all scales and the various resulting measurement models are as follows.

MEASUREMENT MODELS OF CAREER FUNCTIONS

MEASUREMENT MODEL OF PROTECTION

Two factors namely, work related protection and personal protection has been derived through EFA. After CFA the personal protection got dropped due to low standardised regression estimates (< 0.5) (Fig 2). After deleting factor the model yielded a good fit (Table 4).
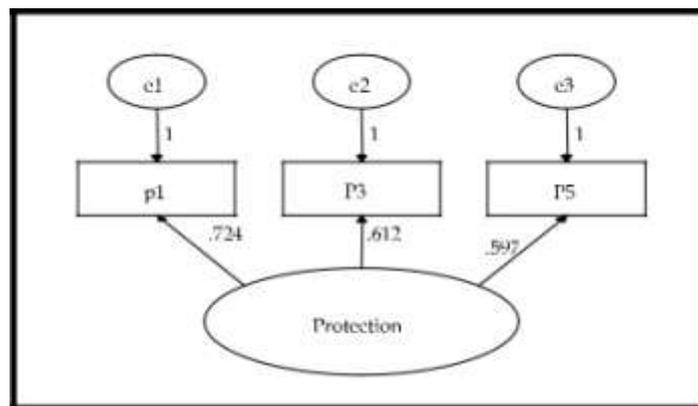

Figure2: Measurement Model of Protection

Key: p1-p3 =Manifest Variables of Protection and x1-x2 = Error Terms of Manifest Variables

MEASUREMENT MODEL OF COACHING

Initially this Dimension comprised of two factors namely, formal coaching and informal coaching. After applying CFA informal coaching factor got deleted due to low standardised regression weight. The model yielded good fit as chi-square/df statistics come out to be below 5 and other indaices also revealed excellent fit (Table 4). The standardised regression weights of retained variables are greater than 0.5(figure 2).
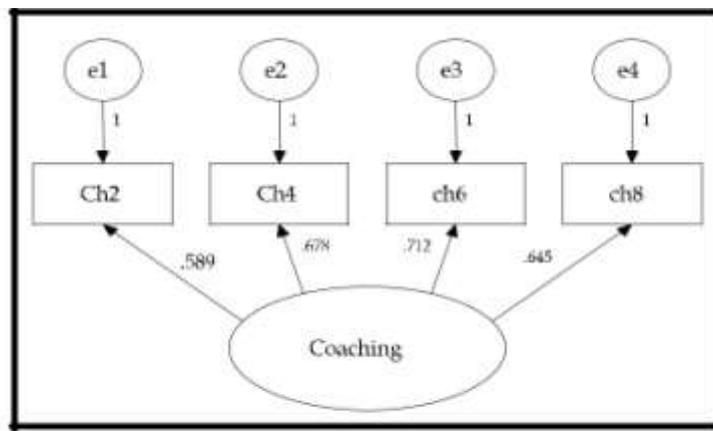
Figure 3: Measurement Model of Coaching

Key: ch2-ch8 = Manifest Variable of Coaching and e1-e4 = Error Term of Manifest Variables

MEASUREMENT MODEL OF EXPOSURE

This dimension consisted of six items. After applying Confirmatory factor analysis one item got deleted because its standardised estimate was below 0.5. The remaining manifest variables carried good SRW and model fitness values (Table 4) (Fig 4).
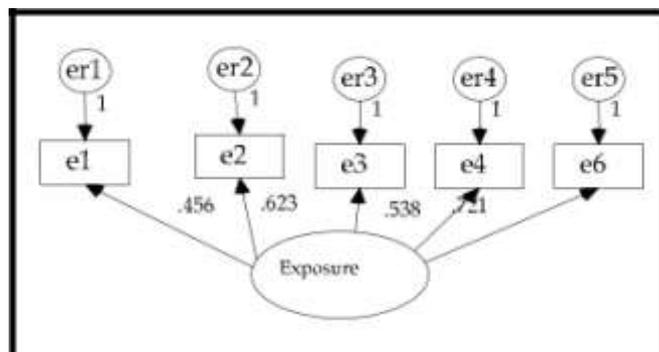
Figure 4: Measurement Model of Exposure

Key: e1-e6= Manifest Variable of Exposure and x1-x6= Error Term of Manifest Variable

MEASUREMENT MODEL OF PSYCHOSOCIAL FUNCTIONS:

