

HRM PERSPECTIVES

Insights on Human Resource Management Practices



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Committee for Upliftment of HR Profession (CUHRP)

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Insights on Human Resource Management Practices



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Editorial

HR for National Prosperity

The ongoing commitment of the Institute of Personnel Management to promote and support research is reflected in the fact that the HRM Perspectives Journal is in its fourth year of publication, continuing to build on the quality and traditions established in previous years. In fact, the momentum for research in HRM is such that the Committee for Uplifting the HR Profession (CUHRP) will be from this year forward publishing an additional issue in December of this year to complement this edition which coincides with the National Conference of IPM.

This issue of HRM Perspectives, I believe, provides a variety of readings which will be of interest and value to HR professionals, academics and students, as well as general readers. They reflect the multiple facets of HRM and challenge us to go beyond the “what is” of this great profession to “what could be” if we extend the boundaries and explore new concepts and practices. At the same time, it is hoped that our publication will foster an enthusiasm for undertaking research as well as understanding research strategies and methodologies. The concept papers are a great source of ideas and direction for the HR profession while the empirical studies provide valuable insights of particular relevance to findings and practices within the Sri Lankan context. It is also pleasing to see the contributions by student researchers and to know that the research tradition is alive and well in the hands of an upcoming generation seeking to build the strength of HR.

It is important to understand that research can be conducted at many levels, from a simple survey of a small group in the workplace or talking to one or two relevant personnel, through to the more elaborate and carefully constructed projects documented in this journal. Each level of inquiry, in its own way, adds to understanding and improvement in the way that we fulfill our role. Therefore, while we hope that this publication will encourage further empirical and conceptual papers for forthcoming issues, it is also our goal for

those in any aspect of HRM to use research strategies to advance their workplace achievements as well as enjoying the excitement that ensues from discovering something new which results in a better way forward, for ourselves, our organizations and for our nation.

On behalf of the committee I wish to express our sincere thanks to all contributors and to the IPM staff for their support for bringing this publication to fruition as well as fostering the development of the research ethic for HRM in Sri Lanka.

Bhadra J.H. Arachchige (PhD)
Editor-in-Chief

THE IMPACT OF PERCEIVED ORGANIZATIONAL SUPPORT ORGANIZATIONAL COMMITMENT OF ACADEMIC STAFF

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ABSTRACT

Organizational commitment is identified as a positive attitude of employees which is essential for any organization to achieve its objectives. Owing to the lacuna of knowledge on organizational commitment in university academic staff members in Sri Lankan context, the study aimed at finding out the impact of perceived organizational support on organizational commitment of academic staff. Employing the survey strategy, data were collected from 86 stratified randomly selected academic staff members representing all the five Faculties of Sabaragamuwa University of Sri Lanka. Data collection was done by using a self-administered questionnaire developed by using standard validated measurements. The results indicated that perceived organizational support positively affects on affective commitment to organization and normative commitment to organization. The results imply the importance of perceived organizational support in fostering organizational commitment of academic staff.

Keywords: Organizational Commitment, Affective Commitment, Normative Commitment, Continuance Commitment, Perceived Organizational Support.

Background

Attitudes of organizational members play a vital role in determining performance in organizational context. There are different types of organizational related attitudes such as job satisfaction, job involvement, and organizational commitment (OC). Among the above different attitudes, it is a widely accepted fact that OC of employees is necessary for organizational performance. The term ‘commitment’ is referred to as “sense of being bound emotionally or intellectually to some course of action” (American Heritage Dictionary, as cited in Eisenberger, Huntington, Hutchison, & Sowa, 1986, p.500). “Organizational Commitment is a strong desire to remain a member of a particular organization; and a definite belief in, and acceptance of, the values and goals of the organization” (Luthans, 2008, p.147). OC involves employees’ identification with the goal’s and values of the organization, a desire to belong to the organization and a willingness to display effort on behalf of the organization (Mowday, Porter & Steers, 1982).

OC leads to many favorable benefits for organizations. Highly committed employees wish to remain associated with the organization and advance organizational goals, and are therefore less likely to leave (Chughatai & Zafar, 2006; Meyer & Allen, 1997, Nehmeh, 2009; Luthans, 2008). Further, OC negatively influence Absenteeism (Eisenberger et al., 1986; Luthans, 2008). Hence, generating and retaining a highly committed human resource force is essential in achieving superior performance by any organization.

Specifically in Sri Lanka, the higher education industry is growing and universities are considered as the key players in the industry. Amongst the roles of a university, knowledge generation and dissemination, producing graduates and engaging in upgrading the general society are

recognized as key roles. These key roles are used to profile performance of a university. In producing performance of a university, Academic staff plays a critical role since they directly involve and drive the key roles of a university. Chughatai and Zafar (2006) found out that in the university set up “teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with high levels of commitment” (p.40). Thus, it can be argued that OC of academic staff is a necessity for a university to perform in the fast growing higher education industry. Therefore, knowledge on the factors affecting OC in university setup helps HR professionals to enhance OC of Academic Staff. In this background, though there is a rich amount of research on factors affecting OC (Choong, Wong & Lau, 2012; Chughatai & Zafar, 2006; Gutierrez, Candela & Carver, 2012; Joiner & Bakalis, 2006; Luthans, 2008), there is a lacuna of knowledge on what impact on OC of Academic staff in Sri Lankan context.

Amongst the factors affecting OC, Perceived Organizational Support (POS), employees’ perception concerning the extent to which the organization values their contribution and cares about their well-being, is a key variable. (Eder & Eisenberger, 2008). Employees who perceive a high level of organizational support are more likely to feel an obligation to “repay” the organization (Eisenberger et al., 1986; Lew, 2011). Organizational Support Theory (OST) which is based on Social Exchange Theory (SET) further proposes that in the employee employer exchange relationship, employees who believe that they have received high levels of support from the organization tend to reciprocate with positive work attitudes and behaviors that benefit the organization (Eisenberger et al., 1986). In this backdrop the researchers raise the research question as “Does Perceived Organizational Support impact on Organizational Commitment of Academic staff”? Hence, this paper attempts to find out the impact of Perceived Organizational Support on Organizational Commitment of Academic Staff. This paper furthers the knowledge on OC and POS by empirically testing the relationship between two concepts in Sri Lankan context. Consequently, this study fills a contextual knowledge gap. Apart from

the knowledge contribution to POS and OC literature, this paper provides knowledge insights to HR practitioners in universities.

2. Literature Review

2.1. Organizational Commitment:

Mowday, Steers and Porter (1979) introduced the concept of OC as “the relative strength of an individual’s identification with and involvement in a particular organization” (p.226). This definition emphasizes the employee’s affection to the organization. When organizational members have a sense of belonging with organizational mission, goals and values they contribute to their work and the organization. In order to measure organizational commitment Mowday et al. (1979) developed a 15 item measurement scale which is labeled as Organizational Commitment Questionnaire (OCQ). OC concerns the extent to which an organizational member is loyal and willing to contribute to the organization. Though many researchers have developed definitions for OC, Meyer and Allen are the major contributors in developing the meaning of the construct of ‘Organizational Commitment’. According to them, the OC is “psychological state that links an individual to the organization” (Allen & Meyer, 1990, p.14).

Allen and Meyer (1990) configured OC as a three dimensional construct which incorporates Affective Commitment, Normative Commitment and Continuance Commitment. Meyer and Allen (1991) pointed out that “affective commitment involves the employee’s emotional attachment to, identification with, and involvement in the organization” (P.67). Employees with a strong affective commitment stay with the organization because they want to do so (Meyer & Allen, 1991). Employees exhibit a strong belief in and acceptance of the organization’s goals and values tends to develop affective commitment and this group of employees also exerts considerable effort for the organization, and exhibit a strong desire to maintain membership. Normative commitment refers “a feeling of obligation to remain in the

organization” (Meyer & Allen, 1991, p. 67). Employees with high levels of normative commitment stay with the organization because they feel they should do it as it is the right thing to do (Meyer & Allen, 1991). Thus, normative commitment is a result of felt obligation of a member to be with the organization. Continuance commitment is the form of organizational commitment, originally presented by Becker (1960). Continuance commitment refers to employees’ assessment of whether the costs of leaving the organization are greater than the costs of staying. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to (Meyer & Allen, as cited in Brown, 2003). The costs associated in leaving the organization include losing seniority, losing promotions, inapplicability of specialized skills in a different job, loss of benefits as a result of difficulties in finding out alternatives. Therefore, employees remain with the organization not out of loyalty or innate beliefs. They remain because they have no job alternatives or have too much invested in the organization. This is the economic view, awareness of the costs associated with leaving the organization, of organizational commitment (Becker, 1960: Meyer & Allen, 1991).

2.2. Factors Affecting Organizational Commitment

OC is not a trait like concept of an individual which keeps constant over the life span of an individual. OC is a function of personal characteristics as well as situational factors related to the organization and the job (Mowday et al., 1979). This signifies that OC can be improved by providing the conditions that affect OC and at the same time OC of an individual may also reduced as a result of factors that negatively affect OC. Among the personal factors that impact OC, age, tenure (Chughatai & Zafar, 2006, Joiner & Bakalis, 2006: Luthans, 2008), marital status, education level (Chughatai & Zafar, 2006, Joiner & Bakalis, 2006), family responsibilities (Joiner & Bakalis, 2006), trust in the management (Cook & Wall, 1980: Chughatai & Zafar, 2006), career adaptability and mental dispositions (Luthans, 2008) are highlighted in the literature.

Apart from personal factors, literature provides evidence of a lot of situational/organizational factors that determine OC of individuals. Literature shows that organizational Justice, specifically distributive justice and procedural Justice (Chughatai & Zafar, 2006: Luthans, 2008), job involvement (Chughatai & Zafar, 2006) job design, organizational values (Luthans, 2008), co-worker support, supervisory support (Joiner & Bakalis, 2006: Luthans, 2008), leadership style (Luthans, 2008), role clarity, resource availability (Joiner & Bakalis, 2006), Psychological empowerment (Choong, Wong & Lau, 2012), person-organization fit, global job satisfaction (Gutierrez, Candela & Carver, 2012), and perceived organizational support (Eisenberger et al., 1986: Gutierrez et al., 2012: Lew, 2011) are the situational factors those impact on OC. Amongst these factors POS is one of the highlighted impacting factor on OC. Thus, in the current study the researchers selected POS as the independent variable of the study.

2.3. Perceived Organizational Support

Eisenberger et al. (1986) described perceived organizational support as employees in an organization form global beliefs concerning the extent to which the organization values their contributions and cares about their well-being. Perceived organizational support is also defined as “how much the organization values employees’ contributions and cares about them” (Allen et al., as cited by Colakoglu, Culha & Atay, 2010). perceived organizational support was directly linked with three categories of favorable treatment received by employees, such as, organizational rewards and favorable job conditions, fairness and supervisor support, in return favorable outcomes are achieved such as job satisfaction and organizational commitment (Rhoades & Eisenberger, 2002).

2.3 Perceived Organizational Support and Organizational Commitment

The norm of reciprocity, people should help those who have helped them (Gouldner, as cited in Eisenberger et al., 1986). The SET suggests that generally people tend to feel obligated to help those who have

helped them. Therefore, the individuals who perceive greater support from their employing organization would be more likely to feel obligated to repay to the organization. Therefore, POS is expected to create obligation to support organizational goals (Eisenberger et al., 1986). One way for an individual to repay the organization is through continued participation (Shore & Wayne, 1993). Thus, the commitment of an individual who perceive high organizational support will be higher than that of a person who has perceived a low organizational support. Thus, POS should act as an independent variable that impact on OC.

Previous researchers have developed and tested the relationship between the POS and OC. Many researchers identified a positive relationship between those two variables (Eisenberger et al., 1986; Gutierrez et al., 2012; Lew, 2011). Employees who experience a strong level of POS theoretically feel the need to reciprocate favorable organizational treatment with attitudes and behaviors that in turn benefit the organization (Eisenberger et al., 1986). Overall, it appears that employees with higher levels of POS are likely to be more committed and possibly more willing to engage in extra role or “organizational citizenship” behaviors (Organ, 1988) than are employees who feel that the organization does not value them as highly (LaMastro, 1999).

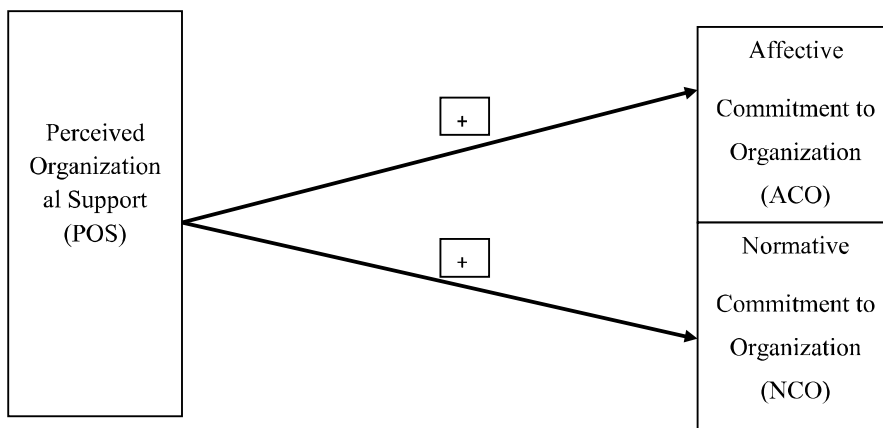
Previous studies, however, revealed that perceived organizational support decreases employees’ feelings of continuance commitment, which develops when employees are forced to stay with an organization because of the high costs of leaving (Rhoades & Eisenberger, 2002). Also Meyer and Allen (1991) have suggested that, when an employee's primary tie to the organization is need based (continuance commitment), the employee engages in behaviors that would help guarantee continued employment; nonetheless, such an employee is not likely to exert extra effort on behalf of the organization (Shore & Wayne, 1993). Hence, Continuance commitment is not treated as a performance producing dimension of OC. Therefore,

researchers considered only affective and normative dimensions of OC in the study.

2.4.Hypotheses and Conceptual Framework

The relationship between perceived organizational support and affective commitment is explained by SET. SET suggests that employees remain loyal when they feel their organizations value and appreciate them (Tyler, 1999). If the organizational support met the employees' needs for praise and approval, the employees would incorporate organizational membership and thereby develop a positive emotional bond (affective commitment) to the organization. Individuals who feel supported by their organization also feel morally obligated to remain with that organization (LaMastro, 1999). POS creates a sense of obligation within individuals to repay the organization. Further, previous researches highlight that perceived organizational support has a positive relationship with normative commitment (Aube, Rousseau, & Morin, 2007; LaMastro, 1999). Therefore, in the light of the empirical studies and SET following conceptual framework (figure 1) and the hypotheses were developed.

Figure 1. Conceptual Framework



H1: Perceived Organizational Support positively impacts on Affective Commitment to Organization.

H2: Perceived Organizational Support positively impacts on Normative Commitment to Organization.

3. Research Methodology

3.1. Nature of the Study

Researchers conducted this research by being in the positivistic paradigm and followed quantitative methodology. The study attempts to find out cause and effect relationship between POS and OC. Hence this research is an explanatory study (Saunders, Lewis & Thornhill, 2009; Sekaran & Bougie, 2011). The time horizon of a research can be either cross- sectional or longitudinal (Saunders et al., 2009; Sekaran & Bougie, 2011). Data for this study was collected at one point in time and there were no subsequent extension of the data collections. Thus, the research is a cross- sectional study in its nature.

3.2. Research Strategy

Aligned with the type of the research, the researchers used the survey strategy in conducting the research. Researchers selected the survey strategy owing to three reasons. First, the current study is rooted in positivistic paradigm. One of the key characteristics of positivistic paradigm is objectivism (Uyangoda, 2010). Therefore, the positivistic researchers should set aside his or her personal biases (Saunders, Lewis & Thornhill, 2003). The survey method is accepted as a method which avoids personal biases (Kothari, 2007). Secondly, researchers attempts to explain cause and effect relationship. Survey strategy is recommended to study cause and effect relationships between variables (Kothari, 2007). Finally, it is accepted that cross sectional studies tend to use the survey strategy (Rubin & Babbie, 2005).

3.3. Population, Sample and Sampling Method

Population of the study consists of all the permanent academic staff members of the five faculties of the Sabaragamuwa University of Sri Lanka. Table 1. shows the distribution of the population of the study.

Table 1. Population distribution of the study

Faculty	Male	Female	Total
Faculty of Agriculture	18	13	31
Faculty of Applied Sciences	31	19	50
Faculty of Geomatics	11	08	19
Faculty of Management Studies	24	14	38
Faculty of Social Sciences and Languages	27	20	47
Total	111	74	185
Percentage	60%	40%	100%

Source: Cadre Report SUSL, 2013

The researchers employed stratified random sampling, one of the probability sampling methods, to select the sample. First, the researchers divided the population into five strata based on faculties of SUSL. Then, faculty wise strata divided into two sub strata based on gender of the academic staff members. Finally, researchers selected the sample of 131 academic staff members on proportionate basis from each stratum by using random number table. Table 2. shows the composition of the sample. Though the researchers initially distributed 131 questionnaires, the survey resulted in only 86 usable questionnaires resulting in 65.6% response rate.

Table 2. Sample composition of the study

Faculty	Male		Female		Total
	100%	70%	100%	70%	
Faculty of Agriculture	18	13	13	09	22
Faculty of Applied Sciences	31	22	19	13	35
Faculty of Geomatics	11	08	08	06	14
Faculty of Management Studies	24	17	14	10	27
Faculty of Social Sciences and Languages	27	19	20	14	33
Total	111	79	74	52	131

3.2 Data and Data Collection Method

This study is totally based on primary data. The questionnaire method was used as the data collection method. The questionnaire method has been chosen as the data collection method due to several reasons. First, secrecy of the respondents should be considered as very important thing, because they might have the fear of revealing information related to them and support received from the organization. Therefore, questionnaire is the possible method to collect reliable information while informing the respondents that they cannot be identified from the information they provide. Secondly, this is an explanatory study which has underlying values of quantitative research methodology. Hence, questionnaire is more in line with quantitative research as a data collection method over the interviews and observations. According to Saunders et al. (2003) questionnaire method can be used in the explanatory research where researchers attempts to examine cause and effect relationships. Finally, questionnaire method is highly applicable when researchers undertake the survey strategy in collecting data (Kothari, 2007).

3.2.1 The Questionnaire

The questionnaire equipped with closed-ended questions and it was a self- administered questionnaire in which the respondents were asked to complete the questionnaire by themselves. The questionnaire consisted of some demographic variables including gender, age, marital status,

tenure, job position and the faulty. The researchers used already developed validated and reliable measurement scales to measure the key variables of the study. In order to measure organizational commitment, 18 item organizational commitment scale which was developed by Meyer and Allen in 1990 was used. Out of 18 items, six items assess the affective OC, six assess the continuance OC and six assess the normative OC. Since only affective and normative commitments were considered in the study, 12 items that represent affective and normative commitments were used. The authors of three component model have cited that Cronbach's alphas ranging from 0.87 for Affective Commitment, and 0.84 for Normative Commitment. The shortened version of the Perceived Organizational Support (POS) scale developed by Eisenberger et al. (1986) was used to measure POS. The shortened scale of POS consists of 16 measures. The scale has been verified by other researchers in terms of validity and reliability (e.g. Eisenberger, Fasolo., & LaMastro 1990; Shore & Tetrick, 1991; Shore & Wayne, 1993). According to Rhodes and Eisenberger (2002) original scale is unidimensional and has high internal reliability. The reliability coefficient (Cronbach's alpha) is 0.97 and all the 16 items showed strong loading on the main factor (Eisenberger et al., 1986). The participants have been asked to rate all the statements in the part II of the questionnaire on a seven point Likert scale

3.3 Data Presentation and Analysis Methods

Collected data were presented by using tables. According to Sekaran (1992) unit of analysis is the level of aggregation of the data during subsequent analysis stage. The current study focused on the level of organizational commitment of academic staff members. Therefore, the unit of analysis is individual academic member. Before beginning the analysis, the data was checked for the entry accuracy and missing values. There were some missing values but those were less than 1% out of the total responses. Those were replaced with the mean value of the relevant variable by following the recommendations of Field (2009). The survey questionnaire was equipped some reverse coded questions. Therefore, those were transformed before the analysis. Before testing the hypothesized model, researchers conducted

preliminary analyses such as descriptive statistics, normality, reliability, external validity and correlations of the variables. SPSS 21 version was used as the major software package in data analysis. Researchers used the correlation analysis to measure the magnitude and the direction of the relationship between variables of the study. Though the correlation analysis explains the magnitude and direction between variables it does not explain cause and effect relationship. Therefore, the researchers conducted a regression analysis to measure the impact made by independent variable on dependent variable.

3. Discussion of Findings

4.1 Profile of the Sample

In presenting the nature of the sample, the researchers provides the data on tenure, gender, age, marital status, Job positions and representative faculties of the respondents. Table 3. shows the tenure of the respondents. It is evident that the sample represents a mix group in terms of working experience in the university.

Table 3. Classification of Tenure of the Respondents

Tenure	Frequency	%
Less than 05 years	24	27.9
5 – 10 years	28	32.6
11 – 15 years	18	20.9
More than 15 years	16	18.6
Total	86	100%

Table 4. clearly shows that the majority of the respondents are male which is amounted to almost 63%. This goes hand in hand with the population characteristic of male dominant academic staff force in the university.

Table 4. Gender Distribution of the Sample

Gender	Frequency	%
Male	54	62.8
Female	32	37.2
Total	86	100%

As shown in the table 5. majority of the respondents (41.9%) are in the age category of 30 to 39 years. Another 30% of respondents represent the age category of 40 to 49 years. However, there were only 11.6 % respondents representing 50 years or above category. Thus, the majority of the sample represents the middle age academic staff.

Table 5. Age Distribution of the Sample

Age Category	Frequency	%
Less than 30 years	14	16.3
30 - 39 years	36	41.9
40 – 49 years	26	30.2
50 years or above	10	11.6
Total	86	100%

As given in the table 6. majority of the academic staff members in the sample are married and it is amounted to 81.4% of the respondents. Thus, the majority of the staff members have to manage both work life and marriage life demanding different levels of responsibilities.

Table 6. Marital Status of the Respondents

Marital Status	Frequency	%
Married	70	81.4
Unmarried	16	18.6
Total	86	100%

Table 7. shows the different job positions which are held by academic staff members. The job positions are, Probationary Lecturer, Lecturer, Senior Lecturer and Professor. It is apparent that more than half of the respondents (51.2 %) are Senior Lecturers and another 34.9% of the respondents are probationary lecturers. However, the percentage of Professors is at a low level (4.7%). This resembles the nature of the academic staff profile of a newly established university which is far from the capital city, Colombo.

Table 7. Job Positions held by the Respondents

Job Position	Frequency	%
Probationary Lecturer	30	34.9
Lecturer	08	9.3
Senior Lecturer	44	51.2
Professor	04	4.7
Total	86	100%

Table 8. shows the faculty representation of the respondents of the sample. Accordingly, the highest representation of 26.7% is from Faculty of Management Studies and the least percentage of 14% records from Faculty of Geomatics. As a whole sample represent academic staff members from each of the five faculties to a fair extent.