ROLE MODELING

This dimension has also been validated through confirmatory factor analysis (CFA). The EFA resulted into two factors but in CFA one factor got deleted due to low standardised estimates (Fig 5). After deletion the model fitted well. CFI and TLI also gave excellent result (above .90) (Table 4).
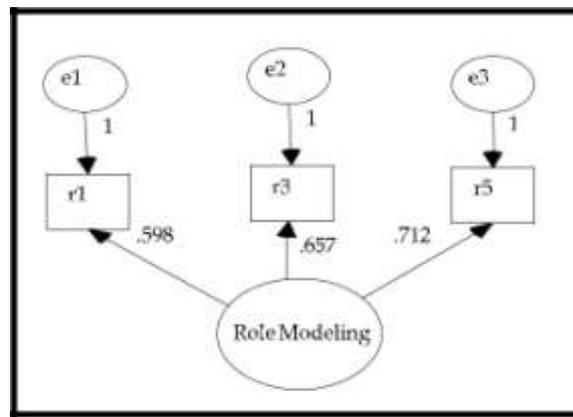

Figure 5: Measurement Model of Role Modeling

Key: r1-r5= Manifest Variable of Role Modeling and e1-e3= Error Term of Manifest Variable

MEASUREMENT MODEL OF COUNSELING

EFA resulted into four items under single factor and after CFA the manifest variable carried good SRW and model fit indices (GFI, CFI, AGFI, and TLI all are above .90) (Table 4). The RMSEA is .067 and chi-square statistic is below 0.5. High loading of all the manifest variables proved unidimensionality (Fig 6).
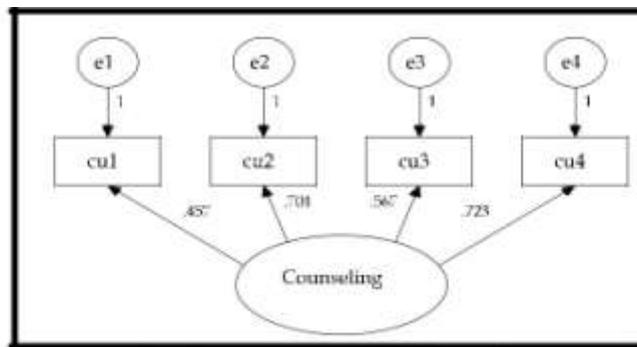

Figure 6: Measurement model of Counseling

Key: cu1-cu4 =Manifest Variable of Counseling and e1-e4 =Error Term of Manifest Variable

SECOND ORDER MODEL OF FRIENDSHIP

EFA resulted into five items under two factor namely close and casual friendship. After applying CFA no items got deleted as all items are significant and positively loaded on latent construct (Fig7) .The RMSEA, GFI, CFI values are shown in Table4
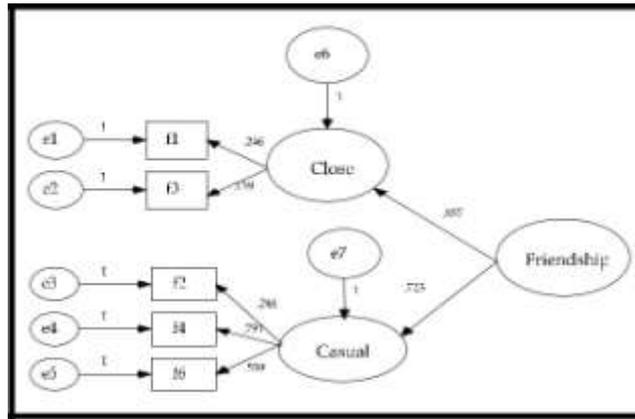

Figure 7: Second Order Model of Friendship
Key: f1-f6= Manifest Variable of Friendship and e1-e5 =Error Term Manifest Variables

MEASUREMENT MODEL OF NORMATIVE COMMITMENT

This construct is comprised three items. After applying CFA no items got deleted and the scale proved valid (Fig 8). This model indicated satisfactory goodness of fit as all the cutoff values of indices qualify the threshold value of 0.90. The chi-squares/df comes out to be less than 5 and RMSEA is also nearing zero (Table 4).
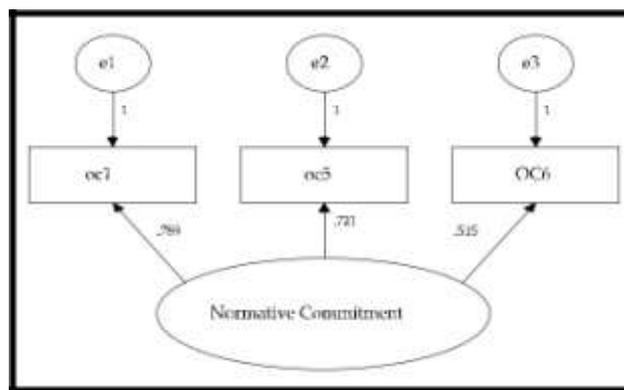

Figure 8: Measurement Model of Normative commitment
Key: - oc2-oc10= Manifest Variable of Normative Commitment and e1-e3= Error Term of Manifest Variable

Fit indices Models	CMIN/DF	GFI	AGFI	NFI	CFI	RMR	RMSEA
Protection	2.128	.982	.957	.943	.979	.032	.043
Coaching	3.023	.945	.935	.932	.937	.025	.065
Exposure	1.238	.959	.978	.956	.983	.043	.020
Role Modeling	1.037	.928	.962	.974	.998	.020	.079
Counseling	4.271	.896	.901	.937	.945	.017	.067
Friendship	.098	.949	.948	.947	.913	.042	.081
Organisational Commitment	.770	.997	.972	.924	.933	.029	.080

RELIABILITY AND VALIDITY

The reliability of the data has been checked through construct reliability & Cronbach's alpha and the values are greater than 0.70, which proved the reliability of data. Construct validity has been checked through convergent validity and discriminant validity.

The values of Average Variance extracted and factor loadings for all the scales are above 0.70 & 0.50 respectively, which proved the convergent validity of the scales. Further the detailed results of reliability and validity are shown in table 5 and 6. Discriminant validity got established as the square root of average variance extracted of all the scales are higher than the correlation between different scales, which is shown in table 6. AVE has been calculated with following formula (Hair et al. 2009) :

AVE= Sum of squared standardised factor loadings/ sum of squared standardised factor loadings + Sum of error variance)

Table 5: Reliability and Validity Analysis			
Constructs	AVE	Composite Reliability	Cronbachs Alpha
Protection	.507	.617	.823
Coaching	.582	.724	.657
Exposure	.620	.587	.898
Role modeling	.517	.745	.458
Counselling	.725	.567	.702
Friendship	.673	.783	.652
Normative commitment	.507	.826	.716

Table 6: Discriminant validity

Construct	Protection	Coaching	Exposure	Role Modeling	Counseling	Friend ship	Normative Commitment
Protection	.507						
Coaching	.364** (.132)	.582					
Exposure	.458** (.209)	.527** (.277)	.620				
Role Modeling	.457** (.208)	.501** (.251)	.498** (.248)	.517			
Counseling	.387** (.149)	.586** (.343)	.497** (.247)	.527** (.278)	.531		
Friendship	.417** (.174)	.598** (.357)	.612** (.274)	.386** (.149)	.424** (.179)	.725	
Normative Commitment	.203* (.041)	.297** (.088)	.317** (.100)	.527** (.278)	.457** (.209)	.285** (.081)	.507

Impact of Career Functions on Normative Commitment

Protection→ Normative Commitment

The effect of protection on Normative commitment is not significant (SRW=.271, p>.05). Mentors provide protections to their protégé by supporting them when they are at risk or need to be defended this result into gaining their affective commitment towards rather than normative commitment.

Coaching→ Normative Commitment

In this path analysis has been used to test the impact of coaching on organisational commitment and the results revealed that there is a positive and significant impact of coaching and organisational commitment (normative commitment) (SRW=.456, P<.05). This is cemented by Kalbnauckas and King (1994) who found that through coaching mentor teach mentee how to manage work, follows rules and regulation, norms and conditions etc, which enhances their normative commitment. Mentor always suggests specific strategies to mentee for accomplishment of his goal, which makes them committed to their organisation.

Exposure→Normative Commitment

Exposure helps to gain organisational commitment (normative commitment) as revealed by the model (SRW= .107, P<.05). Mentor exposes mentees to future opportunities in order to coordinate individual as well as professional goal. This also has a far reaching consequence as it open up the future prospect for the mentee and enable him to get more and more challenging task, which motivates the mentee to observe the organisational norms in better way.

Impact of Psychosocial Functions on Normative Commitment

Role modeling→Normative Commitment

This path deal with the impact of role modeling on organisational commitment, which is significant (SRW= .321, p < .05). If mentor follows the norms and guideline mentee also follows the same norms and guideline, which increase their normative commitment.