Table 8. Representative Faculties of the Respondents

Faculty	Frequency	%
Faculty of Agriculture	14	16.3
Faculty of Applied Sciences	20	23.3
Faculty of Geomatics	12	14.0
Faculty of Management Studies	23	26.7
Faculty of Social Sciences and Languages	17	19.8
Total	86	100%

4.2 Preliminary Analysis

4.2.1 Testing for Normality

According to Kline (2005) normality of the data can be measured through skewness and kurtosis indices. He suggested that absolute values of skewness which are greater than three (3) and kurtosis absolute values greater than ten (10) are signs of non-normal distribution of data. Table 9. shows that none of the values of skewness or kurtosis of variables falls into problematic area which Kline (2005) suggested. Therefore data appeared to be sufficiently normally distributed. Hence, it opens the avenue for further analysis.

Table 9. Skewness and Kurtosis of Variables

Variable	Skewness	Kurtosis
Affective Commitment	-0.053	-0.196
Normative Commitment	-0.786	0.236
Perceived Organizational Support	-0.662	0.211

Note: N = 86

4.2.2 Descriptive Statistics

Table 10. shows mean values and standard deviations of the variables. Since the variables were measured by using 7 point Likert scale the mean value of a variable should be between 1 and 7. As shown in the table 10, the mean values of Affective Commitment and Normative Commitment are 4.96, 4.97 respectively. Any organization would expect the mean value of OC to exceed at least 5. However, the data indicates that Academic members have a moderate level of affective commitment and normative commitment. Further, it is clear that mean value of POS (4.24) is also at a moderate level.

Table 10. Means and Standard Deviations of the variables

Variable	Mean	SD
Affective Commitment	4.96	1.03
Normative Commitment	4.97	1.14
Perceived Organizational Support	4.24	0.92

4.2.3. Reliability of the measures

Internal reliabilities of the measures (Cronbach's alpha) are shown in table 11. All the variables reported satisfactory level of internal consistency which exceeds the minimum threshold of 0.60 (Walsh as cited in Abeysekara & Jayakody, 2011). Cronbach's alpha value of POS is 0.887. It shows that measures of POS are highly reliable. Further, Cronbach's alpha value of Affective Commitment scale is 0.659 and Normative Commitment scale, after excluding two measurements, is 0.692. Hence, the items reliably measure the above variables

Table 11. Reliabilities of the measures (Cronbach's alpha)

Construct	No.of items	Cronbach's alpha reliability
Affective Commitment	6	.659
Normative Commitment	4	.692
Perceived Organizational Support	16	.887

4.2.4 Testing for external validity

Researchers used KMO and Bartlett's test to measure the external validity of the study. The KMO and Bartlett's value indicates the sample adequacy. The acceptable value of KMO and Bartlett's test is 0.5 or more than that. As shown in the table 12. the value of sampling adequacy is 0.637. It exceeds the threshold limit of 0.5. Therefore, sample adequacy of the study is in an acceptable level.

Table 12. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.637
Bartlett's Test of Sphericity	Approx. Chi-Square	84.378
	df	10
	Sig.	.000

1.2.5 Correlations among the variables

In order to find out relations between variables, the researchers conducted Pearson's correlations analysis. One tailed test was conducted since the researchers proposed the direction of the relations between variables. As shown in table 13. POS significantly correlate

with Affective Commitment and Normative Commitment with respective r values of 0.410 and 0.328. Since these r values are above 0.3 and below 0.7, the strength of the relationship is at a moderate level (Saunders et al. 2008). The relationships mentioned above are significant at 99% level confidence since p value is less than 0.01. Further, the patterns of correlations are consistent with the hypothesized relationships. For an instance POS has statistically significant positive relationship with the Affective Commitment and Normative Commitment.

Table 13. Correlation among variables

Variable	AC	NC
Affective Commitment		
Normative Commitment	.575*	
Perceived Organizational Support	.410*	.328*

*Note: N = 86, * $p < 0.01$ level (1-tailed) bi-variate*

4.3 Hypotheses Testing

4.3.1 Test of Hypothesis 01 – Perceived Organizational Support positively impacts on Affective Commitment.

Table 14. Model parameters and model summary POS and ACO

Model	R	R Square	Adjusted R Square	F	Sig
1	.410	.168	.158	16.967	.000

Note: Dependent variable: affective commitment, Independent Variable POS - Perceived Organizational Support

As presented in table 14. POS can account for 16.8% of the variation in Affective Commitment ($R^2 = 0.168$, $p < 0.01$). The Adjusted R^2 reveals that how well the model generalizes to the population. According to the

table 14. the difference between R^2 and adjusted R^2 is 0.010 (0.168-0.158) which means that in the population it would account for 1.0% less variance in the outcome than in the sample. Further, F ratio is 16.967 ($p < .001$) which indicates that the model is significant at 99% confidence level.

Table 15. Coefficients of POS on ACO

model	Unstandadized coefficients		Standadized coefficients	t	sig
	B	Std.Error	Beta		
(Constant)	3.013	.483		6.239	.000
Perceived Organizational Support	.458	.111	.410	4.119	.000

The constant value or the intercept of the model indicates that expected mean Affective Commitment is 3.013 when POS is zero. Beta values explain “what degree each predictor affects the outcome if the effects of all other predictors held constant” (Field, 2009, p. 238). Results of the regression analysis yeild standardized coefficients and unstandardized coefficients. Both unstandardized and standardized beta values provide important insights in order to understand predictor in a model (Field, 2009).

Moreover, if the t - test associated beta values are significant those predictors significantly contribute to the dependent variable. The beta value of POS was also significant since $p = 0.000$. Therefore, results reveal that POS significantly impact on Affective Commitment ($\beta = .410$, $p < 0.01$). This value indicates that as POS increases by one standard deviation (i.e 0.92, see table 10), Affective Commitment increases by .410 standard deviations. The standard deviation for Affective Commitment is 1.03 and therefore, this constitutes a change of 0.42 in Affective Commitment (.410 x 1.03). Hence, if employees develop more 0.92 POS it will leads to enhance Affective commitment by 42%. Similarly unstandardized B value is 0.458. This indicates that if POS is increased by one unit there will be an increase of Affective

Commitment by 0.458 units. Overall, $P = 0.000$, Since $P < 0.05$ there are enough evidence to reject H_0 . Therefore, null hypothesis is rejected and alternative hypothesis is accepted. Hence, there is a positive impact of Perceived Organizational Support on Affective Commitment of Academic Staff.

4.3.2 Test of Hypothesis 02 – Perceived Organizational Support positively impacts on Normative Commitment

Table 16. Model parameters and model summary POS and NCO

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>F</i>	<i>Sig</i>
<i>1</i>	<i>.328</i>	<i>.108</i>	<i>.097</i>	<i>10.143</i>	<i>.002</i>

Note: Dependent variable: Normative Commitment, Independent Variable POS - Perceived Organizational Support

As presented in table 16. perceived organizational support can account for 10.8% of the variation in Normative Commitment ($R^2 = 0.108$, $p < 0.01$). According to table 16. the difference between R^2 and adjusted R^2 is 0.011 ($0.108 - 0.097$) which means that in the population it would account for 1.1% less variance in the outcome than in the sample. Further, F ratio is 10.143 ($p < .001$) which indicates that the model is significant at 99% confidence level.

Table 17. Coefficients of POS on NCO

model	Unstandadized coefficients		Standadized coefficients	t	sig
	B	Std.Error	Beta		
(Constant)	3.245	.556		5.833	.000
Perceived Organizational Support	.408	.128	.328	3.185	.002

The constant value or the intercept of the model indicates the mean Normative Commitment is 3.245 when POS is zero. The beta value of POS was also significant since $p = 0.002$. Therefore, results reveal that POS significantly impact on Normative Commitment ($\beta = .328$, $p < 0.01$). This value indicates that as POS increases by one standard deviation (i.e 0.92, see table 10), Normative Commitment increases by .408 standard deviations. The standard deviation for Normative Commitment is 1.14 and therefore, this constitutes a change of 0.374 in Normative Commitment ($.328 \times 1.14$). Hence, if employees develop more 0.92 POS it will leads to enhance Normative Commitment to by 37.4%. Similarly B value is 0.408. This indicates that if POS is increased by one unit there will be in increase of Normative Commitment by 0.408 units. Overall, $P = 0.002$, Since $P < 0.05$ there are enough evidence to reject H_0 . Thus Null hypothesis is rejected and alternative hypothesis is accepted. Therefore, there is a positive impact of Perceived Organizational Support on Normative Commitment of Academic Staff.

Results of the study indicate that POS positively affects Affective Commitment to Organization (ACO) and Normative Commitment to Organization (NCO). First, it was found that POS has a positive and significant impact on ACO. This research finding is consistent with the existing researches on commitment (Eisenberger et al., 1986; Gutierrez et al., 2012; Lew, 2011). As found in the commitment literature, a favourable organizational characteristic such as POS has a positive impact on ACO (Parish, Cadwallder, & Busch 2008). Next, it was found that POS has a positive and significant impact on NCO. Other

studies on commitment also provide the same evidences that POS has a positive impact on normative commitment (Gutierrez et al., 2012; Lew, 2011). Further, these finding are consistent with Social Exchange Theory (SET) point of view which focuses on reciprocity norm (Eisenberger et al., 1986; Shore & Wayne, 1993; Suliman & Iles, 1999). According to Gouldner's generalize rule of reciprocity "(1) people should help those who have helped them; (2) people should not injure those who have helped them"(1960, p. 171). Therefore, employee who feels POS pays the organization in terms of ACO and NCO. This implies that HR practitioners of SUSL need to focus on improving POS of academic staff members.

5. Conclusion and Implications

5.1 Conclusion

Based on the empirical evidences, it can be concluded that when employees perceive they are treated and taken cared by the organization properly they extend their commitment to the organization. Hence, they exhibit more affective commitment to organization and normative commitment to organization. That is, the higher the POS the higher will be the affective commitment to organization and normative commitment to organization.

5.2 Implications for HR Professionals

As presented in literature review, highly committed employees will improve positive outcomes such as high performance, reduced turnover intention and actual turnover and reduced absenteeism. The findings in this study suggest that POS reliably and positively impacts affective commitment ($r = 0.410$, $p < 0.001$) and normative commitment ($r = 0.328$, $p < 0.01$). Therefore, the academic members those who are treated and taken cared by the organization would be more affectively and normatively committed to the organization. These findings provide a practical implication for HR professionals that it can improve the Academic Staff members' affective and normative commitment to the university by improving perceived organizational support of them. Thereby, University management can harness the positive effects of

organizational commitment of academic staff members. In order to improve POS of Academic Staff members, SUSL Management can concern specifically on improving following two areas. Firstly, to develop leadership skills of Coordinators, heads of the Department, Deans of the faculties and Directors of academic centers of SUSL. This is vital since the superior's act is generally perceived as an act of the organization leading to perceived organizational support. Secondly, to introduce a medical insurance scheme for university staff members. This will allow them positively perceive the organization as an organization that is always behind them when they have health related difficulties which are costly.

5.3 Limitations of the Study and directions for further research

Researchers conducted the research by using academic staff members of SUSL. Therefore, the results of the study cannot be generalized to the university system in Sri Lanka. Thus, the study is limited by its scope. The second limitation of this study is the use of cross-sectional research design and this might hinders the assumption of causality. The third limitation of the study is the use of self-reported measurement on measuring both the predictors and outcome variables thereby raising concerns about common source bias.

In this research OC dimensions were measured from the view point of individual academic members. This may prevent getting a true picture of OC of an individual member since there can be the tendency of giving socially acceptable answers. Therefore, it is prudent to measure the commitment of an academic member from the perspectives of Department Heads and peers in addition to the self rating. Thus, there will be a composite value of organizational commitment of an individual academic member. Secondly, this study could be improved by taking more personal factors into the conceptual framework such as family responsibilities (Joiner & Bakalis, 2006), trust in the management (Cook & Wall, 1980; Chughatai & Zafar, 2006), and career adaptability (Luthans, 2008). Further, it is possible to include some additional situational factors such as organizational Justice, specifically distributive justice and procedural Justice (Chughatai &

Zafar, 2006: Luthans, 2008), job involvement (Chughatai & Zafar, 2006) organizational values (Luthans, 2008), co-worker support, supervisory support (Joiner & Bakalis, 2006: Luthans, 2008), and Psychological empowerment (Choong, Wong & Lau, 2012). Finally, the study can be enriched by expanding its scope. The study can be replicated in other national universities of Sri Lanka and in the private sector universities in Sri Lanka. This enables generalizing the findings to Sri Lankan context.

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THE IMPACT OF THE GRIEVANCE HANDLING ON INDUSTRIAL RELATIONS CLIMATE: A CASE STUDY OF CERAMIC TILE MANUFACTURING INDUSTRY IN SRI LANKA

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ABSTRACT

This study empirically investigates the effectiveness of grievance handling and its impact on perceived industrial relations climate in ceramic tile manufacturing industry in Sri Lanka. The objectives of this study are first to identify the level of perceived trust among organizational members when grievance handling is effective and secondly to examine the level of perception of employees towards industrial relations climate when trust is built and thirdly to test the relationship between grievance handling and industrial relations

climate and finally to identify the mediation effect of trust between grievance handling and industrial relations climate.

The study was cross sectional in time horizon and unit of analysis was individual: executive level employees. The survey method was used in data collection and 7-point Likert type scale questionnaire was administered. The study population was limited to major firms in ceramic tile manufacturing industry in Sri Lanka and two major firms have been selected as the sample of the study using nonrandom sample techniques. The sample consisted of 48 executives of two firms. Industrial relations climate was assessed using 03 dimensions: employee –management understanding, cooperation and partnership. The effectiveness of grievance handling was analyzed using 04 characteristics: grievance policy, procedure, practice and perceived justice whereas mediating variable trust was assessed using 03 sub constructs: ability, benevolence and integrity.

Findings revealed from multivariate analysis that grievance handling was positively related to perceived industrial relations climate and it was found to be significant predictor of IR Climate. Also grievance handling was positively related to trust among employees, unions and management and it was found to be significant predictor of trust. Trust was too found to be significant predictor of IR climate and there was a positive relationship between trust and IR climate.

Key words: Grievance handling, Industrial relations climate, Trust, Unions

INTRODUCTION

Maintenance of sound industrial relations climate is an important factor that could contribute the manufacturing business to achieve competitive edge in productivity and in establishing market leadership to sustain overall profits in a steady and stable environment. IR Climate leads significantly to organizational effectiveness (Alam, 1992; Wager,

1977). Empirical studies carried out in different context indicate that some of the most significant factors that have badly affected industrial relations climate of both private and public sector organizations are, lack of co-operation, trust, conflicts and poor relationship between management & the employees. One of the major reasons for these symptoms might be lack of compatibility between management and employees with regard to the adoption of HRM policies and practices (Storey, 1989). Also he has observed that work and value orientations of manufacturing sector employees significantly influence their preferences for HRM practices.

Research Issue

Ceramic tile manufacturing industry in Sri Lanka had some industrial conflicts between management and employee representatives (trade unions) during past decade on various HR related issues. In reference to table 1-1 which indicates nature of major conflicts reported during the period from 2000 to 2009 in ceramic tile industry. In 2004 and in 2008 some of tile manufacturing firms have stopped production for number of days and in 2001 and in 2005 conflicts had extended up to months, due to strikes, work to rule, refusing to work essential over time, picketing etc., as a result of not having proper understanding between unions and management. Accordingly companies had lost important export markets, revenue generation as well as it had resulted increase in cost of production due to wastage and drop in capacity utilization. Board of directors of major ceramic tile manufacturing companies were very concerned about the developments taken place and there were various proposals which have been discussed at board level with a view of taking suitable corrective measures to improve the industrial relations.

Table 01: Nature of major Conflicts reported in ceramic tile industry

Year /Month	Nature of conflicts- Firm I	Nature of conflicts- Firm II	Nature of conflicts- Firm III
2001-Oct.	Refusing on working essential over time		
2001-Dec./Jan.	Lock out for 54 days		
2003-Dec.			Work to rule
2004- Jan.			Strike for 10 days
2005-Jan.		Picketing in tea times	
2005-Feb/Mar.		Strike for 35 days	
2007-Dec.			Picketing
2008-Dec.	Work stoppage for 3 days		
2009-Dec.		Refusing overtime	work

There are theoretical explanations (Monoppa, 2007) and empirical research (Gantzand Whitehead, 1982; Mayer, 1995) that there is an identifiable relationship between grievance handling and IR climate of the organizations.

In this background study focused the following research issue that howthe grievance handling influences improving industrial relations climate of firms in ceramic tilemanufacturing industry in Sri Lanka?

Accordingly this study addresses the following four specific research questions.

1. What is the level of perceived Trust among employees, unions and management when the Grievance Handling system is effective in ceramic tile manufacturing industry in Sri Lanka?
2. What is the level of perception of employees towards the Industrial Relations Climate in ceramic tile manufacturing industry in Sri

Lanka when there is a trusty environment among employees, unions and management?

3. Is there a relationship between Grievance Handling and Perceived Industrial Relations Climate in ceramic tile manufacturing industry in Sri Lanka?
4. What is the mediating effect of Trust between Grievance handling and Perceived Industrial Relations Climate?

Objectives of the study

The main objective of the study is to find out the impact of Grievance Handling on Industrial Relations Climate of ceramic tile manufacturing industry in Sri Lanka. The study focuses to achieve following specific objectives too.

- To identify the level of perception of trust among employees, unions and management when grievance handling system is effective.
- To examine the level of perception of employees towards the industrial relations climate when there is a trusty environment available among employees, unions and management.
- To test the relationship among different variables such as grievance handling, trust and perceived industrial relations climate.
- To identify the mediating effect of trust between grievance handling and industrial relations climate.

Statements of Hypotheses

The relationship between grievance handling and trust

When grievance handling practicing is effective, employees perceive policies and procedures attached to the system as fair and just and they tend to perceive outcomes as fair even when those outcomes are not in their favour (Peterson & Lewins, 2000). As addressed by the research question, researcher's one objective is to identify the level of perceived trust among employees, unions and management when grievance handling system of ceramic tile manufacturing industry in Sri Lanka is effective. Also as per Steves, (1990) creating a trusty relationship between employees, union and management requires recognition of obligations that the other side has, a feeling that other side shares, certain basic values and personal integrity of the individuals involved. As per Walten & McKersie (1965) Trust is an outcome of good management.

Hence the greater the effectiveness of grievance handling system, trust is built up among employees, unions and management is likely,

H1: The grievance handling is positively related to trust among employees, unions and management.

The relationship between trust and industrial relations climate

As per Armstrong (2012) trust is an essential ingredient in a positive industrial relations climate. Also Walton and Mckersie (1965); Flanders (1973); Fox (1974) have empirically tested the effect of trust on industrial relations climate at work place level. They concluded that trust is the one of the important elements influencing employment relations outcome. They considered trust is as the most essential element of attitudinal structuring in labour negotiations.

As addressed by the research question, researcher's second objective is to examine the level of perception of employees and unions towards

industrial relations climate in ceramic tile manufacturing industry in Sri Lanka when trust is built. Based on above arguments, when the “trust building” among employees, unions and management is positive, that leads to favorable industrial relations climate. Accordingly 2nd hypothesis of this study is as

H2: The trust among employees, unions and management is positively related to the perceived industrial relations climate.

The relationship between grievance handling and perceived industrial relations climate

As per a study conducted by Opatha(2006), grievance handling was found to be significantly and positively related to the employee relations. Also findings of Gantz and Whitehead (1982), grievance handling contributes to the quality of industrial relations climate within the work place. As addressed by the research questions, researcher's third objective is to test the relationship between Grievance Handling and its impact on Industrial Relations Climate in ceramic tile manufacturing industry in Sri Lanka.

Also as per empirical studies done by (Sharma, 1987; and Ichniowski, 1986) found that if grievance handling is effective, there will be consideration of worker grievances, reassurance of fair hearing and less probability of converting small problems into larger problems such as strikes, will lead to favorable industrial relations climate. Based on previous research findings and above arguments on empirical research, the next hypothesis for the study is,

H3: There is a positive relationship between grievance handling and perceived industrial relations climate.

Mediating effect of trust between grievance handling and industrial relations climate

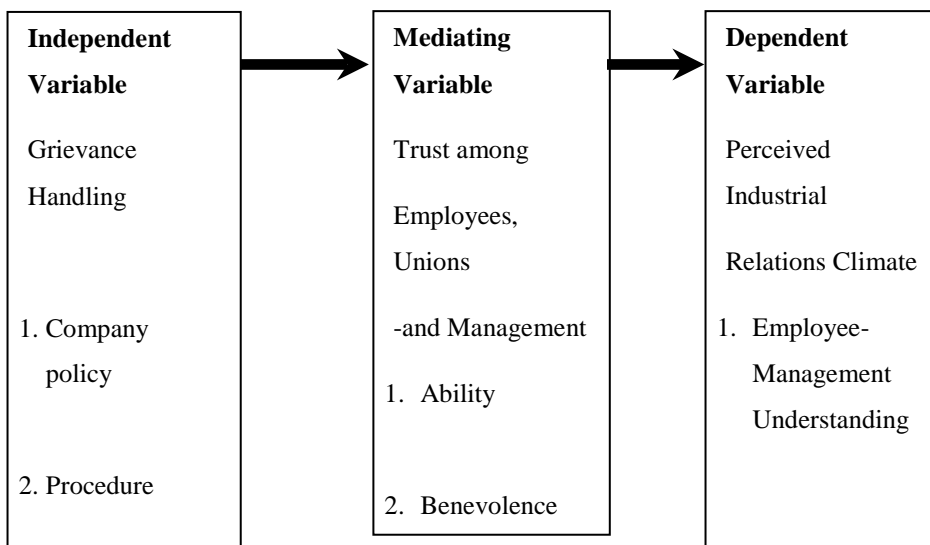
The mediating variable of this study is as the Trust, which is considered as an outcome of good management Walten&McKersie (1965). They further stressed that effective grievance handling which reflects the industrial relations more widely, strengthening with the understanding and co-operative climates via trust so that decisions could be made by employees and management collectively in a partnership.

As per Armstronghe (2012), a climate of trust is an essential ingredient in a positive industrial relations climate. Researcher's conceptual model of the study is, when the Grievance Handling system is effective, the employee-management Trust is built and accordingly perceived IR Climate improves. In other words Trust is mediating between Grievance Handling and Industrial Relations Climate in the study as 4th hypothesis.

H4: Trust is positively mediated between grievance handling and perceived industrial relations climate.

Conceptualization and schematic diagram of the conceptual model

The schematic diagram for the theoretical frame is displayed in Figure 01.



Study Design, Setting and Sample

Even though target population was focused for ceramic tile manufacturing industry in Sri Lanka, the study population was limited selecting within two large firms.

The subject of the sample was executive level employees. There are approximately 200 executives are in selected firms. According to the sample table developed by Kerjice and Morgan (1970) as in Sekaran and Bougie (2009) the required sample size to repress 200 is 140. In order to gather information 200 questionnaires were distributed among all the executives in those sampled firms and only 64 responded. However only 59 questionnaires were in usable state. The study was cross sectional in time horizon and unit of analysis was individual-

executive level of employees. The study setting was not contrived or in the natural environment and extent of researcher interference was minimal. Therefore study setting was not contrived and was conducted in a natural environment so that the extent of interference by the researcher is minimal.

Sample Data Collection

The survey method was used for data collection and 7 point likert type scale questionnaire was administered to collect data in order to measure independent, mediating & depending variables.

Measurements of Variables

Perceived Industrial Relations Climate

The perceived industrial relations climate was operationally set in to 03 dimensions such as employees – management understanding, employee – management cooperation and employee-management partnership (Opatha&Zakaria, 2002). instrument containing 15 questions was developed tapping 03 dimensions of the An variable, based on the literature review and reorganizing research questions, developed by Opatha (2006).

Grievance Handling

Grievance Handling was operationalized in to 04 characteristics such as company policy on grievance handling, procedure on grievance handling, practice of grievance handling and perceived justice (Opatha, 2006; Gamage, 2008). The level to which current grievance handling is perceived as effective by employees and unions of the organization was measured by an instrument containing 15 questions which were developed tapping 04 characteristics of the variable based on the literature review and reorganizing question items developed by Opatha, (2006).

Trust among employees unions and management.

Trust was operationalized in to 03 sub constructs such as Ability [the skills and competencies that allow performing in some area], Benevolence [behaving with a willingness to protect, support and encourage others] and Integrity [reliably and openly exhibiting honesty and fairness] (Mayer and Davis, 1995).

The level of perceived trust built, among employees unions and management was measured by an instrument containing 13 questions which were developed tapping 03 sub constructs of the mediating variable of the study.

Hypotheses testing using Statistical Techniques

H1 The grievance handling is positively related to trust among employees, unions and the management.

Table 02: Pearson Correlations between Grievance Handling and Trust

Factor	Transformed Grievance Handling	Transformed Trust	Significance At 95% CL (01 tailed)
Transformed Grievance Handling	-	0.767	0.000
Transformed Trust	0.767	-	0.000

As per table 02 results show that Pearson correlation coefficient of grievance handling and trust is 0.767 and is significant, $p = (0.000)$ at 95% confidence limit. Correlation analysis in connection with the hypothesis testing was conducted for variables which were transformed on log 10 scale. These results suggest that there is a positive correlation between grievance handling and trust among employees, unions and management.

Table 03: Model Summery of Grievance Handling predicting Trust

Model	R	R Square	Adjusted Square	R	Standard Error of the Estimate
Grievance Handling Trust	& 0.767 (a)	0.588	0.579		0.03395

The results presented in the model summery of grievance handling and trust as per table 03 shows that R square value is 0.588. That reveals the variable: Grievance Handling accounts for 58.8% of total variance in variable: Trust among employees, unions and management.

H2: The trust among employees, unions and management is positively related to the perceived industrial relations climate.

In connection with hypothesis H2, correlation analysis was conducted with Industrial relations climate as depending variable and Trust as independent variable at 95% confidence limit & one tailed, where transformed variables on log10 was used to meet normality assumption.

Table 04: The relationship between Trust and Industrial relations climate.

Pearson Correlations	Transformed Trust	Transformed Climate	IR
Transformed Trust	-	0.574	
Transformed IR Climate	0.574	-	
Significance (1 – Tailed)	0.000	0.000	

48, 95% Confidence Limit

Table 04 demonstrates the correlation coefficient between depending variable: transformed industrial relations climate and independent

variable: transformed trust is as 0.57 and significant (0.000) at 95% confidence limit. Results illustrates that there is a positive correlation between trust and perceived industrial relations climate.

Then regression analysis was done with transformed industrial relations climate as dependent variable and transformed trust as independent variable at 95% confidence limit.

Table 05: Model Summery of Trust predicting Industrial relations climate.

Model	R	R Square	Adjusted Square	R	Standard Error of the Estimate
Trust pre. IRClimite	0.574(a)	0.329	0.315		0.04041

- a. Predictors (Constant), Transformed Trust
- b. Outcome : Transformed IR Climate

The results of model summery of trust predicting industrial relations climate demonstrate that R square value is 0.329. It indicates that 32.9% of total variance in perceived industrial relations climate is explained by trust among employees, unions and management. Table 05 demonstrates that F value is as 22.59 and it is significant (0.000) at 95% confidence limit. It indicates the overall validity of the model of Trust predicting Grievance Handling as well as accuracy of the results.

The results of the regression coefficients of the model of Trust predicting Industrial relations climate were presented in the table 05 Regression analysis was done in connection with hypothesis H2 with transformed variables of trust and industrial relations climate as independent and dependent variables respectively. As per the table 05, regression results of the model Trust predicting Grievance Handling show that standardized coefficients beta (0.574) and t (4.753) of Trust, which were significant (p=0.00) at 95% confidencelimit. In the study, null hypothesis of H2 is that the trust among employees, unions and

management is not positively related to industrial relations climate is not supported by data as a result of regression coefficients of trust is significant(0.000)at 95% confidence limit. Therefore the results of regression analysis support the alternative hypothesis H2. Thus null hypothesis is rejected and its alternative hypothesis that trust among employees, unions and management is positively related to industrial relations climate is supported by data from ceramic tile manufacturing industry in Sri Lanka.

H3: There is a positive relationship between Grievance handling and Industrial relations climate.

In relation to hypothesis H3, correlation analysis was conducted with industrial relations climate as dependent variable and grievance handling as independent variable at 95% confidence limit,one tailed test where transformed variables on log 10 was used to meet the normality assumption.

Table 06: The relationship between Grievance Handling and Industrial relations climate.

Pearson Correlations		Transformed Grievance Handling	Transformed IR Climate
Transformed Handling	Grievance	-	0.660
Transformed IR Climate		0.660	-
Significance (1 – Tailed)		0.000	0.000

N=48, 95% confidence limit

Table 06 demonstrates the correlation coefficient between depending variable: transformed industrial relations climate and independent variable: grievance handling is as 0.66 and is significant (0.000) at 95% confidence interval.

Results illustrate that there is a positive correlation between grievance handling and perceived industrial relations climate.

Then regression analysis was conducted with transformed industrial relations climate as dependent variables transformed grievance handling as independent variable at 95% confidence interval.

Table 07: Model summary of Grievance handling predicting Perceived industrial relations climate.

Model	R	R Square	Adjusted Square	R	Standard Error of the Estimate
Grievance Handling pred. IR Climate	0.660(a)	0.435	0.423		0.03708

a. Predictors (Constant), Transformed Grievance Handling

The results of the model summary of Grievance Handling predicting perceived Industrial Relations Climate demonstrate that R square value is 0.435. It indicates that 43.5% of the variable: Transformed IR Climate total variance in perceived industrial relations climate is predicted by grievance handling.

In order to test hypothesis H3, regression analysis was conducted with transformed variables of grievance handling as independent variable and perceived IR climate as dependent variable. As per the table 07 , regression results of the model Grievance Handling predicting Industrial Relations Climate show that standardized coefficients beta (0.660) and t (5.955) of Grievance Handling, which were significant (p=0.00) at 95% confidence limit. In the study, null hypothesis of H3 is that the grievance handling is not positively correlated with industrial relations climate is not supported by data as a result of p(significant value) for standard coefficients of grievance handling is 0.000 at 95% confidence limit. Therefore the results of regression analysis support the alternative hypothesis H3. Thus null hypothesis is rejected and its

alternative hypothesis that grievance handling is positively related to the perceived industrial relations climate is supported by data from ceramic tile manufacturing industry in Sri Lanka.

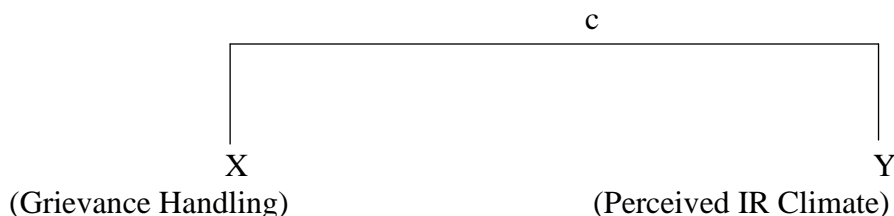
H4: Trust is positively mediated between Grievance Handling and perceived Industrial Relations Climate.

In order to test the hypotheses H4 that is the mediating effect of trust between grievance handling and perceived industrial relation climate, a four step approach proposed by Barron & Kenny (1986) was used. In this approach several regression analysis are conducted and significance of the regression coefficients is examined at each step.

Method of application is briefed here in relation to variables involved in the hypotheses H4 such as grievance handling, trust and perceived industrial relations climate as independent, mediating and dependent variables respectively.

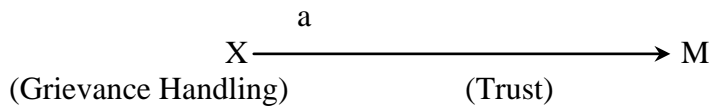
Illustration 5.6

Visual depiction of Grievance Handling (X) predicting Perceived Industrial Relation Climate (Y)



As per illustration 5.6, Step 1 is involved in conducting a simple regression analysis with variable grievance handling (X) predicting perceived industrial relations climate (Y) to test for path “c” alone where Y is expressed as $Y = B_0 + B_1X + e$

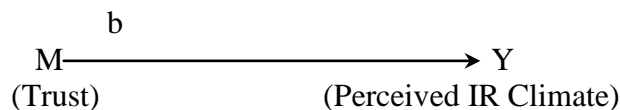
Illustration 5.7 -Visual depiction of Grievance Handling (X) predicting Trust (M)



As per Illustration 5.7, step 2 is involved in conducting a simple regression analysis with a variable grievance handling (X) predicting trust (M) to test for path “a” alone where M is expressed as $M = B_0 + B_1X + e$

Illustration 5.8

Visual depiction of Trust (M) predicting Perceived Industrial Relation Climate (Y)

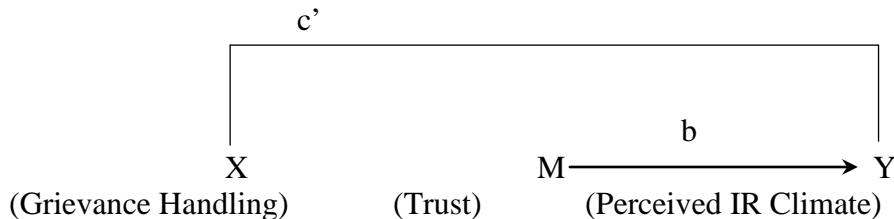


As per Illustration 5.7, step 3 is involved in conduction a simple regression analysis with variable Trust (M) predicting Perceived Industrial Relations Climate (Y) to test for path “b” alone where Y is expressed as

$$Y = B_0 + B_1M + e$$

Illustration 5.9 –Visual depiction of both Grievance Handling and Trust

Predicting IR Climate



As per illustration 5.9, step 4 is involved in conducting a multiple regression analysis with variable grievance handling (X) and Trust (M) both predicting perceived industrial relation climate (Y) where Y is expressed as

$$Y = B_0 + B_1X + B_2M + e$$

The purpose of steps 1 – 3 of this approach is to test the existence of zero order relationships among variables so that to conclude that there is no mediation or likely, if one or more above zero order relationships are significant. If the above relationships are significant, the step 4 is proceed such as conducting a multiple regression analysis with both grievance handling and trust predicting perceived industrial relations climate, in order to ascertain the existence of some sort of mediation. In the step 4 model some sort of mediation is supported, provided that if the effect of Trust (M) (path b) remains significant after controlling for the variable of grievance handling (X). If grievance handling (X) is no longer significant when Trust (M) is controlled, the findings, support full mediation. If grievance handling (X) is still significant that is, both

grievance handling (X) and Trust (M) both significantly predict perceived industrial relation climate (Y), the findings support the partial mediation.

Testing the effect of mediation in relation to hypothesis H4 using 04 steps approach proposed by Barron & Kenny (1986)

Result of regression analysis already conducted in regard to hypotheses H3, H1 and H2 were reviewed with a view of referring regression analysis needed for step 1, step 2 and step 3 of above 04 steps approach.

Step 1 of the approach refers conducting regression analyses with grievance handling predicting perceived industrial relation climate to test for path 'c' alone is similar to regression analysis was conducted with transformed grievance handling as independent variable and transformed perceived industrial relation climate as dependent variable in connection with hypotheses testing of H3. It indicates zero order relationship among variables is significant (0.000) at 5% significant level.

Also step 2 of the approach refers conducting regression analysis with grievance handling predicting trust to test for path 'a' is similar to regression analysis was conducted with transformed grievance handling as independent variable and transformed trust as dependent variable in connecting with hypothesis testing of H1. Results of regression coefficients reveals that zero order relationship among variables is significant (0.000) at 5% significance level.

Step 3 of the approach refers conducting regression analysis with trust predicting perceived industrial relations climate to test for path 'b' alone is similar to regression analysis was conducted with transformed trust as independent variable and transformed perceived industrial relations climate as dependent variable in connection with hypothesis

testing of H2. Results of the regression coefficients reveals that zero order relationship among variables is significant (0.000) at 5% significant level.

Since the zero order relationship among the variables in step 1, 2 and 3 models are significant, conducting a multiple regression analysis with transformed grievance handling and transformed trust both predicting industrial relations climate is recommended to ascertain the mediation effect of Trust according to 4 steps approach. Therefore multiple regression analysis was conducted in connection with hypotheses H4 with transformed grievance handling and transformed trust as independent variables and transformed industrial relations climate as dependent variable.

Results of multiple regression analysis show that the regression coefficient β (beta) and t for Grievance Handling is significant (0.003) at 95% confidence limit whereas regression coefficient β (beta) and t for Trust is not significant (0.346) at 95% confidence limit. According to the 4 steps approach method some form of mediation is supported if the effect of mediating variable: Trust of the study remains significant after controlling Grievance Handling. Since the mediating variable trust is not significant in this regard, finding does not support the some form of mediation by variable Trust. Therefore alternative hypothesis that “Trust is positively mediated between Grievance Handling and perceived Industrial Relations Climate” is rejected. Therefore the null hypothesis such as trust is not positively mediated between grievance handling and perceived industrial relations Accordingly results of the study were able to establish the internal consistency of the items of the instruments assessing reliability through Cronbach’s Alpha coefficients. Cronbach’s alpha coefficient for 15 items questionnaire which was used to measure variable grievance handling reports as 0.85 whereas Cronbach’s alpha coefficient for 13 items questionnaire which was used to measure the variable trust and Cronbach’s alpha coefficient for 15 items questionnaire which was used to measure the variable industrial relations climate indicate as 0.75 and 0.70 respectively.

These statistics reveal that internal consistency of items to the conceptual model is good.

With a view of testing hypotheses H1, H2, H3 & H4 developed under the conceptual model based on research questions and objectives of the study, correlation & regression analysis were conducted defining independent (predictors)& dependent (outcomes) variables relevant to each model in relation to the hypotheses.

Referring hypothesis H1: the grievance handling is positively related to trust among employees, unions and management where correlations & regression analysis were conducted with grievance handling predicting trust of which results show that there is a Pearson correlation coefficient of 0.767 between grievance handling and trust and it is significant at 0.000, one tailed test at 95% confidence limit. As the R Square value is 0.588 which reveals that 58.8% of total variance in trust is contributed by grievance handling. It is an indicator of level of trust built by the effectiveness of grievance handling system as raised by research questions. With the large F value (67.758) which is significant at 0.000 at 95 confidence limit explain that overall validity of the model of grievance handling predicting trust and accuracy of the results. Also alternative hypothesis is supported by data as regression coefficients beta (0.787) and t (8.109) of grievance handling is significant at 0.000 at 95% confidence limit.

These findings confirm the theorization that resolving grievances constructively help employees become more committed to the organization and unions, also it improves tenure rates as well as it induces the belief that organization is as fair (Cappelli&Chanvin, 1991; Swidinsky 1992). Also findings confirm that the sort of behavior that is most likely to engender trust when management is honest with employees and with practices what it preaches Armstronge (2012) and finding of Walton &McKersie(1965) that trust is an outcome of good management.

Therefore it was found that grievance handling is a predictor or a significant explanatory variable of Trust by data from ceramic tile manufacturing industry in Sri Lanka.

Referring hypothesis H2: the trust among employees, unions and management is positively related to the perceived industrial relations climate where correlations & regression analysis were conducted with trust predicting perceived industrial relations climate of which results show that there is Pearson correlation coefficient of 0.574 between trust and industrial relations climate and it is significant at 0.000, one tailed test at 95% confidence limit . Since coefficient of correlation between trust and industrial relation climate is more than 0.56, researcher considered there is a correlation between trust and perceived industrial relations climate.

As the R Square value is 0.329 which reveals that 32.9% of the total variance in perceived industrial relations climate is predicted by trust among employees, unions and management. It is an indicator of level of perception of employees towards industrial relations climate by the trusty environment as raised by research questions. As the F value is reported as 22.59 that is more than 2 and is significant at 0.000 and at 95% confidence limit explains that overall validity of the model of “Trust predicting IR climate” and the accuracy of the results. Also alternative hypothesis is supported by data as regression coefficients beta (0.574) and t (4.753) of variable trust is significant at 0.000 at 95% confidence limit.

These findings confirm that test done by (Walton and McKersie, 1965; Flanders, 1973; Fox, 1974) empirically on the effect of trust on industrial relations; by which they have concluded that the trust is one of the important elements influencing employment relations outcomes. Also finding confirm that consideration by Walton and McKersie (1965) that the trust as most essential element of attitudinal structuring in employee negotiations.

Therefore it was found that trust is a predictor or a significant explanatory variable of perceived industrial relations climate by the data from ceramic manufacturing industry in Sri Lanka.

Referring hypothesis H3: there is a positive correlation between grievance handling and perceived industrial relations climate where correlations and regression analysis were conducted with the model: grievance handling predicting perceived industrial relations climate of which results show that there is Pearson correlation coefficient of 0.660 between grievance handling and perceived industrial relations climate and it is significant at 0.000, one tailed test at 95% confidence limit. It confirms that there is a positive correlation between grievance handling and perceived industrial relations climate.

As the R Square value is 0.435 which reveals that 43.5 of total variance in perceived industrial relations climate is contributed by grievance handling. It is an indicator of level of perception of employees towards industrial relations climate by the effectiveness of the grievance handling system. With the large F value (35.466) which is significant at 0.000 at 95% confidence limit explains that overall validity of the model of “grievance handling predicting perceived industrial relations climate” and the accuracy of the results. Also alternative hypothesis is supported by data as regression coefficients beta (0.660) and t (5.955) of grievance handling is significant at 0.000 at 95% confidence limit.

These findings confirm theoretical explanations (Monoppa, 2007) and empirical research (Gantz and White head, 1982; Mayer 1994) that there is an identifiable relationship between grievance handling and IR climate of the organizations. Also findings confirm the argument of (Sharma, 1987; Kochan and Katz, 1988) that grievance resolution is an important component of the industrial relations system and more generally the relationship between management and unions.

Therefore it was found that grievance handling is a predictor or a significant explanatory variable of perceived industrial relations climate. Also effective grievance handling system leads to favorable

industrial relations climate provided that other factors remain constant, by the data from ceramic tile manufacturing industry in Sri Lanka.

Referring hypothesis H4: trust is positively mediated between grievance handling and perceived industrial relations climate where several regression analysis were conducted based on four steps approach model proposed by Barron and Kenny (1986) to test the mediation effect of variable trust between grievance handling & IR climate where results obtained.

Since zero order relationships from steps 1- through 3 models such as “Grievance handling predicting industrial relations climate”, “Grievance handling predicting trust” and “Trust predicting IR Climate” are significant at 0.000 at 95% confidence limit, 4th step was proceed according to the 4 steps approach proposed by Barron & Kenny (1986).

Multiple regression analysis conducted in relation to 4th step model with both ‘Grievance Handling’ and ‘Trust’ predicting ‘Perceived Industrial Relations Climate’ of which result show that R, R Square and F value are .668, 0.447 and 18.151 respectively

Also results of multiple regression analysis of the summary show that (refer table 5-28) regression coefficients beta (0.534) and t (3.086) for grievance handling are significant (0.003) at 95% confidence limit whereas regression coefficients beta (0.165) and t (0.952) for trust are not significant (0.346) at 95% confidence limit.

According to the 4th steps approach method, some form mediation is supported if the effect of mediating variable ‘trust’ of the study remains significant after controlling grievance handling. Since the mediating variable trust is not significant in this connection, findings of multiple regression analysis does not support some form of mediation by variable trust. Therefore the alternative hypothesis is not supported by data and accordingly alternative hypothesis such as ‘trust is positively mediated between grievance handling and industrial relations climate’ is rejected.

In summarizing the testing conceptual model of the study through 4 hypotheses developed using data from ceramic tile manufacturing industry in Sri Lanka, it was found from multivariate analysis that grievance handling was positively related to perceived industrial relations climate and it was found to be significant predictor of IR Climate. Also grievance handling is positively related to trust among employees, unions and management and it was found to be significant predictor of trust. Trust was too found to be significant predictor of IR climate and there was a positive relationship between trust and IR climate. However when both grievance handling and trust predicting IR climate it was found that trust was not a significant predictor of IR climate resulting there was no mediation effect by trust between grievance handling and industrial relations climate.

In relating research findings with the background of the problem where ceramic tile manufacturing firms in Sri Lanka had some industrial conflicts between management and employee representatives (trade unions) during the past decade on various HR related issues, the impact of grievance handling on perceived industrial relations climate could be assessed with the analysis of data.

According to the results of the study by the data from ceramic tile manufacturing industry in Sri Lanka reveal that effective grievance handling leads to favorable industrial relations climate provided that other factors remain constant. Even through various work stoppages, strikes reported during 2000 to 2009 there were no major work stoppage experienced in ceramic tile manufacturing industry during last 03 years which was confirmed by responses for questionnaire for industrial relations climate. It may be due to various corrective measures taken by management of such firms in drawing attention on improving industrial relations with the concern of past developments. This study has reflected the perception of employees and unions of ceramic tile manufacturing industry towards industrial relations climate by the data when the grievance handling system being effective. These new developments could be related to various recommendations made

by researchers in the past that each manufacturing firm should have grievance handling system, which the union will accept as effective for solving employee grievances, in order to enhance industrial relations. In general the degree of union acceptance of current grievance handling is slightly low in the manufacturing firms in Sri Lanka. Then it is essential for manufacturing firms to improve their grievance handling policy, procedure, practice and perceived justice for the purpose enhancing employee relations. Opatha (2006) recommended that firms should ensure to incorporate all the elements of grievance policy, grievance handling procedure and grievance practice which were identified as various dimensions of grievance handling system. Also (Davy, 1991) recommended that formalization of grievance handling procedure for manufacturing firms have positive effects on resolution rates of grievances and informal procedure have negative effects on grievance rates.

Conclusion and Recommendations

Conclusion

The principal purpose of this study was to investigate the impact on grievance handling on industrial relations climate collecting data from ceramic tile manufacturing industry in Sri Lanka. This study evaluated the grievance handling system and way trust mediates its impact on improving industrial relations climate. The study found empirical evidence to support the hypothesis that effectiveness of grievance handling is positively related with perceived industrial relations climate. Also these findings were consistent with the related studies done by Gantz and White Head (1982) and Mayer (1995). Also it was found that grievance handling is positively related to the trust among employees, unions and the management. Further study findings confirmed that trust was too found to be significant predictor of perceived industrial relations climate and there is a positive relationship between trust and IR Climate. The results of the simple regression analysis indicate that 43.5% of variance in IR climate is significantly explained by the grievance handling system hence there could be other

variables which were not considered in this study will account for unexplained variance in IR climate. Other variables which could have impact on IR climate may be pay, welfare of employees, and various HRM practices. Accordingly further research could be done by incorporating these as well by expanding the model.