Counselling→ Normative Commitment

This path traces the contribution of counselling towards organisational commitment, which is significant (SRW= .412, p< .05).

Friendship→ Normative Commitment

This path deals with the impact of friendship on organisational commitment, which is significant (SRW=.104 p<.05). Friendship exists between mentor and mentee and if mentor is a good friend of mentor he or she may be committed to their organisation.

Integrated Model

In this model, we have checked the impact of career and psychosocial functions on organisational commitment. The results revealed that both functions i.e. career and psychosocial functions significantly and positively leads to organisational commitment (figure 8).
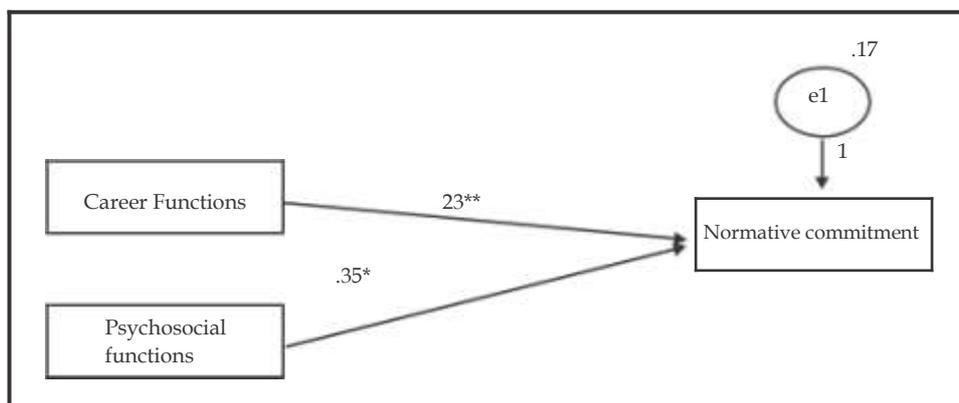

Figure 8: Impact of Career and psychosocial functions on normative commitment

CONCLUSION

This study contributes to the literature by identifying the impact of career and psychosocial functions on organisational commitment in call centres. The study found that various career and psychosocial functions significantly and positively affects on normative commitment only which is supported by earlier research (Craig et al., 2013). The reason behind this is that during the mentoring process, mentors allocate the challenging tasks to mentees that facilitate to improve their knowledge and skills, providing them career guidance, supporting in the advancement of job position, helping in resolving task-related problems and also promote their overall growth by which employee feel they are more committed towards their organisation. On the same lines, the knowledge, experience exchange and learning opportunities in the mentorship increase the mentees' sense of confidence towards their job, which create a high level of job satisfaction (Chao, Walz & Gardner, 1992; Raabe & Beehr, 2003) and commitment in the organisation. Further, the employees of the five call centres in Jammu city perceive that their mentors are concerned about their status and progress of the project. The mentor protects the mentees by reducing their unnecessary risk and always keeps them updated about unforeseen events. The mentors/team leaders encourage employees to prepare for advancement of career. Mentors also share ideas related to specific strategies in order to accomplish the goals.

Knowledge about informal and formal networks is also provided. Mentors help their mentees to get challenging assignments and meet difficult task. He/ she always expose their mentees to future opportunities and give assignments, which increase their visibility in decision making. Mentees try to imitate his/her mentor's desired behaviour. Mentors act as model with appropriate attitudes, values and behaviour, which encourage employees to achieve their target. Mentors share personal experience as an alternative perspective to mentees' problems and encouraged them to talk openly about anxiety, fear that distracts their work. Mentor/team leader and mentee feel comfortable with each other. They act as a good friend, spend free time and want to know each other personally. Employees believe in the value of remaining loyal to one organisation. They also feel that jumping from one job to another is unethical. The major implications of this study is that mentoring function should be implemented through developing detailed instruction guidance for the mentor in order to protect the mentee in a particular situation. Further, an evaluation programs should be conducted in which mentoring effectiveness should be evaluated. Evaluation should be captured by taking relevant information from interaction activity and satisfaction level**.** Lastly, manager should consider mentoring as not one time activity rather it should be continuous activity with long term objective.

Despite the major contribution in mentoring research the present paper has certain limitation. Firstly, this study is cross-sectional in nature, longitudinal study should be conducted in future research in order to improve the generalisability of the findings. Secondly, this study focuses on five call center i.e. Airtel, Aircel, Idea, Reliance and Vodafone operating in J&K only. The same model should be evaluated in other region also in order to improve the generalisability of the findings.

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