However the study fails to establish the mediating effect of trust between grievance handling and perceived industrial relations climate as data not supporting the hypothesis that trust is positively mediated between grievance handling and IR climate.

Recommendations

The recommendations that researcher wish to suggest first are policy related in connection with making grievance handling system effective and improving industrial relations climate.

Grievance handling system is meant for accepting and resolving grievances of employees and their representatives with the purpose of enhancing the industrial peace. Effective grievance handling system has unique significance for good employee relations, employee motivation and employee productivity. Providing a procedure for settlement of grievances is not sufficient and management should realize the nature of these grievances before they turn in to actual disputes. It is suggested that aspects of grievances may be communicated through: exit interviews, suggestions boxes, opinion surveys and open door policy with a view of understanding such grievances. Also the grievance procedure must be prompt, simple, acceptable and in conformity with existing legislation. Another suggestion is that it is necessary to train both supervisors and union representatives in grievance handling in order to ensure effective working of grievance procedure. Also updating the procedure is very important with the periodic review by the HR department by introducing structural changes necessary with a view of making it effective.

The level of perception of employees and unions towards industrial relations climate is influenced by employee management

understanding, co-operation as well as their commitment towards relating to partnership. Understanding the psychological contract between management and employees on each other is very useful in improving industrial relations. It is suggested to conduct continuous dialogue among employees, unions and management with a view of understanding of various aspects of the psychological contract through monthly or periodic meetings with unions on employee grievances or on other related matters and on company expectations from employees and unions. Employees could be addressed on briefing company future plans as well as on contribution expected from employees towards achieving goals as well as entertaining employees' views and needs, in these forums by the management to get their interaction.

According to contents of this study as well as general opinion on managers in the manufacturing sector of Sri Lankan private firms have slightly negative or neutral attitudes towards employee-unions participation in decision making. In developed countries it is very common method of providing employees to involve in decision making in a partnership. Improving employee partnership in a business is very important since it has a direct impact towards having harmonious industrial relations. It is suggested that educating managerial personnel about the advantages of providing opportunity to employee participation in decision making, which leads to enhance sense of belonging and commitment. Also employee partnership with management could be improved by giving an opportunity for employees belonging to different categories of employment to participate in decision making by introduction of employee committees, joint management council's etc. Further one more method of improving industrial relations that involvement of employees in the industry is to make them shareholders in the company. Employees could be allowed to pay the purchase of money of shares in convenient installments and are even granted loans for this purpose. This type of work would create in the employees' mind a sense of belonging and co-partnership. This study was limited to investigating the impact of grievance handling on perceived industrial relations climate in ceramic tile manufacturing industry in Sri Lanka. However in expanding further investigations of

firms involved in different manufacturing industry as well as administering the questionnaire with union members and employees in operative categories may provide extensive insights in to the findings.

This study was cross sectional in nature and it is recommended to carry out another study longitudinally as way that study conducted could be considered as an important limitation. Conducting a longitudinal study so as to investigate the impact of grievance handling on industrial relations climate over the time using both quantitative and qualitative techniques in expanding the investigation as per previous recommendation so that to reconfirm the mediation effect of the variable trust in this study. Also further expansion could be suggested with different mediating variables such as employee's voice, psychological contract etc. which may have different mediation effects between grievance handling and perceived industrial relations climate.

The effective grievance handling system reflects the trust among employees, unions and management as well as the sound industrial relations climate, as according to the findings of this study. The IR climate leads significantly to organizational effectiveness (Alam, 1992; Wager, 1977). Also Rajarathnam, 1997 pointed out that as a result of poor understanding between management and employees in Sri Lanka, many unions still oppose any attempt by management fixing wages linked to productivity. However employees too are not prepared to engage in such consultations as their unions themselves are proposed to such matters. Therefore need is arising the change of attitude on part of the trade unions and on the part of the management to create an environment of trust which is so essential to promoting employee management co-operation. Therefore findings of this study will be helpful to the managers in the organizations to examine the success of effective grievance handling which is currently implemented by them or their subordinates such as supervisors. The outcomes of sound industrial relations climate and trusty environment could be used for achieving organizational goals and objectives in a harmonious manner, by managers and executives of manufacturing or service sectors who are considered as a steering wheel of the organization.

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A MEASUREMENT SCALE FOR EMPLOYEE JOB PERFORMANCE

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ABSTRACT

The purpose of this paper is to present empirical results of a study aimed at developing a well – covered measurement scale for employee job performance. The data of this study were collected from 226 managers employed in manufacturing firms in Sri Lanka. The measurement model of employee job performance consists of seven items in relation to employees' task performance, contextual performance, and counterproductive work behavior which was tested using exploratory factor analysis using principal component for extraction and varimax for rotation as well as confirmatory factor analysis using partial least square – structural equation modeling (PLS-SEM). Results of these analyses revealed that the seven latent constructs used in the measurement scale of employee job performance satisfy the criteria of unidimensionality, reliability, and validity. The

development of this multi – item scale provides new insight in covering different aspects of employee job performance which can thus be used as a new measurement instrument. The contribution of this effort in terms of research and practices has been discussed.

Keywords: Job Performance, Measurement, Task Performance, Contextual Performance, Counterproductive Work Behavior

Background

Employee job performance refers to the level of achievement of business and social objectives and responsibilities from the perspective of the judging party (Chen & Silverthorne 2008; Hersey & Blanchard 1993). In a more simplistic perspective, Rutherford et al. (2011) stated job performance as “... an indication of how well an employee performs his or her job”. However moving towards past seminal work, there are three types of employee job performance (Porter & Lawler 1968 c.f. Chen & Silverthorne 2008, p. 574). Accordingly, one is the measure of output rates, amount of sales, and level of production of a group of employees reporting to manager. The second type of job performance is the ratings of individuals according to their individual achievements by someone who is responsible for employee performance evaluation. The other type is the self – appraisal and self – ratings. All these types have their own advantages and limitations. For instance, self – appraisal and self – ratings techniques encourage employees to work more enthusiastically, but self-assessments would more prone to be bias. However, the assessment techniques of employee job performance vary as per the design of the research. For instance, Yousef (1998) adopted the self – appraisal approach to job performance based on quality and productivity dimensions. Conversely, the present research employs the first method of measuring job performance of a group of employees as a whole. More specifically it is the job performance of employees in a particular line, unit, or a department as perceived by the manager responsible of that line, unit, or a department.

The paper starts with a background by considering the definitions used for employee job performance. The paper then goes on briefly tracing HRM as a cause of employee job performance. Section three outlines measures of job performance in different perspectives. Section four summarizes research method. Finally, results and implications are presented in section five and six respectively.

HRM as a cause of employee job performance

It is a general consensus that employees perform well when they are treated well at work. The fact behind this is that firm's diverse employee management initiatives provide opportunities for employees to develop competence, enhance work freedom, and stimulate employees' work desire and commitment, that in turn lead employees' higher performance at work (Al – Ahmadi 2009; Arthur 1994; Paul & Anantharaman 2003). In support, extant literature shows employee work effort and its various determinants lead greater employee job performance. Accordingly, Brockner et al. (1992) pointed out employee's effort and ability are key determinants of their job performance. Similarly, Christen et al. (2006) also admitted that employee job performance increases with both ability and effort. Garg and Rastogi (2006) based on the conceptual model of Hackman and Oldham's job characteristics supported that autonomy ("... refers to job independence. How much freedom and control employees have to perform their job ..." (p. 576) is a core job characteristic which leads high quality work performance through experienced responsibility for the outcomes of the work. Iamratanakul et al. (2010) evidenced that motivation and compensation are the key elements that can gain competitive advantage through employee performance. Abdulsalam and Mawoli (2012) revealed that motivation of university academics reports increased teaching performance in state universities in Nigeria. Rutherford et al. (2011) pointed out commitment as a predictor of employee job performance.

The link of HRM practices employee job performance is theoretically well justified by the role theory (Wright & McMahan 1992, p.304). The

role theory is a behavioral perspective that denotes employees' actual role behavior as an outcome of firm's HRM practices. In other words, it denotes human behavior as the mediator between firm's strategy and firm performance, thus it has been a vital focus in SHRM research. Further, human capital theory and AMO theory also have links to HRM job performance relationship as they imply employees' productive capabilities and behaviors as outcomes of firm's investments in HRM.

The empirical backing to this relationship could be rated very high and it has been paid an increased interest during the last two decades. Accordingly, Qaisar et al. (2012) revealed a positive relationship between HRM and performance of law enforcement officers in Pakistan. In this study, it was reported that 36% of variance in the officers' performance accounts for due to selected HRM practices such as compensation management, performance evaluation and promotion practices. Similarly, Lahoti (2013) provides help to the linkage between the same HRM practices and performance of the banking sector employees of Akola. Further, Tiwari (n.d.) supported that HRM practices affect on the performance of employees in selected cement companies of southern Rajasthan. Safdar et al. (2010) show a strong relationship between the practice of job analysis and job performance of the employees in Pakistan public sector. Munjuri (2011) studied the effect of training, performance – related pay, employee empowerment, job design, and job security in enhancing performance among support staff of the catholic institutions of higher learning in Kenya. Results indicate that performance – related pay has the greatest impact on employee job performance. Training and employee empowerment practices also reported considerable effect on employee performance while it has been the least with the job design and job security practices. Tessema and Soeters (2006) pointed out that firms can achieve maximum contribution of their employees if they are able to successfully implement HRM practices in a study among civil service organizations in Eritrea. Further, Khan (2012) revealed that training and motivation plans of an organization contribute greatly to employees' performance. Youndt et al. (1996) examined that human capital enhancing human resource system (selective staffing, selection

for technical and problem solving skills, comprehensive training, training for technical and problem solving, developmental and behavior based performance appraisal, external equity, group incentives, skill – based pay, and salaried compensation) has been more significant on employee productivity, machine efficiency, and customer alignment. MacDuffie (1995) revealed innovative HRM practices such as formal work teams, employee involvement groups, employee suggestions made, employee suggestions implemented, job rotation, decentralization of quality - related tasks, recruitment and hiring, contingent compensation, status differentiation, training of new employees, and training of experienced employees were statistically significant predictors of productivity and quality of the manufacturing output. Mital et al. (1999) also highlighted employee training as a dire need in manufacturing organizations to improve workers' skills that determine the effectiveness and efficiency of the process of manufacturing and the quality of goods they produce.

Empirical investigations on different HRM practices and their individual outcomes show considerable deficiency in Sri Lanka. However, Serasinghe and Opatha (2007) showed that the systematic use of recruitment, selection, training and development, performance evaluation, grievance handling, and discipline administration HRM practices contributed to provide more appropriate and contended workforce for the success of the firms. Kalyani (2006) pointed out performance evaluation of the shop floor employees of large scale garment industries in Sri Lanka as an important organizational factor that has affected performance of the employees. Aponso (2000) in a study of eight leading manufacturing firms in Sri Lanka pointed out their use of human related systems such as group and individual motivation practices, decentralization, skill upgradation, and career development practices were more important than their use of technical systems as well as proper integration of these two for enhancing productivity. These findings are more practical since HR is the driving force of any organization, hence the development and motivation of HR is more crucial than just investing on technical systems. Moreover, the effective use of technical systems depends on the quality of the HR in

the firm. Therefore, human systems are of greater significance since they play a major role in enhancing the quality of the HR.

Measures of Job Performance

The success or failure of any organization truly depends on how its employees work towards organizational objectives. Employee job performance measures how far employee work effort is productive or in brief it measures the output of employee work effort. However, the most crucial challenge in this regard is evaluating employee job performance.

The measures of employee job performance are diverse. Researchers have used varied individual and organizational level indicators to measure employee job performance. For instance Yousef (1998) adopted self - rated quality and productivity dimensions. Christen et al. (2006) assessed job performance measures set for the store such as sales volume and gross profit. Sarmiento et al. (2007) assessed job performance of shop floor employees using eight items namely, quality of work, quantity of work, dependability, knowledge of work, judgment and common sense, ability to learn, initiative, and industry and application. Sawyerr et al. (2009) assessed employees' service performance considering employee's accuracy, employee's speed, and employee's ability to resolve problems. Gu and Siu (2009) showed most vital measures of employee work performance in casino hotels, which are quality of customer service, accuracy and speedy handling, customer satisfaction, and customer loyalty. Koopmans et al. (2013) identified three dimensional framework for employee work performance, which consists of employee task performance, contextual performance, and counterproductive work behavior. Walumbwa et al. (2008)'s measures of job performance included personal initiative, self direction, and innovation. Opatha (2003, p.5) pointed out (as cited by Ivancevich 1998 and Mathis & Jackson 2000) that the use of multiple criteria to measure job performance of employees is appropriate. Accordingly, "criteria such as quality of work, quantity of work,

commitment to work, attendance and relationship with relevant people may be used to assess success of job performance of employees”

Research method

The study covers forty two (42) manufacturing firms in Sri Lanka. The present study adopted a structured questionnaire based survey to collect quantitative data for the purpose of this research. A total of 226 managers (at least 3 from each firm) with at least three years of experience in the same firm were chosen on purpose to be participated in this research. The reasoning of this selection process was the knowledge required to respond in this survey as well as the importance of unbiased data for reliable findings. The employee performance measurement scale is here consisted with seven indicators. Of these, three indicators reflect employee’s task performance, one indicator reflects employee’s contextual performance, and three indicators reflect employee’s counterproductive work behavior (Exhibit 1). The reasoning behind this consideration of multiple aspects is to produce well - balanced picture of employee performance at work. The analysis of data is mainly based on partial least square structural equation modeling (PLS – SEM) technique using SmartPLS v. 2.

Exhibit 1: Measures of employee job performance

No.	Dimension		Operational Definition
JOP1	Task performance	Quantity	The amount/number of work done by the employees.
JOP2		Efficiency	The rate at which the work is done by the employees (how quickly the work is done).
JOP3		Accuracy	The level of correctness/exactness of the work achieved by the employees.
JOP4	Contextual performance	Creativity	The level of contribution of the employees to develop the products/process.

JOP5	Counter-productive behavior	Presence	The level of attendance and punctuality of the employees.
JOP6		Adherence	The level of employees' compliance with work ethics/policies.
JOP7		Wastage	The amount of materials that is lost during the work.

5. Results

Results as per the exploratory factor analysis and confirmatory factor analysis of the employee job performance measurement scale are summarized in the following sections.

5.1 Exploratory factor analysis

Unidimensionality:

Employee Job performance measure (7 items) is observed as a manifest (directly observed) variable. Therefore, unidimensionality is to be assured and testing variability is not possible since there is only one factor. In so doing, an unrotated factor solution to extract only one factor (number of factors to extract) in relation to employee job performance measure was carried out. Result shows that the eigenvalue, the variances of the factors (Total), the percent of total variance accounted for by each factor (% of variance), the cumulative percentage of variance accounted for by the current and all preceding factors (cumulative %). The total variance of the first factor is over 1 as shown in 'total variance explained' table of the measure (Table 1) below.

Table 1: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
JOP1	5.407	77.244	77.244	5.407	77.244	77.244
JOP2	.681	9.734	86.978			
JOP3	.351	5.008	91.986			
JOP4	.251	3.586	95.571			
JOP5	.160	2.282	97.854			
JOP6	.145	2.076	99.930			
JOP7	.005	.070	100.000			

Extraction Method: Principal Component Analysis.

Also, the loading value of each of the seven items in the component matrix is over 0.8 implying higher convergence among seven items of the measure (Table 2). As a result, no items were dropped from this measure and the validity is assured.

Table 2: Component Matrix(a)

	Component
	1
JOP1	0.840
JOP2	0.823
JOP3	0.907
JOP4	0.843
JOP5	0.881
JOP6	0.928
JOP7	0.924

Extraction Method: Principal Component Analysis.

a 1 components extracted.

Reliability:

Employee job performance measure (7 items) was tested for reliability and the Cronbach's alpha coefficient was 0.947 which implied an excellent reliability. Cronbach's alpha if item deleted coefficients revealed that there was no possibility to further improve the reliability of the measure since Cronbach's alpha if item deleted coefficients of the items were less than the Cronbach's alpha coefficient of the measure (Tables 3 and 4 respectively).

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.947	7

Table 4: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JOP1	23.1372	10.759	.778	.943
JOP2	23.1947	10.851	.748	.945
JOP3	23.7035	9.107	.877	.936
JOP4	23.2920	11.203	.779	.945
JOP5	23.4469	9.742	.840	.937
JOP6	23.6726	9.466	.909	.931
JOP7	23.6770	9.517	.903	.931

Confirmatory factor analysis

Outer Loadings:

With regard to the measurement model of employee job performance, outer loadings of the individual indicators are being 0.8 and over (Table 5). It is therefore above the preferred level loading of 0.7. This indicates that the indicators are sufficiently strong to measure the underlying concept of the construct.

T – Statistics:

T – Statistics for the indicators of the construct reveal higher level of significance since all indicators are up above the minimum t – value of 1.96 at 5% significance level and maximum t – value of 2.58 at 1% significance level (Table 5). In the circumstance, there is no need of dropping indicators in order to enhance model fit, which is already well assured.

Indicator Reliability:

All indicators related to the construct demonstrate higher the minimum acceptable indicator reliability level of 0.4 and almost all indicators have been beyond the preferred individual indicator reliability level of 0.7 (Table 5). It is therefore confirmed the consistency of the set of indicators in measuring the intended concept behind the construct.

Composite Reliability:

The internal consistency reliability of job performance construct has been 0.959 (Table 5). Therefore, the construct has reached beyond the preferred composite reliability level of 0.7. On this ground, it can be attested that the indicators of the construct for measuring the particular variable are sought higher level of reliability.

Convergent Validity:

According to Table 5, AVE score for the construct is approximately 0.8. It is higher than the minimum acceptable convergent validity level of 0.5. Thus, the result implies greater degree of convergent validity of

this construct. In the circumstance it is confirmed that the construct extract more than half of the variance of their indicators.

Table 5: Estimation of reliability and convergent validity for job performance (JOBPER)

Construct	Indicators	Outer loading	T-Statistics	Indicator reliability	Composite reliability	AVE
JOBPER	JOP1	0.833	61.081	0.694	0.959	0.782
	JOP2	0.814	40.027	0.663		
	JOP3	0.912	84.162	0.832		
	JOP4	0.834	39.805	0.696		
	JOP5	0.882	71.637	0.778		
	JOP6	0.936	141.757	0.876		
	JOP7	0.931	117.134	0.867		

Source: survey data

6. Conclusions and Implications

This paper presents an empirically examined measurement scale for employee job performance based on seven indicators in relation to employees' task performance, contextual performance, and counterproductive work behavior. The proposed scale is a validated measurement scale which thus contributes to job performance literature to a greater extent. The scale development and validation process herein has followed the well recognized and recommended analysis procedure. Accordingly, the seven indicators were undergone in a factorial analysis for testing the unidimensionality with principal component analysis, reliability analysis and then it is followed by the confirmatory factor analysis (CFA) using partial least square structural equation modeling (PLS – SEM).

Results are in line with the job performance literature implying that quantity, efficiency, accuracy, creativity, presence, adherence, and wastage can be considered as seven dimensions of employee job performance. As this scale covers three different aspects of employee

work behavior, it helps to measure the true picture of employee job performance. Thus, the proposed empirically validated scale has implications for academics and practitioners. This measurement scale will be useful for academics for future research in assessing employee job performance. Managers also may find this proposed scale as a benchmarking tool for employee job performance assessments within and outside the firms and industries.

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QUALITY OF WORK LIFE OF NURSES IN VAVUNIYA GENERAL HOSPITAL

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ABSTRACT

Quality of Work Life (QWL) is becoming an increasingly popular concept in recent times. It basically talks about the methods in which an organization can ensure the holistic well-being of an employee instead of just focusing on work-related aspects. The present study focus is on Quality of Work Life of the Nurses in Vavuniya General Hospital (VGH), the available literature express that there is very little study on Quality of Work Life of the Nurses and no one study Quality of Work Life of the Nurses in Government Hospitals in Sri Lanka. Therefore this study attempts to fulfill the above gap. The study purposes to explore and gain better understanding of QWL in the Vavuniya General Hospital in Sri Lanka. The researcher collected primary and secondary data. Questionnaire was as a primary tool for data collection. 80 nurses responded to the questionnaires. The quantitative and qualitative analyses were conducted to analyze the collected data. The study result reveals that most of the dimensions of the QWL are practiced well. In this study, 61.2% of the respondents are satisfied with the prevailing QWL in VGH. 61.3% of the respondents accepted that QWL impact on performance. Further, the study suggests that the management and Ministry of Health should give additional care on QWL of their employees to provide higher quality of service to their patients.

Keywords: Quality of Work life; Satisfaction; Human Resource Development; Performance

Introduction

Health services depend on the capacity and capabilities of their human resources. It is no secret that health care institutions in Sri Lanka, as in the rest of the world, are experiencing problems with the rendering of quality of healthcare. The quality of care received by patients is closely linked to the quality of work life experienced by healthcare workers.

In the competitive environment, the thrust is now given “quality” in order to foster a quality culture. Quality assumes a goal or an objective or even priority. Quality work cannot be achieved easily. Effective utilization of human resource requires better quality of work life by providing adequate compensation, good working conditions, suitable opportunities for growth and development, workers’ participation in management and by ensuring social justice in the organization.

Quality of Work Life (QWL) is becoming an increasingly popular concept in recent times. It basically talks about the methods in which an organization can ensure the holistic well-being of an employee instead of just focusing on work-related aspects. The QWL has assumed increasingly interest and importance in all the countries of the World. It is very significant in the context of commitment to work, motivation and job performance. It means to facilitate the gratification of human needs and goal achievement. Work life naturally means the life of workers, physical and intellectual, in their work environment in office or factory or field-working. QWL is referred to as humanizing the working life and emphasizing the human factor. It mostly refers to favorableness’ or unfavourableness of a job environment for the people involved in it.

Review of Literature

QWL is described as the favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security, career growth opportunities, etc. Hackman (1980) identified that the work environment that is able to fulfill employees’ personal

needs is considered to provide a positive interaction effect, which will lead to an excellent QWL. Cunningham and Eberle (1990) emphasized that the personal needs are satisfied when rewards from the organization, such as compensation, promotion, recognition and development meet their expectations. The elements that are relevant to an individual's quality of work life include the task, the physical work environment, social environment within the organization, administrative system and relationship between life on and off the job. Chan and Einstein (1990) explained QWL reflects as a concern for people's experience at work, their relationship with other people, their work setting and their effectiveness on the job. Later on, Skinner and Ivancevich (2008) urged that QWL is associated with adequate and fair compensation, safe & healthy working conditions, opportunities to develop human capacities, opportunities for continuous growth and job security, more flexible work scheduling and job assignment, careful attention to job design and workflow, better union-management cooperation, and less structural supervision and development of effective work teams. Meenakshi and Parul (2011) carried out a study in the Bharat Sacnchar Nigam Limited (BSNL). The study is based mainly on the primary data collected from employees with the help of a well drafted pre-tested structured questionnaire. The universe of the study included all those employees who were working in BSNL, in Jammu region. For the selection of sample, proportionate method of sampling was followed. A list of all employees working in BSNL was prepared with the help of the administrative staff of the organization. The study found that there is a high level of satisfaction among the employees regarding the QWL. The factors determining the satisfaction with the QWL in the organization were adequate income and their compensation, safe and healthy working conditions, opportunities to use and develop human capacity, opportunity for career growth, social integration in the work force, constitutionalism in work organization, eminence of work life, and social relevance of work. All these factors are positively correlated with the QWL in BSNL. The study suggests that by improving these factors QWL in BSNL can be enhanced.

Moshariqualrraf and Tariqual (1999) examined the correlation between QWL and Job satisfaction, QWL and performance, and job satisfaction and performance of the nurses in government hospitals in Bangladesh. A total number of 63 nurses were selected from three government hospitals on stratified random sampling basis. The findings of the study reveal that there is a significant positive correlation between QWL and job satisfaction. A significant positive correlation is also found between QWL and performance and job satisfaction and performance. Morning shift nurses perceive higher QWL and job satisfaction than the night shift nurses.

1.3 Research Problem

To attract and retain employees, organizations need to be exploring those points of convergence and continuously work with employees to redesign the work, eliminate job stress, increase job autonomy, provide learning and training opportunities and to handle such problems, QWL of employee is required. Examining the perception of the employees and evolving suitable parameters to improve their QWL has become imperative. In this context, the researcher has made an attempt to study the QWL in Vavuniya General Hospital (VGH) and factors contributing QWL in VGH.

1.4 Focus of the study

The present study focus is on Quality of Work Life of the Nurses in Vavuniya General Hospital, above literature express that there is very little study on Quality of Work Life of the Employees and no one study Quality of Work Life of the Employees in Government Hospitals in Sri Lanka. Therefore, this study attempts to fulfill the above gap. The Quality of Work Life dimensions are Compensation, Working conditions, Opportunity for Growth and Development, Social Integration of work, Constitutionalism in the work organization, Work and Total Life space, Grievance Handling, Social Relevance of work for this study. Further overall satisfaction towards the prevailing quality

of work life and level of acceptance towards the impact of quality of work life also explored in this study.

1.5 Objectives of the Study

The study purports to explore and gain better understanding of QWL in the Vavuniya General Hospital in Sri Lanka. Specifically, the three objectives are:

To explore the quality of work life practices in Vavuniya General Hospital (VGH)

- To study the perception of the Nurses towards quality of work life in VGH
- To explore the Nurses' level of acceptance towards impact of quality of work life
- To study the Satisfaction towards prevailing quality of work life

1.6 Methodology

In this study, the researcher chooses the nurses of General Hospital Vavuniya to find out the quality of work life. The researcher has planned to use proportionate random sampling method to select a sample of 100 nurses out of 199 but 80 nurses only responded to the questionnaires. The response rate was 80% of the issued questionnaire. The researcher used a standard questionnaire as a primary tool for data collection. The questionnaire consists of four sections such as (1) Factors contributing QWL (each factor consist of 5 statements), (2) Overall satisfaction towards QWL, (3) Impact of QWL, and (4) Nurses profile. The researcher collected secondary data too from the publications (Hospitals Publications, Public Administration Circulars, Ministry of Health Circulars and web sites of the hospitals). The quantitative (descriptive statistics techniques) and qualitative (content) analysis were conducted to analyze the collected data. Quantitative analyses were conducted with the help of SPSS.

1.7 Results and Discussion

This section covers the profile of the organization, quality of work life practices in Vavuniya General Hospital, the perception of the nurses towards various factors contributing quality of work life.

1.7.1 Organization Profile-Vavuniya General Hospital (VGH)

General Hospital, Vavuniya is the second largest hospital in Northern Province. It caters more than 200,000 people. This hospital was founded around 1900. It has 16 wards, 557 beds, two operating theatres and Intensive care unit. In 2012, the hospital treated 55,094 patients in the wards, 259,717 patients in the OPD and 190,787 patients in clinics (including Medical, Surgical, Antenatal, Pediatric, Diabetic, Rheumatic, Psychiatric, Gynecology, Family planning, Eye, ENT, Dental, Skin, Well baby clinic, STD and Orthopedic clinic). It is renowned for its outstanding clinical services, research programs and medical education, The Hospital has helped establish the standards of excellence in pediatric care. The hospitals doctors always take care of their Patients. They don't give up for any reason, when all the employees of the hospital consciously follow all the compliance regulations and ethical standards, the hospital functions smoothly and efficiently¹.

1.7.2 Quality of work life practices in Vavuniya General Hospital

This section explores the quality of work life practices in Vavuniya General Hospital. The Quality of Work Life dimensions are discussed under this heading such as Compensation for employees, working conditions, Opportunity for Growth and Development, Social Integration of work, Constitutionalism in the work organization, Work and Total Life space, Grievance Handling, and Social Relevance of work.

¹ <http://www.generalhospitalvavuniya.lk/>

Compensation

The nurses are getting more financial benefits other than basic salary. The basic salary of nurses is varying according to education and experience. Cost living allowance (Rs.7800/month), Uniform allowance (Rs.14500/year), Accident allowance (Rs.750/month), Language allowance, Special allowance (20% of the basic salary), and overtime (Grade III level nurses- Rs.90/hr as OT and grade II- Rs.115/hr, Grade I –Rs. 165/hr and special grade – RS.190/hr as OT) are got by nurses other than basic salary.

Working conditions

The workplace should be free from noise, pollution, high temperature, excess heat, humidity etc. a physical conditions at work place is an important factor in measuring QWL. The VGH gives high priority to the safety of workers. The VGH provides facilities to prevent occupational hazards and accidents. They train relevant employees to perform their work safely and competitively. In VGH, the physical workings conditions are very conducive via outsource cleaning service providers.

Opportunity for Growth and Development

Nurses are not only provided proper training at the beginning but also from time to time provide straining to them. In addition, the VGH support the nurses follow degree programme (BSc in Nursing) too. For updating knowledge, skills and abilities to meet the needs and to keep all individuals in effective condition, a number of programmes (on the job and off the job training) are conducted by VGH. The Ministry of Health and management of VGH prescribes time to time the guidance for promotion indicating the eligibility of posts, channel of promotion, and seniority for promotion.

Social Integration of work

In VGH the nurses are satisfied to work with individuals with diverse backgrounds. The nurses have unions and committees (formal and informal) which are performing well to integrate employees and management in VGH. The organization provides conducive environment which leads the nurses to have favourable attitude towards job, superiors and organization. The organization's management practices help the nurses interact with each other's their ideas and feelings. The organization has system to understand the problems of the employees' especially top management help to understand their subordinates' problems. The employees of VGH are consulted before taking major decisions.

Constitutionalism in the work organization

The VGH provide considerable room for the work constitutionalism such as equally treating nurses, welcoming opinion of nurses, following norms and rules. Nurses of the VGH are equally treated with respect in workplace. The opinions of the nurses are welcomed by the management. The organization has norms and rules. The norms and rules are not rigid. Those are flexible to the nurses so employees are satisfied with the norms and rules at their work place. The VGH follow all norms and rules defined by the Ministry of Public Administration and Ministry of Health.

Work and Total Life space

The VGH provide work schedule (shift work) to the nurses. The night shift nurses can have the facility to take rest one day and the management allows the nurses adjust the duty themselves with information. The organization allows to fulfill their social needs. The management understand that it motivate the nurses that is why they are not disturbing to attend their important family event. The duties of the nurses are shift work including night shift. It is not more suitable the

employees because most of the nurses are female. However, they are adjusting each others in personal circumstances.

Grievance Handling

A grievance is the more serious trouble to come because accumulation of minor grievances may lead to major explosions. The VGH has good system to solve the grievance. The nurses are treated equally. The management always keen to redress the grievances. Management solves nurses' grievances. Director of VGH is being offered for fast action in the matter of solving grievances.

Social Relevance of work.

The VGH are providing essential services to the public, their nurses feel that their work is socially relevant and social respect. The nurses are keen for providing quality services to the public. The nurses are happy about the organization's contribution to the society. The nurses have facilities to improve the standard of living. The nurses get dignity and respect through this organization.

1.7.3 Perception of the nurses towards quality of work life

Various factors are used to measure QWL of nurses but this study focus only eight factors to measure the QWL of nurses in VGH.

Compensation

It is inferred from the table 1.1 that out of 80 respondents, majority of the respondents indicate that they agree 53.8% with the various attributes of the nurses' compensation in VGH. The average acceptance score shows that the respondents have a higher acceptance level (3.55) towards fair compensation policy of the VGH. However, the respondents have a lower acceptance score (3.19) towards sufficient remuneration given to nurses meet basic needs.

Table1.1 Level of acceptance towards compensation

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
The compensation policy of our organization is truly fair	2 (2.5%)	52 (65%)	17 (21.2%)	6 (7.5%)	3 (3.8%)	80 (100%)	3.55
The salary is appropriate as per experience and skills	3 (3.8%)	46 (57.5%)	12 (15.0%)	14 (17.5%)	5 (6.2%)	80 (100%)	3.35
Various allowances are given to employees as per the norms	4 (5.0%)	40 (50.0%)	21 (26.2%)	11 (13.8%)	4 (5.0%)	80 (100%)	3.36
The incentive scheme of our organization is good	3 (3.8%)	46 (57.5%)	19 (23.8%)	11 (13.8%)	1 (1.2%)	80 (100%)	3.49
The remuneration given to employees is sufficient to meet out basic needs	1 (1.2%)	39 (48.8%)	17 (21.2%)	20 (25.0%)	3 (3.8%)	80 (100%)	3.19
Overall	3 (3.26%)	45 (53.8%)	17 (21.48%)	12 (15.52%)	3 (4.0%)	80 (100%)	3.38

Working conditions

The majority of the respondents indicate that they agree 56.5% with the various aspects of working conditions in the VGH. The average acceptance score reveals that the respondents have a higher acceptance level (3.68) towards safety of workers. Other aspects are also very close to higher acceptance.

Table 1.2 Level of acceptance towards working conditions

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
The safety of workers is a high priority in our organization	10 (12.5%)	42 (52.5%)	20 (25.0%)	8 (10.0%)	-	80 (100%)	3.68
The employees are free from occupational hazards and accidents in our organization	3 (3.8%)	48 (60.0%)	20 (25.0%)	7 (8.8%)	2 (2.5%)	80 (100%)	3.54
Employees are trained to do their work safely and competitively	5 (6.2%)	45 (56.2%)	19 (23.8%)	11 (13.8%)	-	80 (100%)	3.55
Importance is given to individuals in the work environment	2 (2.5%)	48 (60.0%)	14 (17.5%)	14 (17.5%)	2 (2.5%)	80 (100%)	3.42
The physical working conditions is conducive	5 (6.2%)	43 (53.8%)	23 (28.8%)	7 (8.8%)	2 (2.5%)	80 (100%)	3.52
Overall	5 (6.18%)	45 (56.5%)	19 (24.0%)	9 (11.8%)	2 (2.5%)	80 (100%)	3.54

Opportunity for growth and Development

In regards to the opportunities available to nurses for their growth and development in the VGH, majority of the respondents 48.2% agree. The mean acceptance score shows that the respondents have higher acceptance level (3.45) towards opportunities given to nurses to develop new skills and ideas.

Table 1.3 Level of acceptance towards Opportunity for Growth and Development

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
Employees are encouraged to learn and develop themselves	5 (6.2 %)	37 (46.2 %)	17 (21.2 %)	20 (25.0 %)	1 (1.2 %)	80 (100 %)	3.31
The Employees are satisfied with the frequency and quality of training	2 (2.5 %)	37 (46.2 %)	28 (35.0 %)	11 (13.8 %)	2 (2.5 %)	80 (100 %)	3.32
Job rotation and job enlargement are taken care by our organization	1 (1.2 %)	38 (47.5 %)	18 (22.5 %)	21 (26.2 %)	2 (2.5 %)	80 (100 %)	3.19
Facilities/opportunities for individual creativity and self-improvement	1 (1.2 %)	36 (45.0 %)	24 (30.0 %)	17 (21.2 %)	2 (2.5 %)	80 (100 %)	3.21
Employees are given opportunities to develop new skills and ideas.	4 (5.0 %)	45 (56.2 %)	14 (17.5 %)	17 (21.2 %)	-	80 (100 %)	3.45
Overall	3 (3.2 %)	39 (48.2 %)	20 (25.2 %)	17 (21.5 %)	1 (2.2 %)	80 (100 %)	3.29

Social Integration of Work

Table 1.4 shows that the respondents' level of acceptance towards various attributes of social integration of work in VGH. Out of 80 respondents, majority of the respondents reveal that they agree 50.8% with the various aspects of social integration of work in VGH. The mean acceptance score reveals that the respondents have a higher acceptance level (3.62) towards good place to work with individuals and diverse background.

Table 1.4 Level of acceptance towards Social Integration of Work

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
The org. is a good place to work with individuals with diverse backgrounds.	6 (7.5%)	47 (58.8%)	19 (23.8%)	7 (8.8%)	1 (1.2%)	80 (100%)	3.62
Various committees are performing well to integrate people and management in organization	1 (1.2%)	41 (51.2%)	24 (30.0%)	13 (16.2%)	1 (1.2%)	80 (100%)	3.35
The employees have favorable attitude towards job, superiors and org..	3 (3.8%)	36 (45.0%)	27 (33.8%)	12 (15.0%)	2 (2.5%)	80 (100%)	3.32
Members are interacting in terms of ideas	1 (1.2%)	39 (48.8%)	29 (36.2%)	10 (12.5%)	1 (1.2%)	80 (100%)	3.36

and feelings							
The top management understands subordinates' problems	1 (1.2%)	40 (50.0%)	24 (30.0%)	12 (15.0%)	3 (3.8%)	80 (100%)	3.30
Overall	2 3.0	41 50.8	25 30.8	11 13.5	2 1.9	80 (100%)	3.39

Constitutionalism

Table 1.5 Level of acceptance towards Constitutionalism in the work organization

statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
Employees are treated with due respect in workplace.	2 (2.5%)	52 (65.0%)	18 (22.5%)	8 (10.0%)	-	80 (100%)	3.60
Employees are given chances to express their opinions work.	1 (1.2%)	45 (56.2%)	24 (30.0%)	8 (10.0%)	2 (2.5%)	80 (100%)	3.44
There is an equitable treatment for all employees in our organization	-	33 (41.2%)	27 (33.8%)	19 (23.8%)	1 (1.2%)	80 (100%)	3.15
Employees are satisfied with the norms and rules at their work place	2 2.5	39 48.8	26 32.5	12 15.0	1 1.2	80 (100%)	3.36
The hospital follows all statutory norms and rules	3 (3.8%)	28 (18.8%)	31 (38.8%)	15 (18.8%)	3 (3.8%)	80 (100%)	3.16
Overall	2 (2.5%)	39 (46.0%)	25 (31.5%)	12 (15.5%)	2 (2.2%)	80 (100%)	3.34

It is observed from the above table that majority of the respondents report that they agree 46.0% with the constitutionalism in the VGH. The average acceptance score reveals that the respondents have a higher acceptance level 3.60 towards treated with due respect in workplace.

Work and Total Life space

Table 1.6 shows that the respondents' level of acceptance towards work and total life space of nurses in the VGH. Out of 80 respondents, majority of the respondents express that they agree 40.2% with the work and total life space of nurses in the VGH. The average acceptance score shows that the respondents have a higher acceptance level (3.39) towards satisfied with their work schedule.

Table 1.6 Level of acceptance towards Work and Total Life space

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
Employee are satisfied with their work schedule and rest	7 (8.8%)	41 (51.2%)	10 (12.5%)	20 (25.0%)	2 (2.5%)	80 (100%)	3.39
Employees rarely miss their important family	8 (10.0%)	17 (21.2%)	15 (18.8%)	29 (36.2%)	11 (13.8%)	80 (100%)	2.78
Working hours suit employees' personal circumstances.	3 (3.8%)	26 (32.5%)	21 (26.2%)	26 (32.5%)	4 (5.0%)	80 (100%)	2.98
Employees' needs and wants are satisfied by their jobs.	2 (2.5%)	41 (51.2%)	19 (23.8%)	17 (21.2%)	1 (1.2%)	80 (100%)	3.32
Employees concentrate on social and individual care.	1 (1.2%)	36 (45.0%)	13 (16.2%)	29 (36.2%)	1 (1.2%)	80 (100%)	3.00
Overall	4 (5.3%)	32 (40.2%)	16 (19.5%)	24 (30.2%)	4 (4.7%)	80 (100%)	3.09

Grievance Handling

In regards to nurses grievance handling in the VGH, majority of the respondents reveal that they agree 46.2% .the average acceptance score reveals that the respondents have a higher acceptance level (3.35) towards management keen to redress the grievances.

Table 1.7 Level of acceptance towards Grievance Handling

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
The grievances of employees in our organization are less	4 (5.0%)	33 (41.2%)	16 (20.0%)	21 (26.2%)	6 (7.5%)	80 (100%)	3.10
The organizational has good machinery for the grievance.	3 (3.8%)	35 (43.8%)	20 (25.0%)	17 (21.2%)	5 (6.2%)	80 (100%)	3.18
No employee feels that injustice has been done to him/her.	2 (2.5%)	33 (41.2%)	24 (30.0%)	18 (22.5%)	3 (3.8%)	80 (100%)	3.16
The management is really keen to redress the grievances	1 (1.2%)	43 (53.8%)	20 (25.0%)	15 (18.8%)	1 (1.2%)	80 (100%)	3.35
Superiors find time to solve employee grievances in our org.	-	41 (51.2%)	23 (28.8%)	14 (17.5%)	2 (2.5%)	80 (100%)	3.29
overall	2 (3.1%)	37 (46.2%)	21 (25.8%)	17 (21.2%)	3 (4.2%)	80 (100%)	3.21

Social Relevance of Work

It is inferred from the above table that out of 80 respondents, majority of the respondents indicate that they agree 64% with the social relevance of work of the employees in VGH. The mean acceptance

score shows that the respondents have a higher acceptance level (4.08) about quality of products/services provided their organization.

Table 1.8 Level of acceptance towards Social Relevance of work

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	disagree	Strongly disagree		
Employees are satisfied with the quality of services org. provides.	22 (27.5%)	44 (55.0%)	12 (15.0%)	2 (2.5%)	-	80 (100%)	4.08
Employees are happy about the organization's contribution	14 (17.5%)	54 (67.5%)	8 (10.0%)	3 (3.8%)	1 (1.2%)	80 (100%)	3.96
Employees have improved their standards of living	4 (5.0%)	55 (68.8%)	13 (16.2%)	8 (10.0%)	-	80 (100%)	3.69
Satisfaction of employees' lives comes from their work	3 (3.8%)	55 (68.8%)	12 (15.0%)	10 (12.5%)	-	80 (100%)	3.64
Employees' sense of dignity and respect has improved	7 (8.8%)	48 (60.0%)	16 (20.0%)	9 (11.2%)	-	80 (100%)	3.66
Overall	10	51	12	6	1	80	3.8

	(12.5%)	(64.0%)	(15.0%)	(7.5%)	(1.2%)	(100%)	0
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1.7.4 Respondents' level of acceptance towards impact of quality of work life

Table 1.10 throws light on the respondents' level of acceptance towards impact of quality of work life of nurses in the VGH. Out of 80 respondents, majority of the respondents indicate that they agree 61.3% with impact of quality of work life nurses in the VGH, followed by strongly agree 11.2% and neither agree nor disagree 22.5%. 3.8% and 1.2% of the respondents disagree and strongly disagree respectively with the impact of quality of work life of nurses. The average acceptance score reveals that respondents have a higher acceptance level (3.98) towards the role of QWL for helping team spirit, followed by its role in improving physical and mental health (3.92).

Table 1.10 Level of acceptance towards impact of quality of work life

Statement	Level of acceptance					Total	Mean score
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
Improves HRD climate	10 (12.5%)	43 (53.8%)	22 (27.5%)	4 (5.0%)	1 (1.2%)	80 (100%)	3.71
Reduces employee absenteeism and turnover.	6 (7.5%)	45 (56.2%)	23 (28.8%)	6 (7.5%)	-	80 (100%)	3.64
Increase job satisfaction	12 (15.0%)	45 (56.2%)	18 (22.5%)	4 (5.0%)	1 (1.2%)	80 (100%)	3.79

Increase productivity	7 (8.8%)	55 (68.8%)	17 (21.2%)	1 (1.2%)	-	80 (100%)	3.85
Reduces wastages and damages	2 (2.5%)	58 (72.5%)	18 (22.5%)	1 (1.2%)	1 (1.2%)	80 (100%)	3.74
Creates industrial relations	4 (5.0%)	49 (61.2%)	21 (26.2%)	6 (7.5%)	-	80 (100%)	3.64
Builds greater loyalty	10 (12.5%)	49 (61.2%)	19 (23.8%)	1 (1.2%)	1 (1.2%)	80 (100%)	3.82
Enables organizational stability	11 (13.8%)	50 (62.5%)	18 (22.5%)	1 (1.2%)	-	80 (100%)	3.89
Helps team spirit	15 (18.8%)	51 (63.8%)	12 (15.0%)	1 (1.2%)	1 (1.2%)	80 (100%)	3.98
Improves physical and mental health	16 (20.0%)	47 (58.8%)	13 (16.2%)	3 (3.8%)	1 (1.2%)	80 (100%)	3.92
Overall	9 (11.2%)	49 (61.3%)	18 (22.5%)	3 (3.8%)	1 (1.2%)	80 (100%)	3.79

1.7.5 Satisfaction towards prevailing quality of work life

QWL is concept relevant to the management and the employees of any organization. It is possible that a conducive quality of work life enhances the overall satisfaction derived by the employees through their work.

Table 1.11 Satisfaction towards prevailing quality of work life in Vavuniya General Hospital

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	10	12.5	12.5	12.5
	Neither satisfied nor dissatisfied	17	21.2	21.2	33.8
	Satisfied	49	61.2	61.2	95.0
	Highly satisfied	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

From the above table, it is inferred that out of 80 respondents, 5% are highly satisfied and 61.2% are satisfied and 21.2% are neither satisfied nor dissatisfied towards prevailing quality of work life of nurses in the VGH. 12.5% of the respondents are dissatisfied towards the prevailing quality of work life of nurses.

1.8 Conclusions

When the organization provides the quality of work life to the employees, it leads to employee satisfaction and impact the organizational performance. The study result reveals that most of the dimensions of the QWL are practiced moderately. It is evidence from the employees and management perception as well as their policy and circulars disclose it. In this study, 61.2% of the respondents are satisfied with the prevailing QWL in VGH. 61.3% of the respondents accepted that QWL impact on HRD, absenteeism, job satisfaction, productivity, wastages and damages, industrial relations, loyalty, organizational stability, team spirit, physical and mental health. Finally, if the management and Ministry of Health give additional care on QWL of their nurses, VGH can provide higher quality of service to their patients.

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GRADUATES EMPLOYABILITY IN SRI LANKAN STATE UNIVERSITIES: A CASE OF MANAGEMENT FACULTY

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ABSTRACT

Universities are centres for learning and research and play an important role in the knowledge production process. Throughout history, established universities in the world and in Sri Lanka have supported development via the political, technological, economic, social and cultural aspects of a particular country and the world as a whole. One of the main functions is of universities producing employable graduates, which has become an important role in Sri Lanka as well as in the world. According to contemporary literature and statistics, unemployment among graduates is approximately above than 50% and Sri Lanka is not an exception. The objective of the paper to explore the reasons why the Management faculties of Sri Lankan universities. Interviews and focus group discussion were used as a tool for data collection tool under qualitative method was adopted to study the Sri Lankan phenomenon. The paper argues that weak in coordination and cooperation among the various stakeholders

specifically between academic and industries influenced by quality of academics, strengths of curriculum and lacks of industrial linkages are causes for unemployment among Management graduates in state university in Sri Lanka.

1.Introduction

1.1 Background of the research

This paper focuses on Sri Lankan universities particularly their present status with regard to producing employable graduates. The Humboldt model of the university was established in Germany after a number of academic and related activities had taken place across the world from Greece to Italy and USA to Australia (Rasmussen, 2007). The following section of this paper explains the history of universities in the world and Sri Lanka, and then goes on to discuss the purposes of Management faculties in Sri Lanka in particular, Thirdly the paper talks about the reasons for the difficulty in achieving those purposes and finally discusses the empirical evidence for the phenomenon.

Higher education has long been recognised as a major contributing factor to society in improving the quality of human life (Tang et al., 2010). Universities were established in the early days with the sole purpose of generating and disseminating knowledge which were the prime aims of the academic societies in fulfilling the social, economic and political needs of nations. Knowledge was the focus of universities from the beginning of philosophical thought from Socrates, Plato, and Aristotle up until now.

1.2 Evolution of universities

Even though Plato was the founder of the Academy in Athens, the first institution of higher learning in the Western world, the word university is derived from the Latin “*universitas et scholarium*” roughly meaning “community of teachers and scholars”. The term was coined by the

Italian University of Bologna, which, with a traditional founding date of 1088, is considered the first university. The origin of many medieval universities can be attributed to religious bodies like churches, temples or schools which appeared in the 6th century and were run for hundreds of years as such before their formal establishment as universities in the high medieval period. A priest or two served the community via knowledge sharing through religious tools. Before the University of Bologna, there was nothing called university by name, and later universities evolved and were established to develop a country through the contribution of knowledge to the economic and social welfare of the people. Now students are educated in Universities to work effectively in an increasingly technological world, that is, to provide the technical skills needed for the growing number of jobs and professions that require sophisticated knowledge and to assimilate an education that instils the ability to think critically. Today, approximately 80 percent of post-secondary students in the formal education system are in universities (World Bank, 2011).

Looking at the history of universities, we see that nations or countries used universities in their efforts to modernize and national development themselves. For example, Humboldt's reformed University of Berlin (early years of the nineteenth century) was intended to contribute to Germany's national resurgence. The Imperial Universities were established in Japan following the Meiji Restoration in 1868. Similarly, the American 'land grant' public universities were designed to contribute in terms of teaching, research and service to the development of the USA following the end of the Civil war in 1865. In these cases, universities were also integral contributors to national development (Altbach, and Salmi, (2011).

In the early 19th century, the primacy of research, the importance of science and innovation, the integration of teaching and research were noted as the main functions of the university in Humboldt's model of the university which contributed to the development of the nation (Readings, 1999 and Rasmussen, 2007). Knowledge production was given top priority and institutional autonomy and academic freedom

were vital features in Humboldt' model of the university. Humboldt's ideas remain salient in today's higher educational institutions all over the world. Nevertheless, all universities have become increasingly sensitive to transnational models which are influenced by local and global competitive factors or regulatory forces.

Due to the rapid demand for higher education and limitations in state financial allocations, universities have become centres for business to generate income rather than centres of knowledge in the USA and in most developed countries (Kast, 1965). Therefore, the reasons for existence of the universities in the world have changed with changes in the system and social factors of countries over the centuries. Universities are no longer confined to their traditional roles. The purposes of universities have shifted from pure knowledge centres to market centres and now focus on producing employable graduates. Universities have become suppliers of labour for industries. With the rise of neoliberalism, the employability of graduates has become more important than ever before. This paradigm shift has been seen not only in universities in developed countries like Cambridge University and Harvard University but also in universities in developing countries like Sri Lanka and India.

As a result of these changes, universities have begun to encounter a new set of problems like market or educational mismatching of graduates and unemployed and under-employed graduates in the job market. This problem has now been highlighted due to market competition and technological changes. Universities were established in Sri Lanka parallel to the development in other developed and developing countries.

1.3 Establishment of universities in Sri Lanka

Higher education in Sri Lanka developed from ancient Buddhist monks' training centres to a modern university system though there is no influence of former over the later. The history of present day universities is run into the establishment of medical school was

established in 1870 followed by the Colombo Law college (1875), School of Agriculture (1884) and Government Technical College (1893). These colleges were expected to adhere to British rules and regulations. These were known as the colonial objectives of education (Jayasundara, 2014) and they influenced another colonial objective of providing limited higher educational opportunities.

Half a century later, the University College of Ceylon was functioning (1921) in Colombo while the Ceylon Medical College continued as an independent institution which was affiliated to the University of London. In 1942, the University College and Ceylon Medical College were combined to form the University of Ceylon by the Ceylon University Ordinance No. 20 of 1942. The University of Ceylon was established on 1st July 1942 as a modest version of the Oxford/Cambridge model that was celebrated at the time. It was to be unitary, residential and autonomous. There were only four Faculties - Arts, Oriental studies, Science and Medicine, which collectively had 904 undergraduate and 55 academic staff. The medium of instruction was English. The prime objective of the university was to produce candidates for administrative and professional services.

The academic programmes implemented under the guidance of foreign professors were similar in discipline and standards to those offered in their respective Universities. This helped the University of Ceylon to secure international recognition for the degree programmes conducted in its two campuses - Colombo and Peradeniya. The Faculties of Arts and Oriental studies, Agriculture, and Veterinary Science were moved to Peradeniya in 1952.

This system continued until 1959, when two centres of traditional Buddhist learning - The Vidyalkara and Vidyodaya Pirivenas were elevated to University status to increase access to higher education. Initially the two new Universities were exclusively allocated for male students and to academic programmes in the Arts and Humanities streams. Due to these limitations, granting of fully fledged University status was delayed until the Faculties of Science were established and

admission of female students was allowed to both institutes. The two new Universities were renamed the University of Kelaniya and the University of Sri Jayewardenepura, respectively. In later years Commerce and Management streams were also introduced to the University of Sri Jayewardenepura as well as to the Universities of Kelaniya and Colombo.

Sri Lanka witnessed the benefits of Free Education pertaining to the Universities (October 1945). After a number of changes had taken places in higher education, the Government that came into power in 1977 introduced the University Act no.16 of 1978 where the six campuses of the University of Sri Lanka that had been established under the Act of 1972 were converted into six autonomous universities. The policy of increasing opportunities for higher education without impairing the quality of education continued for some time. To further increase opportunities for higher education, the government made provision for private and public institutions to conduct courses at higher educational institutions coming under the Ministry of Higher Education although there were nine universities, including the Open University. The demand for university education began to rise as the student numbers qualifying for university education increased with time. The state could not increase the student intake at the same rate due to financial constraints encountered in providing free university education. However four new universities, the University of Jaffna, University of Ruhuna, University of Moratuwa, and the Eastern University, Sri Lanka were established between the late 1970s and early 1980s.

University admission policy was modified to limit admission. The University Grants Commission is the apex body of the University System in Sri Lanka and this was established on 22nd December 1978 under the Universities Act No. 16 of 1978. The functions of the UGC are the planning and coordination of university education, allocation of funds to Higher Educational Institutions (HEIs), maintenance of academic standards, regulation of the administration of HEIs and regulation of admission of students to HEIs (University Act 1978).

Then in the 1990s four new Universities were established- namely, the Rajarata University, the Sabaragamuwa University, the South Eastern University of Sri Lanka and the Wayamba University. Even when the number of Universities was increased and new degree programmes were introduced in response to the increased demand for higher education, most of those degree programmes were in the traditional disciplines that do not prepare students for any specific profession (Gunatileke, 1989; Chandrasiri, 2008).

The government that came into power in 1994 adopted a policy of establishing a number of universities across the country, with at least one university per province. As a result, the total number of public universities increased to 15 at present in addition to 3 campuses. All these universities and institutions function under the purview of the University Grants Commission (UGC) and University admissions for undergraduate is tightly controlled by the UGC. The number of students admitted as a percentage of the eligible students had declined to 16 percent by the academic year 1993/94. The selection procedures of universities have become very competitive due to the limited places available in state universities.

Higher education is both an opportunity and a privilege for the Sri Lankan youth as admission to the university is based on a highly competitive examination at national level which is conducted annually by the Department of Examinations. This competition and examination oriented education starts from childhood and continues up to university education (Ranasinghe, 1992). Prospective students are selected for the respective degrees in the fields of medicine, Engineering, Sciences, Management and Arts, based on their performance at the G.C.E (Advance Level) Examination.

The number of students admitted as a percentage of eligible candidates further declined to 16.7 percent in the academic year 2012/13 from 20.4 in the academic year 2011/12. The Gross Enrolment Rate (GER) for universities has recorded a slow growth from 3.5 percent in 2007 to 4.6 percent in 2013. Facilities for Universities have not increased with the

increase of the population of the country. Siyambalapitiya (2000) highlighted the fact that the number of places available in universities in Sri Lanka for undergraduate education, in term of population is very low, compared to other developed countries and even some developing countries. Since then even though the number of universities increased from 8 in 1980 to 15 by 2013, and student admission to universities increased in the period 2005 to 2013 by three folds, the scenario remains the same. Today the higher education system enrolls nearly 24, 500 students annually but more than half of them (54%) are unemployed or underemployment even after 3 to 4 years of academic training during their undergraduates careers (Nawaratne, 2012).

1.4 Changes in expectation of universities and raise of Graduates' unemployment in Sri Lanka

Due to the changes in political, economic and social factors in the world influenced in Sri Lankan higher education. Whenever, new political party came in to the power, they have increased the numbers of state universities, then it leads to increase the numbers of students for the universities. Most of the rural students were given opportunities to enter university with poor English knowledge, then they demanded to change the medium of instruction from English to their mother language either Sinhala or Tamil because, from the kindergarten to Advance Level they were studied at village school in their own language. This pressure not only came from the students but also from the political group including ruling party, the most of the academic programmes except medicine and engineering (they also conducted in bi language) shifted their medium of lectures from English to their own language since students opted to study their own language. Even though, the medium of instruction is officially called English but most of them are conducting in bi language particularly the Management undergraduates.

On the other hand, Universities in the world work closely with their governments not only in developed countries and also in developing countries including Singapore and Malaysia. The state coordinates

universities towards economic development in the region as well as nationally (Salmi, 2011). For example, In Thailand, all senior professors work for the government as part time consultants while working in the University. This creates a close relationship between the government sectors or ministries and the University. In most cases both government and universities work together for the development of the country. Similarly Universities also having fully coordination and cooperation with industries in order get mutual benefits. For example in Japan most of the technological inventions are the results of the university and industry collaboration. However, in Sri Lanka, universities are not directly connected with the government either or industry for national development even though all state universities depend totally for funds from the government. The contribution of universities to economic development is at a minimum (Dasanayaka, 2003). In addition, one of the main university's contributions to the national economy by means of producing employable graduates is also questionable (World Bank 2012, Feller and Irwin, 1997).

Problems of unemployed and underemployed graduates in Sri Lanka are not new phenomena and they have been reported since the academic year 1959/60 (academic year). Even today, the average overall employability ratio of the Universities in Sri Lanka is 54% (Nawaratne, 2012). The Faculties of Arts and Management have higher rates of unemployment in the country and accounted for 76% and 36%, of unemployed graduates respectively whereas Medicine and Engineering accounted for 10% and 7% respectively in 2012. Consequently, the unemployment rate of the Management graduates comes second after the Faculty of Arts and Social Sciences (Wickramasinghe, 2010; Nawaratne, 2012; Silva, 2014). It has been repeatedly noted in the literature that Sri Lankan Universities especially Management faculties are far behind their counterparts in developed and even in some developing countries (Wickramasinghe, 2010). Even though Management faculties should produce employable graduates since the main contributing sectors for GDP is service and industry, and both these sectors recruit business management graduates, unemployment among these graduates still tends to be high. This is

emphasized by the fact that a number of vacancies for management related degree holders appears in weekly newspapers (an average of 7000 vacancies) but the unemployment rates among the management graduates are still the second highest in Sri Lanka.

According to Wickramasinghe (2010), graduate unemployment or underemployment is due to a mismatch between the aspirations of graduates and employment opportunities available to them. Further, previous studies indicated that a mismatch between supply and demand conditions for graduate employment is due to the miseducation or supply driven education system which produces graduates who are not suited to labour market conditions. (Wickramarachchi,2008; Ariyawansa,2008; Weligamage and Siengthai, 2003; Central Bank of Sri Lanka, 2003; Davies, 2000; Finn, 2000; Lindsay, 2002; National Science Foundation of Sri Lanka ,2004; Ranasinghe, 1992).

Also, previous studies (Dharma de Silva, 2014; Ernst and Young, 2012; Danuvatt, 2012) indicate that these issues are universal since similar problems were identified in the higher education sector in Nigeria, Thailand, Latin America, India, Brazil, China, UK, USA and Australia and steps have been taken to overcome these issues. Various steps have been taken from time to time to address this issue in Sri Lanka as well (Athula, 2011). Yet, as it is stated above, the issue still remains.

Unemployed graduates in Sri Lanka have been a persistent phenomenon during the last few decades. It was in 1970 that the first batch of unemployed graduates were recruited as development assistants by the United National Front government. The last batch of unemployed university graduates was recruited by the last government in 2012. Ironically, after four decades, the products of local universities continue to be employed mostly within the state sector. While the first batch of recruits comprised of a few thousand graduates, a subsequent batch exceeded 50,000. Even today, picketing unemployed graduates is continue to make demands on the government to recruit in many parts of the country. Therefore, graduate unemployment is a chronic socio-economic problem that has worsened over time.

The focus in higher education has shifted towards management education in pioneer universities in the world due to the global, commercial and technological developments which are the driving forces of the world economy. Similarly, the need for management degrees was realised in the early 1960s in Sri Lanka. The first batch of 50 students was admitted to the university which was 1.5 % of the total students for Academic year 1966/67. These trends have grown gradually where 586, 1301 and 4525 students were admitted for the academic year 1992/93, 2002/03 and 2012/13 respectively which is now approximately 20% of the total students admitted per year into the twelve state Universities and two Campuses in Sri Lanka.

However, Management and Commerce graduates were not adequately recognised as distinct professionals based on disciplinary education and training (Nanayankkara, 1998). This situation creates a large gap between the output of Management Faculties and expectations of the job market in Sri Lanka.

On the other hand, increasing intake is a continuing challenge for all state universities. The student admission to universities has been increased not only to Management faculties but also to all other Faculties including the Faculties of Medicines, Faculties of Engineering, Faculties of Allied Sciences, and Faculties of Humanities and Social Sciences. But the number of students admitted to Management Faculties has increased when compared with the number of students admitted to other Faculties.

This situation is high in Management faculties compared with other faculties. 2752 students were admitted in the academic year 2006/07 which almost doubled in the academic year 2010/11, though the number of students who graduated increased by 76% during the same period. An important aspect of Sri Lankan higher education is the growing difference between the numbers of students enrolled and those who graduated. This situation shows that with human and physical resources have not increased. For example the total academic staff in Sri Lanka was 4513 in year 2012 and within this only 513 staff taught

Management related subjects and of those only 20 were professors (University Statistics, 2012). Therefore, the academic staff in the Commerce and Management faculties are 11% of the total academic staff in Sri Lankan state universities while around 20% of students are catered for by the 11% of the academic staff and the facilities for academics are substandard. Although Management faculties are expected to produce quality graduates (Arachch, 2012), the above mentioned scenario influences the quality of Management graduates as well. This low quality of graduates has resulted in unemployment and underemployment. Moreover, the low quality of graduates reported in management faculties affects knowledge and knowledge creation which will be more central to Management education in the future than technology, as articulated by Panandiker (2010).

The second largest group among unemployed graduates in the country are Commerce and Management graduates (Ariyawansa, 2008; Nawaratne, 2012; Wickramasinghe, 2010; World Bank, 2010). Unemployed Management graduates in Sri Lanka have become a social, economic and political problem in the Country. Ranasinghe (1992) noted that there is no comprehensive study relating to unemployment issues in the context of Sri Lanka. But, there are some studies available pertaining to this area in other countries. However, those findings cannot be applied directly to Sri Lanka as Sri Lanka is unique with a different cultural, social and political background than other countries. Therefore, there is a necessity to undertake a comprehensive study to understand this phenomenon.

1. Methodology

As there is insufficient literature available to address this research question *why do the Management faculties of Sri Lankan universities continue to produce graduates who face rejection in the employment market?* A research was undertaken by applying the inductive approach (Glaser, 1998). The sampling for qualitative research should be purposive rather than random. Kvale (1996) indicated that number of interview range from 5 to 25 for qualitative studies. Considering

Kvale's (1996) views, data were collected using a semi-structured interviews from five academic staff (consisting of four senior Lecturers and a probationary lecturer) who represented the Faculty of Commerce and Management of state University (the interviewees were selected based on their fields of discipline, special achievements, and their present positions). In order to enhance the quality of the study, data were also collected focus group discussion that comprised of prospective 28 employers organized by the Ministry of Higher Education for the establishment of National Level consultancies for Management Education (2013). All interviews were transcribed personally by the researcher and analysed through of comparing and contrasting in order to identify significant themes and categories, both common distinctive, primary respondents' views. Data organising; generating categories, themes and patterns; comparing and contrasting with extant literature and writing of the analysis were used as a four steps process applied in the data analysis section. Data analysis software tool, QSR Nvivo8, qualitative Data software was used to manage efficiently throughout the course of study. A review of transcribed interviews indicated repeating ideas, suggesting interviews information saturation. Research methods were triangulation using different research methods such as in-depth interviews, personal observation, focus group discussion and presenting interview script back to the participants for verification. The following section discusses the results of the findings.

3.Results and Discussion

3.1 Purpose of a Management Faculty

The purpose of Management Faculties in Sri Lankan public universities has been analysed from the data collected via semi structured interviews with five senior academics of the sample University and focus group meeting with prospective employers. According to the views of the academics, the key purpose of a management faculty in Sri Lanka is to produce employable graduates (the views of employers were not sought for this question). In addition to producing employable

graduates, generating knowledge has also have been given as a primary purpose of a Management faculty. Further, academics and employers point out that the key reasons for graduates to be employable are curricula of degree programmes and the academics of the Faculty.

Taken as a whole, the views of senior academics of public Universities in Sri Lanka exist at both abstract and concrete levels. Most academics explain their views on the purpose of Management faculties in either abstract (surface level) or concrete (in lengthy) terms and there is no significant link between these levels of description of employable graduates. In other words, the purpose of a Management faculty is to produce employable graduates and this is expressed in different ways by academics.

For example, the majority of respondent emphasise the importance of produce global graduates. According to the academics, global graduates are those graduates who have graduated from a public university and are able to work in a global context, either at national levels or at international levels.

The academics' views that the purpose of Management faculties is the production of employable graduates in addition to knowledge generation through research (this was worded in different terminology) are highlighted in the table below. The expected attributes of graduates and the present status of graduates were also touched on by the academics and directed the researcher to explore this gap and examine the cause for the main research problem. The problems of the research have been categorized as academic, curriculum and the linkages between university and industry.

The academics stated that the primary purpose of Management Faculties is producing employable graduates and accepted that knowledge generation through research is also an objective of Universities. The expected attributes of graduates and their present status has also been described by academics- facts that directed the researcher to explore the reasons for the gap and possible reasons for

the unemployment of graduates. Employers also agreed that the main purpose of a Management Faculty is to produce employable graduates and agreed on the required attributes of graduates while both academics and employers agreed that those attributes do not exist among present graduates. Finally, as shown in Table 1, they mentioned, among other causes, the attitudes of academics, lack of entrepreneurial orientation, poor curricula and weak industrial linkages as possible reasons for the issue.

Table 1: Purpose of Management faculty in Sri Lanka

Purpose of Management Faculty		Reasons for the existing Gap
Expected attributes	Present status	
Global graduate	Low quality graduates	Academia and Curriculum
Manager of the future	Lack of skills	Curriculum
Socially oriented graduate	Negative attitudes	Lack of industrial linkages
Entrepreneurial graduate	No industrial linkages	Lack of entrepreneurial orientation of academia
Skilled and versatile graduate	Underemployment	Mismatch of Curriculum with employer expectation

(Source: constructed by the author based on the interview data, 2013)

3.2. Weak in Coordination and Cooperation among stakeholders

Therefore, the views of both major stakeholders of Management Faculties, i.e. academics and employers, are similar in terms of employability of graduates. These findings are puzzling as unemployment still remains in spite of the fact that of both academics

and potential employers seem to be aware of the issue and even the possible reasons for its existence. Therefore, the researcher decided to explore this issue more deeply and conducted another round of interviews with the same interviewees. The main focus of this round of interviews was to find out as to why universities have failed to apply remedies to what they consider as reasons for the poor employability of graduates. The views of academics and employers regarding graduate output of Management Faculties are summarized in the following diagram.

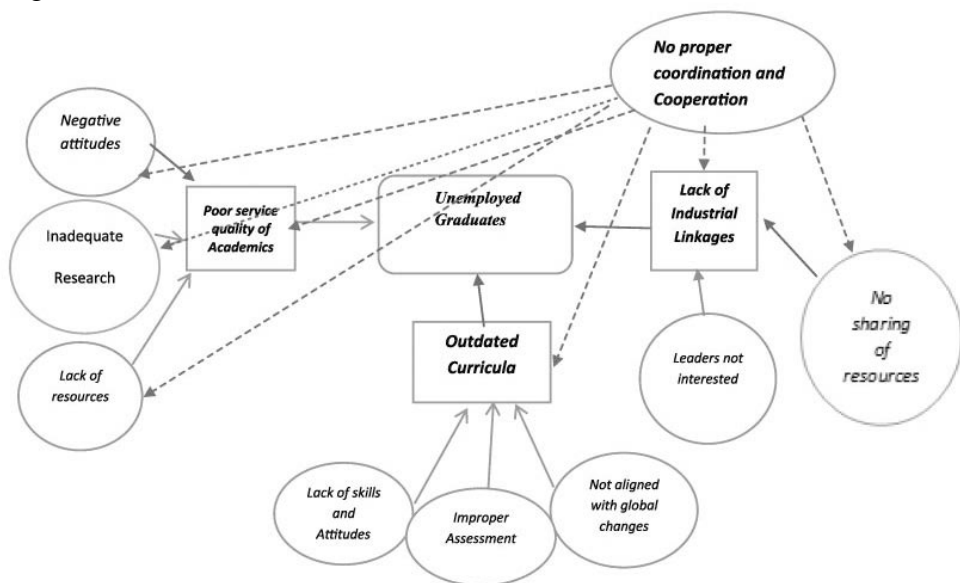


Figure. 1: Lacks of Coordination and cooperation

(Sources: constructed by the author based on the interview data, 2013)

As shown in Figure.1, the findings of the study revealed that the immediate causes for unemployable graduates are outdated curricula, poor service quality of academics and lack of industrial linkages, factors that were revealed in the previous round of interviews as well. However, the new insight gained in the subsequently interviews was the lack of coordination and cooperation among the stakeholders. The views of both academics and employers reveal that Management

Faculties ought to have a strong coordination and cooperation with other stakeholders including the private sector. This is further evidenced by the report of the World Economy Forum (2012/13), which states that Sri Lankan University Industry collaboration in Research and Development is ranked 40 out of 139 Countries.

The finding of this study indicates that the lack of coordination and cooperation among the various parties concerned is the main reason for unemployed graduates. This is supported by previous researchers. Katooli and Rahmani (2005) have undertaken to highlight the challenges facing the employment of university graduates in Iran. The researchers argued that a lack of coordination between universities and the government has resulted in unemployed graduates. Similarly, other research findings also revealed that the lack of coordination between two different stakeholders - university and government (Behrooz Marzban et al. 2014), university and employers (Daniel Schiller and Ingo Liefner, 2007), students and employers (Melanie Relton, 2013) and the university and others (Chak Sopheap, 2012), is the cause for graduate unemployment. The same view is reported that poor coordination and collaboration among university, government and industry leads to graduate unemployment issues (Chanthas and Taylor, 2010; Etzkowitz and Leydesdorff, 2000 and Chanthas, 2012). These discourses clearly show that a lack of coordination and corporation among the stakeholders is the key source of the contemporary issues pertaining to graduate unemployment.

Conclusion

The aim of this paper to explore the main reasons unemployable graduates in Management Faculties in Sri Lankan state Universities. The study started with the understanding of causes for unemployable graduates in research areas and revealed that the quality of academics, outdated curriculum and less industrial linkages between the Industries and the Management Faculties to be the core reasons for the problem. The results of this study further explored the root causes for the

phenomenon of less coordination and cooperation among the stakeholders.

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JOB RELATED FACTORS AFFECTING EMPLOYEE ENGAGEMENT: EVIDENCE FROM PRIVATE SECTOR COMMERCIAL BANKS IN COLOMBO DISTRICT IN SRI LANKA

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ABSTRACT

This research is an attempt to identify the impact of job related factors on employee engagement in the Banking Industry in Sri Lanka. The design of the research was hypothesis testing, as it explains the nature of certain relationships and to explain the variance in the dependent variable. The target population consists of all employees in the private sector commercial Banking institutions in Sri Lanka. For the purpose of the study the researcher selected only three leading commercial banks. The study population was the executive level employees in these three commercial banks in the Colombo district, convenience sampling technique has been used as only 03 banks have been surveyed for limitation of time and resources. The main objective of the study was to find out the impact of job related factors, Rewards, Growth & Development opportunities and Job Characteristics on Employee engagement in the private sector commercial banks in Sri Lanka.

Derived from this main objective, there were three specific objectives in this study and those are to find out the correlation between Rewards and Employee Engagement, correlation between Growth & Development opportunities and Employee Engagement, and finally to find out the correlation between job characteristics and Employee Engagement. And also, there is an additional sub objective to find out whether the demographic factors of employees (Age, Gender and Experience) make any significant difference in the employee engagement in the private sector commercial banks in Sri Lanka. In order to achieve the above objectives, several hypotheses were used based on the previous literature. The first hypothesis was there is a positive relationship between rewards and employee engagement in private sector commercial banks in Sri Lanka. The second hypothesis was there is a positive relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka and the third hypothesis was there is a positive relationship between the job characteristics and employee engagement in private sector commercial banks in Sri Lanka. These hypotheses were tested using correlations analytical tool and according to the results of the analysis it has been noted that all three hypotheses associated with rewards, growth and development opportunities and job characteristics were accepted. The results and findings of this study can use to bridge the gap between identifying the “right” way/s to increase the level of engagement in commercial sector banks in Sri Lanka.

Keywords: Banking Industry, Employee Engagement, Growth & Development Opportunities, Job Characteristics & Rewards.

Introduction

Banking Industry in Sri Lanka

Sri Lanka has undergone a massive transformation over the recent past. The financial system is stable and has remained vibrant even in the midst of global turmoil. Currently a massive consolidation process is taking shape which will bring stability to the entire financial system in the decades ahead also that the massive transformation in the country, the way people work, bank and deal with the world was also undergoing substantive changes. The main reason to select the aforementioned sector for the study is that the booming economy in Sri Lanka.

The banking sector is at the cutting edge of these changes. Banks have been able to be viable because they have changed with the times; also it is becoming increasingly difficult to keep abreast of these changes. There will be a major need for top quality professionals in banking, and therefore education and training of such persons would have to take place in a systematic manner. There will be a greater focus on corporate governance, banking ethics and, compliance, which would demand better quality directors and officers to serve in the banks. Better management techniques and planning would have to be improved so that banking services could be driven by the overall vision, and move towards outcomes. If all these challenges were met, banking in Sri Lanka would play a vital role in ensuring that Sri Lanka reaches the milestones set for 2020. As such studying the level of commitment and involvement an employee has towards the organization is vital.

Employee Engagement

Wellins and Concelman (2004) defined as “Employee engagement is the illusive force that motivates employees to higher level of performance. This coveted energy is an amalgam of commitment, loyalty, productivity and ownership”. Robinson (2004) defines “engagement as a positive attitude held by the employee towards the organization and values. An engaged employee is aware of the business context, works with colleagues to improve performance within the job for the benefit of the organization.”

In the academic literature, employee engagement has been defined in different ways. Kahn (1990) defines personal engagement as the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances. Personal disengagement refers to the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances. Thus, according to Kahn (1990, 1992), engagement means to be psychologically present when occupying and performing an organizational role.

Most often employee engagement has been defined as emotional and intellectual commitment to the organization (Baumruk 2004, Richman 2006 and Shaw 2005). Truss et al (2006) define employee engagement simply as passion for work, a psychological state which is seen to encompass the three dimensions of engagement discussed by Kahn (1990), and captures the common theme running through all these definitions. The existence of different definitions makes the state of knowledge of employee engagement difficult to determine as each study examines employee engagement under a different protocol. In addition, unless employee engagement can be universally defined and measured, it cannot be managed, nor can it be known if efforts to improve it are working (Ferguson 2007). This highlights the problems of comparability caused by differences in definition. Furthermore,

whilst it is acknowledged that employee engagement has been defined in many different ways,

According to Towers Perrin (2003), building engagement is a process that never ends and it rests on the foundation of a meaningful and emotionally enriching work experience. Furthermore, it is not about making people happy, or even paying them more money. As important as pay and benefits are in attracting and retaining people, it was found they play a less important role in engaging people in their work. The elements found to be fundamental for engagement were strong leadership, accountability, autonomy, a sense of control over one's environment and opportunities for development; there are no substitutes for these fundamentals. Personal relationships have also been found to impact work engagement. Recent research has found that family stress and work-related stress may be interlinked (Moore, 2004; Crabtree, 2005).

Rewards

Reward is defined as intrinsic or extrinsic compensation on completion of a project or meeting performance objectives. Intrinsic reward often includes praise, while extrinsic reward is tangible and can be in the shape of direct or indirect compensation. Former includes base pay and variable pay; and later can comprise of life insurance, medical insurance, and retirement pension. For quite some time, employee's thinking of reward and its equity was considered as one of the key factors influencing degree of employee engagement. This supports the work by lot many researchers who established a positive relationship between reward and employee engagement, (Judge & Welbourne, 1994; Lawler, 1971).

Job Characteristics

Aspects specific to a job, such as knowledge and skills, mental and physical demands, and working conditions that can be recognized, defined, and assessed through this.

Kahn, (1992) much of the research is drawn from the job characteristics program Hackman, Oldman, (1980) and work on the intrinsic nature of rewards and tasks.

Hackman, Lawler (1971) provide evidence that job characteristics can directly affect employee attitudes and behaviors at work. Employees react positively to five core dimensions: skill variety, task identity, task significance, autonomy, and feedback. Research shows that employees who work on jobs high in these core dimensions show high work motivation, satisfaction, performance, and attendance. (Hackman et al.,1971)

Growth & Development Opportunities

Most people want to get on. The opportunity to grow and develop is a motivating factor that directly impacts on engagement when it is an intrinsic element of the work. Most employees want to keep their jobs fresh and interesting by learning new approaches and building new skills. Organizations can create engagement in their workforce by building a learning culture and creating individual development plans for every employee. Promoting employee growth and development requires focused attention in several areas of the organization. For the purpose of the study perceived rewards were measured by through an own questionnaire developed by the researcher

Demographic factors (age, experience & gender)

The emerging workforce is diverse, being X, Y and Z generations are working together in the organizations. Different types of employees have different expectations about work, different social attitudes, and

different needs and preferences. People expect different things from an organization at different stages of the employment life cycle. The idea of one-size fits for all solution for all employees will not deliver higher engagement levels. The researcher is trying to understand the impact of demographic factors such as Age, Experience and Gender on the level of employee engagement through an own questionnaire developed by the researcher.

This report comprises the findings and recommendations of the systematic research which was done to study the affect of job related factors on employee engagement in the private sector commercial banks in Sri Lanka.

Problem Statement

Employee engagement is the level of commitment and involvement an employee has towards their organization and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. It is a positive attitude held by the employees towards the organization and its values.

The annual Society for Human Resource Management (SHRM) 2011 Employee Job Satisfaction and Engagement Survey identifies the factors that are important in employee job satisfaction and employee engagement as perceived by employees.

Employee engagement, according to the SHRM report, is more likely to occur when certain conditions exist. SHRM has identified that following job related factors employers can maximize employee engagement; they are the work itself, opportunities to use skills and abilities, Meaningfulness of job, Variety of work, Management's recognition of employee job performance, Job-specific training, Organization's commitment to professional development, Career development opportunities, Career advancement opportunities, Employers' Resources Council (ERC) Employee Engagement Survey

(EES) has found that the following job-related factors are some of the most critical factors that affect engagement: Degree to which employees feel challenged, but not overloaded, Extent to which employees can work on new, varied, and important tasks, Whether employees work on tasks and in jobs aligned with their best skills and abilities, Extent to which employees are autonomous and can work independently, Degree to which employees perceive their work to be meaningful, fulfilling, and purposeful, Extent to which employees have the flexibility to meet their personal and family needs, Extent to which pay and other rewards are perceived to be fair.

Although a number of studies have conducted in various countries established the job related factors affecting employee engagement but in Sri Lanka hardly any study carried out to investigate such relationship. This study is an attempt to filling this gap in the context of Private Sector Commercial Banks in Sri Lanka.

Industry selected for the purpose is banking sector in Sri Lanka. The country has 12 Domestic Commercial Banks where 10 are belong to private sector as per the recent statistics.

For the purpose of this study, three banks from private sector were selected for the survey. As the data to be kept confidential as it relates to sensitive factors like reward and employee engagement the names of the banks were not disclosed.

The main research issue of this study is **“What are the job related factors affecting employee engagement?”**

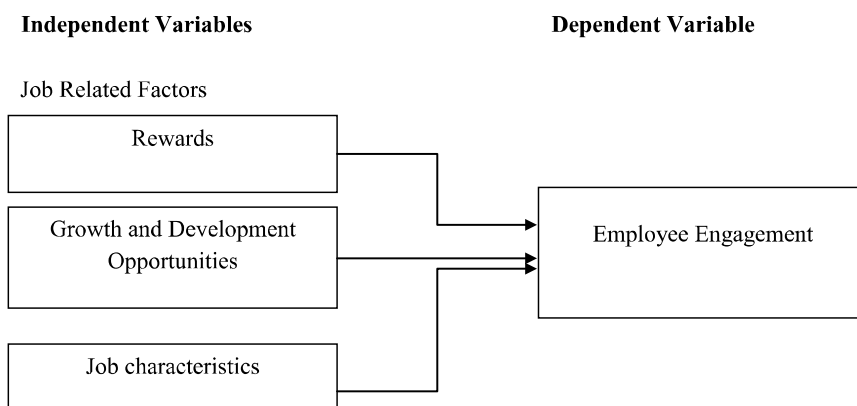
Specific Research Issues

1. What is the relationship between rewards and employee engagement in private sector commercial banks in Sri Lanka?
2. What is the relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka?
3. What is the relationship between the job characteristics and employee engagement in private sector commercial banks in Sri Lanka?
4. What is the relationship between demographic factors (age, experience, gender) on employee engagement in private sector commercial banks in Sri Lanka?
5. What is the level of employee engagement in private sector commercial banks in Sri Lanka?

Objectives of the study

1. To identify the relationship between rewards and employee engagement in private sector commercial banks in Sri Lanka
2. To identify the relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka
3. To identify the relationship between the job characteristics and employee engagement in private sector commercial banks in Sri Lanka
4. To identify the relationship between demographic factors (age, experience, gender) and employee engagement in private sector commercial banks in Sri Lanka
5. To identify the level of employee engagement in private sector commercial banks in Sri Lanka

Conceptual Framework of the Study



The independent variables of this study are Rewards, Growth and Development opportunities and Job Characteristics. The dependent variable is Employee Engagement.

Rationale for the Hypotheses and Statement of Hypotheses

What is the relationship between Rewards and employee engagement in private sector commercial banks in Sri Lanka?

People generally expect acknowledgement for their valuable offerings and contribution. Despite the fact that the majority of organizations often offers formal rewards and recognition programs in exchange for employee ideas and contributions, many employees still expect day-to-day informal recognition (Hofmans *et al.*, 2012) Employees need to be convinced that management listens, supports and recognizes their contributions in order to be more engaged (Pavlinac, 2009). The absence of employee recognition and appreciation has been established by the U.S. Department of Labour as a key aspect in employees' decisions to quit their jobs in organizations (Holbeche, 1998).

Extrinsic rewards are the tangible rewards mostly of a financial nature such as pay raises, bonuses, and benefits, given to employees .They are

called extrinsic because they are external to the work itself and others control their size and whether or not they are granted. Intrinsic rewards are psychological rewards that employees get from doing meaningful work and performing it well. Extrinsic rewards though significant, play a dominant role in organizations where work is generally more routine and bureaucratic in nature. Pay is an important consideration for most workers in accepting a job, and unfair pay can be a strong demotivating factor. However, after people have settled down in a job, extrinsic rewards are now less important, as day-to-day motivation is more strongly driven by intrinsic rewards. Most of today's workers have to self-manage to a significant degree to use their intelligence and experience to direct their work activities so as to accomplish important organizational objectives thereby adding value both to the organization and to the customer.

Kahn et al.(1990) reported that people vary in their engagement as a function of their perceptions of the benefits they receive from a role. Furthermore, a sense of return on investments can come from external rewards and recognition in addition to meaningful work. Hence one might expect that employees' to be more engaged at work to the extent that they perceive a greater amount of rewards and recognition for their role performances. Maslach et al. (2001) have also suggested that while a lack of rewards and recognition can lead to burnout, appropriate recognition and reward is important for engagement.

According to Social Exchange Theory, when employees receive rewards and recognition from their organization, they will feel obliged to exercise a fair exchange, by responding with higher levels of engagement.

Jensen, McMullen & Mel Stark; Hay Group (2012) defines employee engagement as "a result that is achieved by stimulating employees' enthusiasm for their work and directing it toward organizational success." By making more meaningful and rewarding, then managers can encourage employees to put discretionary effort into their jobs and deliver superior performance.

Reward is defined as intrinsic or extrinsic compensation on completion of a project or meeting performance objectives. Intrinsic reward often includes praise, while extrinsic reward is tangible and can be in the shape of direct or indirect compensation. Former includes base pay and variable pay; and later can comprise of life insurance, medical insurance, and retirement pension. For quite some time, employee's thinking of reward and its equity was considered as one of the key factors influencing degree of job involvement. This supports the work by lot many researchers who established a positive relationship between reward and EE, (Judge & Welbourne, 1994; Lawler, 1971). In line with these studies of the renowned scholars, reward is hypothesized to have positive and direct relationship with EE. Thus, based on the above literature it is hypothesized that;

H₁ There is a positive Relationship between rewards and employee engagement in private sector commercial banks in Sri Lanka

What is the relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka?

DDI's 2004 *Selection Forecast* study found that many employees leave their jobs for better *growth and development* opportunities, often offered by other organizations. Most employees want to keep their jobs fresh and interesting by learning new approaches and building new skills.

Organizations can create engagement in their workforce by building a learning culture and creating individual development plans for every employee. Promoting employee growth and development requires focused attention in several areas of the organization. First, organizations need to select employees who have a willingness to learn and can adapt their behaviors to a changing work environment. This willingness to grow and learn promotes innovation and creativity in the

workforce. Second, leaders need to work with employees to understand strengths and development needs, and provide opportunities to leverage or build skills and knowledge. Most employees want to use their best skills and will feel engaged when organizations recognize and capitalize on their unique strengths, rather than placing emphasis on fixing weaknesses. Third, organizations also need to provide meaningful development plans and opportunities that include programs such as training, succession management, special projects and assignments, and mentoring. The key to a successful development program is to ensure that all employees have a plan for development and clear accountabilities for making progress on their plans. The value of investing in a strong and diverse development program is clear. For example, studies have found that investments in development programs are significantly related to financial success in the organization.

In the late 1990s Hay Group developed a model from their employee opinion and reward work, research by them among growing numbers of employers in the UK and elsewhere suggested that the ‘inspiration and values’ cluster, followed by the ‘future growth and opportunity’ cluster, is what employees value most, with tangible rewards coming third or fourth in priority.

Based on the above literature it is hypothesized that;

H₂ There is a positive Relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka

What is the relationship between the Job Characteristics and employee engagement in private sector commercial banks in Sri Lanka?

Kahn, (1992) much of the research is drawn from the job characteristics program Hackman, Oldman, (1980) and work on the intrinsic nature of rewards and tasks. Gagne ,Deci, (2005) It appears that when people have certain kinds of work to do (e.g., the work has challenge, variety,

and autonomy), they feel engaged and behave in adaptive and constructive ways that produce results that were perhaps unexpected. Hackman, Lawler (1971) provide evidence that job characteristics can directly affect employee attitudes and behaviors at work. Employees react positively to five core dimensions: skill variety, task identity, task significance, autonomy, and feedback. Research shows that employees who work on jobs high in these core dimensions show high work motivation, satisfaction, performance, and attendance. (Hackman et al.,1971)

This is based on Hackman et al.,(1980) job characteristics model and, the five core job characteristics (i.e. skill variety, task identity, task significance, autonomy, and feedback). Psychological meaningfulness can be achieved from task characteristics that provide challenging work, variety, allow the use of different skills, personal discretion, and the opportunity to make important contributions (Kahn 1990, 1992). Jobs that are high on the core job characteristics provide employees with motivation to be more engaged (Kahn et.al 1992). Job enrichment was positively related to meaningfulness and meaningfulness mediated the relationship between job enrichment and engagement (May et al. 2004) . Maslach et al. (2001) model also suggest the importance of job characteristics for engagement..Job characteristics, especially feedback and autonomy, have been consistently related to burnout (Maslach et al. 2001).

The Social Exchange Theory (SET) perspective is that employees who are provided with enriched and challenging jobs will feel obliged to respond with higher levels of engagement.

In line with these arguments, it is hypothesized that;

H3 There is a positive relationship between the Job Characteristics and employee engagement in private sector commercial banks in Sri Lanka.

Methodology

Sampling Method

The target population consists of all employees in the private sector commercial Banking institutions in Sri Lanka. Approximately amounting to 23,376. For the purpose of the study the researcher intends to select only three leading commercial banks. The study population will be the executive level employees in these three commercial banks in the Colombo district amounting to 700, convenience sampling technique has been used as only 03 banks have been surveyed for limitation of time and resources.

The appropriate sample size for the study was decided based on the table developed by Kerjice & Morgan (1970) as in Sekeran and Bougie (2010) and it was 169. We used the personally administrated questionnaire method as the method of data collection. A total of 169 questionnaires were floated in three banks and 109 fully filled in responses were received, with response rate of 64%. For the data analysis descriptive statistics, correlation and regression techniques were used. Data analyzed, using the SPSS Version 16.0 statistical software programme.

Measurement

The independent variables of Job related factors, Rewards, Growth & Development opportunities and Job characteristics on Employee Engagement and Demographic factors age, experience and gender on Employee Engagement have been tested by 33-item questionnaire on a Likert Scale of one to five, with strongly disagree as one, and strongly agree rated as five. To measure the engagement level of employees of the respondents the Gallup a twelve-question survey has been adopted and modified by the researcher. The Gallup a twelve-question survey is a specific questionnaire of Employee engagement that has been widely used. Rewards were measured through satisfaction items of Job Satisfaction Survey which was developed by Spector (1985). To measure level of enthusiasm of the respondents on job characteristics and growth and development opportunities, researcher adopted items relating to these variables from the Job Diagnostic Survey by Hackman and Oldham (1974) and these have been adapted and modified by the researcher to suit the requirements of study in hand and the local environments. The survey questionnaire has three parts. First part is on demographics with questions about gender, age, and education level, tenure with the company, department and position, with questions on nominal scale. Whereas the second part of questionnaire consists of the 03 job related independent variables comprising of 15 items on a Likert scale one to five with strongly disagree as one, and strongly agree rated as five. Third part has questions to determine the level of engagement of an employee. The researcher used the Gallup a twelve-question survey that identifies strong feelings of employee engagement to measure employee engagement. Each item was rated on a five-point scale ranging from 1(Strongly disagree) to 5 (Strongly agree) on employee engagement. Data was collected through the above mentioned 33-item survey questionnaire, which was explained to the nominated representatives of the 03 leading commercial banks and got the questionnaire filled. Confidentiality of the banks and respondents is being maintained.

Data Analysis and Findings

Demographic characteristics of the sample

Majority of the respondents were in the age group 21-30 with 55.0% and those between 45-55 are 11.0%. Respondents' age group between 21-30 years showed the highest level of engagement of 45.72 and it represented 34% of the total respondents. Respondents' age group between 31-44 years showed the low level of engagement as 43.49 which represented 32% of the total respondents. Respondents' age group between 45-55 years showed the level of engagement as 45.25. It clearly shows that the male representation in the sample were higher than the female representation. Male were 56.9% and female only 43.1% of the total respondents. Female respondents' showed the highest level of engagement of 45.04 whereas male showed a 44.81 level of engagement. 6.4% of the respondents are having less than one year experience with the current employer; subsequently 35.8% of the respondents have more affinity towards the employer in term of their tenure, where they were with the current employers for more than ten years. Respondents' working experience with the current employer between year 1-2 represent the highest engagement level of 46.70. Respondents' working experience with the current employer between year 3-5 represent the lowest engagement level of 43.53. Respondents' with more than 10 year with the current employer shows 44.26 level of engagement.

Relationship between rewards and employee engagement

Rewards is one of the independent variable which has been taken to measure the level of engagement. There were 04 items in the questionnaire to measure the satisfaction level on rewards of employees. Each question was asked to test the level of satisfaction of rewards. Using those four questions, rewards variable was reformed using SPSS programme.

A Pearson's r , significance method was computed to assess the relationship between rewards of employees and the level of engagement. Table 1 shows the results of the analysis of relationship between rewards and employee engagement.

Table 1: Pearson Correlation between Rewards and Employee Engagement

Correlations

		RE	EE
RE	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.003
	N	109	109
EE	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.003	
	N	109	109

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

As shown in above table, there was a weak positive correlation between the two variables (Rewards and employee engagement), $r = 0.286$, $n = 109$, $p = 0.003$. Correlation is significant at the level 0.01 level. Since the Pearson Correlation is closer to 0 (.286) we can conclude that there is a weak correlation between Rewards and Employee engagement. Since the Sig (2-Tailed) value is less than 0.05, we can conclude that there is a statistically significant correlation between Rewards and Employee Engagement. Moreover the results of the regression analysis revealed that 8.2% (R square = 0.082) variation in employee engagement is explained by the level of rewards. That means, increase or decrease in rewards has very weak significant relationship with employee engagement.

This indicates that in Banking Industry, there may be low concentration on employee engagement which is a consequence of Rewards patterns being followed in the organization.

Relationship between Growth & Development Opportunities and employee engagement

Growth & Development Opportunities is another independent variable which has been taken to measure the engagement of employees. There were five items in the questionnaire to measure the satisfaction level with Growth & Development Opportunities. Each question was asked to test the satisfaction level of their jobs. Using those six questions, Growth & Development Opportunities variable was reformed using the SPSS programme.

A Pearson's r, significance method was computed to assess the relationship between Growth & Development Opportunities and the level of engagement. Table 2 shows the results of the analysis of relationship between Growth & Development Opportunities and employee engagement.

Table 2: Pearson Correlation between Growth & Development Opportunities and Employee Engagement

Correlations

		GD	EE
GD	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	109	109
EE	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	109	109

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

As shown in above table, there was a positive correlation between the two variables (Growth & Development Opportunities and employee engagement), $r = 0.576$, $n = 109$, $p = 0.000$. Correlation is significant at the level 0.01 level. Since the Pearson Correlation is closer to 0.0576 we can conclude that there is a positive moderator correlation between Growth & Development Opportunities and Employee engagement. Since the Sig (2-Tailed) value is less than 0.05, we can conclude that there is a statistically significant correlation between Growth & Development Opportunities and Employee Engagement. Moreover the results of the regression analysis revealed that 33.2% ($R^2 = 0.332$) variation in employee engagement is explained by the level of Growth & Development Opportunities. That means, improving Growth & Development Opportunities has a significant relationship with employee engagement. Hence the H_3 is accepted.

This means that in Banking Industry, having good growth & development opportunities shows greater employee engagement.

Relationship between Job Characteristics and employee engagement

A Job characteristic is another independent variable which has been taken to measure the engagement of employees. There were five items in the questionnaire to measure the satisfaction level with job characteristics. Each question was asked to test the satisfaction level of their jobs. Using those five questions, job characteristics variable was reformed using the SPSS programme.

A Pearson's r , significance method was computed to assess the relationship between Job Characteristics and the level of engagement. Table 3 shows the results of the analysis of relationship between Job Characteristics and employee engagement.

Table 3: Pearson Correlation between Job Characteristics and Employee Engagement

Correlations

		JC	EE
JC	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	109	109
EE	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	109	109

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

As shown in above table, there was a positive correlation between the two variables (Job Characteristics and employee engagement), $r = 0.571$, $n = 109$, $p = 0.000$. Correlation is significant at the level 0.01 level. We can conclude that there is a positive moderator correlation

between Job Characteristics and Employee engagement. Since the Sig (2-Tailed) value is less than 0.05, we can conclude that there is a statistically significant correlation between Job Characteristics and Employee Engagement. The results of the regression analysis revealed that 32.6% ($R^2 = 0.326$) variation in employee engagement is explained by the level of Job Characteristics. That means, improving Job Characteristics has a significant relationship with employee engagement. Hence the H_3 is accepted.

This means that in Banking Industry, there is a high concentration on employee engagement which is a consequence of the patterns job characteristics being followed in the organization.

Findings, Discussion, Conclusion and Recommendations

Findings & Discussion

The aim of the study was to explore the impact of Rewards (RE), Job Characteristics (JC) and Growth & Development opportunities (GD) over Employee Engagement (EE) in the Commercial Sector Private Banks in Sri Lanka. Hypotheses used were Rewards (RE), Job Characteristics (JC) and Growth & Development opportunities (GD) have a positive relationship over Employee Engagement (EE). After analyzing the collected data from the sample, it has been found that there is a significant correlations between selected independent variables and the dependent variable. Mostly the results of the study have been discussed under relevant table of analysis or with each hypothesis testing. Reliability of scale for all factors and instrument as a whole is 0.888 which is greater than 0.7. It means that the scale is fit for use. Results of correlation showed significant relationship amongst of all the variables at $p < .01$ (two tailed). The strongest correlation is between Job Characteristics (JC) and Growth & Development (GD) and weakest between Employee Engagement (EE) and Rewards (RE). All correlations are significant with $p < .01$ (two tailed).

The survey supports that all three factors to include RE, GD & JC have positive and direct relationship with EE in the Banking Sector and all hypotheses stand approved. This is in line with the earlier studies on the subject, where positive relationship of Rewards (RE), Growth & development Opportunities (GD) and job characteristics (JC) with the construct of employee engagement (EE) has been established.

According to the results of the analysis, this study concludes that there is a weak positive relationship between rewards, and employee engagement. These findings were consistent with the earlier works of Khan(1992); Maslach et al. (2001).

Further according to the results of the analysis, this study concludes that there is a positive relationship between Growth & development

Opportunities and employee engagement. These findings were consistent with the studies done by Development Dimension International's 2004 Selection Forecast study and HayGroup (1990) model.

The next important finding of this study was that Job characteristics have a positive relationship with employee engagement. This finding was consistent with the works of Khan(1992); Maslach et al. (2001); May et al. (2004).

Further, the researcher computed whether demographic factors of employees (Age, Gender, Experience) make any significant differences in Employee Engagement in the Commercial Sector Private Banks in Sri Lanka. Results of the analysis suggest that respondent's age, gender and experience are important in measuring employee engagement in the Commercial Sector Private Banks in Sri Lanka. Furthermore it has found that employee's engagement is varied in different age, gender and level of experience of respondents and that difference is significant.

Theoretical Implications

The results of this study suggest that employee engagement is a meaningful construct that is worthy of future research. There are several avenues to consider. One area would be to investigate other potential predictors of employee engagement. The present study included a job related factors. However, there are other variables that might also be important for employee engagement. For example, human resource practices such as flexible work arrangements, training programs, and incentive compensation might also be important for engagement. Future research could include a broader range of predictors that are linked to particular types of engagement. Along these lines, future research should attempt to flesh out the types of factors that are most important for engagement. Another area for future research is to study the potential effect of experimental interventions on employee engagement. There is some evidence that exchange-inducing interventions can invoke a sense of obligation on the part of individuals

who feel obliged to reciprocate (Ganzach et al., 2002). Thus, future research might investigate the extent to which interventions can create a sense of obligation that leads individuals to reciprocate with higher levels of engagement. For example, training managers to be more supportive might be effective for improving perceptions of organizational support and caring. Job design interventions that provide employees with more autonomy and variety in their work as well as career management interventions might also be effective. This is likely to be a fruitful area for future research given the increasing interest on the part of organizations to improve employee engagement and address the so-called “engagement-gap.”

Practical Implications

The results of this study also have some practical implications. Thus, organizations that wish to improve employee engagement should focus on employees’ perceptions of the support they receive from their organization. Organizational programs that address employees’ needs and concerns (e.g. surveys, focus groups, and suggestion programs) and demonstrate caring and support (e.g. flexible work arrangements) might cause employees to reciprocate with higher levels of engagement.

Further, an important practical implication for managers is the need for them to understand the importance of social exchange for employee engagement. In particular, managers need to provide employees with resources and benefits that will oblige them to reciprocate in kind with higher levels of engagement. Although the results of this study highlight the importance of job characteristics, there might be other factors that are more important for different employees. Thus, a “one size fits all” approach to employee engagement might not be the most effective.

Managers should find out what resources and benefits are most desired by employees and most likely to create a sense of obligation that is returned with greater levels of engagement. Finally, managers should understand that employee engagement is a long-term and on-going

process that requires continued interactions over time in order to generate obligations and a state of reciprocal interdependence (Cropanzano and Mitchell, 2005). In addition, engagement needs to be viewed as a broad organizational and cultural strategy that involves all levels of the organization (Frank et al., 2004), a series of actions and steps (Shaw, 2005) that require the input and involvement of organizational members (Robinson et al., 2004), and consistent, continuous, and clear communications (Kress, 2005).

Suggestions for Future Research

Despite the contributions made by this study, it highlights a few aspects to be considered by future researchers. Firstly, this study exclusively relies on self reported measures for Rewards, Growth & Development Opportunities and Job Characteristics on employee engagement. If the quantitative self –reported information could have been verified with the supervisors and co-workers of the individual cases, the theoretical contributions made by the study could have been sounder.

Management of banking industry should find out the reasons for weak positive influence of Reward (RE) on Employee Engagement (EE). There may be many more reasons behind mere increase in the pay and benefits for employees to give their best and optimum productivity. In addition, to draw maximum advantage of significant relationship of GD and JC with EE, management should lay enhanced emphasis on these determinants so as to be employee centric. This will lead to more satisfied engaged employees, which increases involvement, commitment and increased productivity.

Limitations of the Study

There are certain limitations or constraints to the generalizability of the study, for example, Employee Engagement has lot many determinants, but only three of them are included to keep the study manageable. Secondly, the population includes the only three leading commercial sector Banks of the available banks only in the Greater Colombo area

of Colombo district. Thus there is an apparent need for replication in other empirical domains prior to generalization of the findings, and may be an area of interest of future researchers.

Conclusion

The main objective of the study was to find out the impact of job related factors, Rewards, Growth & Development opportunities and Job Characteristics on Employee engagement in the private sector commercial banks in Sri Lanka. Derived from this main objective, there were four specific objectives in this study and those are to find out the correlation between Rewards and Employee Engagement, find out the correlation between Growth & Development opportunities and Employee Engagement, and finally to find out the correlation between job characteristics and Employee Engagement. And also, there is an additional sub objective to find out whether the demographic factors of employees (Age, Gender and Experience) make any significant difference in the employee engagement in the private sector commercial banks in Sri Lanka. According to the above findings, it can be declared that above objectives have been achieved from this study.

In order to achieve the above objectives, the researcher hypothesized several hypotheses based on the previous literature. The first hypothesis was there is a positive relationship between rewards and employee engagement in private sector commercial banks in Sri Lanka. The second hypothesis was there is a positive relationship between growth and development opportunities and employee engagement in private sector commercial banks in Sri Lanka and the third hypothesis was there is a positive relationship between the job characteristics and employee engagement in private sector commercial banks in Sri Lanka. These hypotheses were tested using correlations analytical tool and according to the results of the analysis it has been noted that all three hypotheses associated with rewards, growth and development opportunities and job characteristics were accepted.

The results and findings of this study can use to bridge the gap between identifying the “right” way/s to increase the level of engagement in commercial sector banks in Sri Lanka.

Recommendations

Throughout this study, it has been found that rewards, growth & development opportunities and job characteristics are very important for employee engagement. Researchers thinks that proper management of rewards, growth & development opportunities and job characteristics can brought up the level of employee engagement in the Banking industry.

It has been recommended that in order to improve the level of employee engagement the organizations may encompass a wide range of measures as follows;

Improving employee engagement at this organizational level is strategic and tactical. Before attempting to change, examining the current culture of the business is important.

An organization’s culture is its unique personality: the company’s core values, ethics, and norms. The mission, vision, and strategy of your business are important in identifying whether or not the culture of your organization supports engagement.

After identifying the culture of the organization, five specific actions, Identify opportunities, Simplify solutions, Take action, Hold employees accountable, Commit to developing employees will help improve engagement at the organizational level

Further it is crucial to recognize that the actions of senior leadership and managers are the key drivers of engagement. The act of engagement should be a part of every leader’s job profile and leadership skill set.

Research has not identified one “right” way to increase the level of engagement in an organization. What works in one company may not work in another, but satisfaction with employment is directly linked to job fit. Organization should make sure employees in positions in which they can thrive and grow. This results in greater productivity and commitment to the organization. Organizations currently experiencing large generational gaps in the workforce, and each group reacts differently to engagement strategies. Flexible and remote workspace may be more important to one generation than another. “Millennials” and “Baby Boomers” are all motivated differently.

In the past we experienced significant increase in flexible and virtual working environments, as well as a rise in social and professional networking. Smart businesses know to identify their target customer; A target employee is one who has a good fit to their current job, is fully engaged, and whose performance exceeds your expectations. This employee has the ability to elevate the performance of other employees, team members, and departments. To identify target employees assessing current employees is a must.

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Excellence Explored: Pioneering Experiences of a Premier Enterprise

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ABSTRACT

This paper traces the success story of the Postgraduate Institute of Management, highlighting what it is, what it offers and what it does differently, in exploring the triple dimensions of excellence, viz, performance, perseverance and pro-activeness. Past, present and future of PIM is logically linked to people, processes and practices. Among the multiple dimensions of PIM, its social responsibility aspect is elaborated by the discussion of its involvement in Tsunami-related development projects. PIM's vision, mission and values are discussed in related to its "edifice of excellence". Its five pillars, namely, teaching, research, partnerships, infrastructure and governance are also discussed with linkages to initiatives. Competitive challenges faced by PIM also have been highlighted.

Key Words: Institutional Excellence, Strategic Approach, Pioneering Initiatives

1. Introduction

Excellence is all about being exceptionally good. When applied to enterprises, it involves exceptional achievements in a consistent manner. That's what the Postgraduate Institute of Management (PIM)

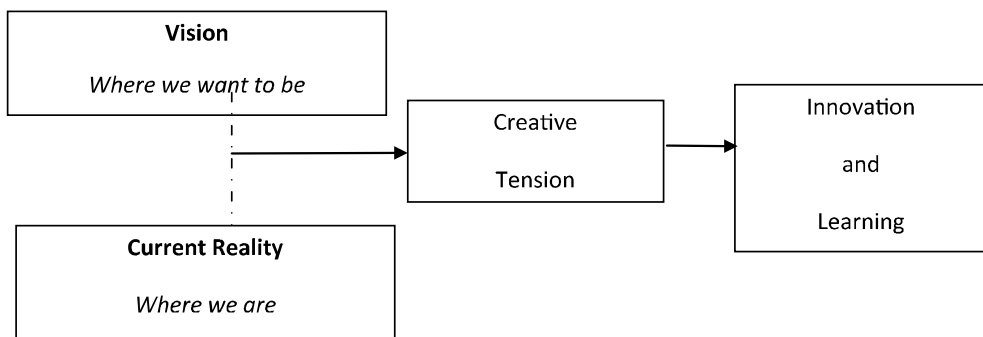
is proud of being a self-financed, semi-autonomous public entity. PIM produces thought leaders to the nation. It has been in the forefront in breeding such leaders with character and competence. They are equipped with cutting-edge knowledge and complementary skills needed to perform in both private and public sectors alike. In producing them with clarity and commitment, PIM has always been a centre of excellence in management education with its wings spreading beyond Sri Lanka.

This paper attempts to discuss the multi-faceted journey of PIM highlighting its past and present, paving the way for a promising future.

2. The Setting

As Senge (1990) described, a learning organization is one “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free, and where people are continually learning how to learn together”. He further specified the new competencies needed by the leadership of a learning organization, which can be developed only through long-term commitment. The story of PIM aptly fits into it.

FIGURE 1. From Current Reality to Desired Future



Source: Adopted from Senge (1990)

As figure 1 illustrates, the creative tension is generated from the gap between where we want to be and where we are. As Senge (1990) explains, the principle of creative tension shows that an accurate picture of current reality is just as important as a compelling picture of a desired picture. This has been the way for PIM since its inception. In discussing the details, let's begin by identifying the facets of excellence, thereby relating the PIM journey with evidence.

3. Facets of Excellence

Having perused many dictionary definitions, I would propose that the term excellence is associated with triple dimensions, viz. performance, perseverance and pro-activeness. The story of PIM highlights all these with much evidence. Having established in 1986 by Ordinance under the Universities Act 16 of 1978, is one of the seven postgraduate institutes in the university system of Sri Lanka. Though it is relatively young, it has the largest student population among postgraduate institutes, and it is the only self-financing higher learning institution in the university system of the country.

PIM is affiliated to the University of Sri Jayewardenepura. It aims to promote advanced education and professionalism in management in Sri Lanka through the provision of postgraduate instruction, training, research, and development in the various branches of management and administrative studies.

Today, it serves the national interests of professional management education and training, providing challenging opportunities for learning and skills development to thousands of senior-level managers and administrators. Being the pioneer of advanced management education in Sri Lanka, PIM provides leadership to those in the business of innovating and disseminating management know-how as well as to those who are in search of higher learning alternatives.

4. Evidence of Excellence as Performance

In terms of exploring the performance dimension of excellence, PIM story brings evidence in multiple fronts. They can be identified as offers and origins.

4.1 What it offers

PIM has two main offerings, namely, programs and publications.

Programs

PIM offers a wide range of programs in the areas of business and public administration. The Master of Business Administration (MBA) is the core degree programme of the Business Unit. It takes two years to complete. Organized into eight academic terms during this two- year period, the programme offers approximately 600 classroom interaction hours and over 60 hours of faculty consultation on research, skills development, directed study and residential workshops.

The Master of Public Administration (MPA) program is based on a needs assessment of the transversal knowledge requirements of executive level officers of the public service. Most public servants belong to a transferable service. They have to therefore, acquire transversal knowledge, which could hold them in good stead in any assignment. Such knowledge has to be reinforced by institution-specific knowledge but the former facilitates creative application of the latter. The course is offered in the blended-learning mode with the involvement of regional centers such as Jaffna and Trincomalee.

PIM has a doctoral program which offers Ph.D in Business Administration as well as Ph.D. in Public Administration. It was recently launched with enhanced cohesiveness and relevance. Among the other programs on offer are MBA in Human Resource Management, MBA in Banking and Finance, MBA in Customs and International Trade and MBA in Taxation. Plans are underway to introduce an Executive MBA (EMBA) and an MBA in E-Governance in the near future.

PIM also takes pride in conducting client-focused training for employees of organizations in its efforts to be a working partner of the business community. The clients include both public and private sector institutions engaged in manufacturing and services such as banking, finance and insurance. These Executive Development Programs (EDPs) have been on the rise with regards to the demand and delivery.

Our MBA and other programs are designed to help their participants who have a global mind-set but a local ‘feel’, to gain mastery over the markets in which they operate (Liyanage, 2014).

Publications

PIM has two key publications namely Sri Lankan Journal of Management (SLJM) and Professional Manager (PM). Their details are as follows:

Sri Lankan Journal of Management (SLJM): The quarterly Journal of the Institute, started in 1996, continues to provide a forum for publication and discussion. Two bumper issues of SLJM were published during the year 2013. The principal objective of SLJM is to provide a medium for addressing issues of relevance in management and for disseminating results of excellent research projects of the Faculty and of students. Those from industry are also invited to send in their contributions for publication.

Professional Manager: This bi-annual magazine was launched, in addition to the SLJM, to cater to the emerging needs of the modern manager. It disseminates cutting edge management knowledge in a style that is easy to comprehend without a particular functional bias. Issues that are topical and significant for today’s managers operating in a complex and turbulent environment are given emphasis in The Professional Manager.

4.2 Origins of PIM

The history of the Institute goes back to 1981 when a Division of Postgraduate Studies was set up at the Faculty of Management Studies of the University of Sri Jayewardenepura. The Division started postgraduate studies in management with collaboration under CIDA with two Canadian Universities, viz., Ottawa University and Carleton University. In 1986, the Division was upgraded to a separate institute under the University of Sri Jayewardenepura. In 1995 the Postgraduate Institute of Management was moved to the new building constructed at Lesley Ranagala Mawatha, Colombo 8.

The University of Sri Jayewardenepura, to which PIM is affiliated, is 50 years old. In fact, it is much older if one counts the long years of its history as a seat of learning. Its history dates back more than a century to 1873, when the Ven. Hikkaduwe Sri Sumangala Nayaka Thero laid the foundation of this distinguished centre of learning as a *pirivena* (Institute of Buddhist and Oriental Studies) named Vidyodaya (meaning “awakening of knowledge”).

In 1958, it was reconstituted as the Vidyodaya University of Ceylon by an Act of Parliament. Under the Universities Act of 1978, it was renamed “University of Sri Jayewardenepura,” after the new administrative capital of Sri Lanka. Today, its full-time student population is over 9,000 enrolled in the Faculties of Arts, Management Studies and Commerce, Applied Sciences, Medical Sciences, and Graduate Studies.

PIM is located in a spacious but small campus in Borella within the city of Colombo. Constructed in 1995, this facility provides for over 500 students at a time and it houses the lecture halls, faculty rooms, IT Centre, Library and a cafeteria. Built on a land of approximately 1½ acres it is a four-story building with a professional and modern outlook in terms of quality of the premises, lecture theatres and educational equipment.

Excluding contract employees in security, sanitary services and other functional areas, the Institute employs 30 persons on the full-time payroll. Catering to over 600 students in the multiple degree and diploma programs, the Institute continues to occupy the leading position in advanced management education in Sri Lanka.

The Institute has produced so far over 3000 MBA and MPA graduates and Diplomates. It holds its own Convocations in time intervals of 18 months.

As a unique higher learning institution in the university system, PIM is self-financed and has been so since 1998. It has always earned at least 50% of its recurrent financial needs and in 1997 it declared financial freedom by asking the Treasury not to allocate funds. However, the Institute takes pride in its continuing total adherence to strict financial regulations and expenditure ceilings in such vital areas as staff remuneration. This is a test of competence in the highly competitive management education and training markets in which remuneration schemes are attractive and lucrative.

Professor Gunapala Nanayakkara was the founder director of PIM and his visionary leadership paved way for many pioneering initiatives. Dr. Kanthi Kamalgoda, Dr. Basil Perera, Professor Uditha Liyanage and Professor Mangala Fonseka were the other directors who led the institution in moving it from good to great so far.

Over a period of three decades, PIM has accumulated a wealth of experience in adult learning, research and consultancy. Most of the teachers of the Institute today have been at the task for many years, and hence they form a core team of academics who set standards, integrate locally-found knowledge into regular curricula, and coordinate among the many faculty members with speed and flexibility. Our faculty team comprises permanent teachers, teachers on contract and visiting academics/professionals.

Obtaining the ISO 9001-2008 certification in 2012 was one of the key achievements in our history. PIM is the only higher educational Institution in the University system in Sri Lanka which has obtained this certification to-date. The process leading to the certification was most rewarding as it resulted in effecting improvements in the academic arena comprising teaching, learning and evaluation as well as academic, administrative and financial administration.

PIM has always been a socially responsible corporate citizen. The rapid response it demonstrated at the Tsunami disaster can be a case in point.

5. Evidence of Excellence as Perseverance

In discussing the facet of perseverance related to PIM, the Tsunami response sheds much light. As we remember, the disaster that killed more than 35,000 people and displaced over one million people was a wake-up call for all Sri Lankans. As ours was the second worst hit country, unity among all irrespective of their cast and creed was the need of the hour. Government of Sri Lanka set up coordinating bodies to plan and implement relief, rehabilitation and reconstruction programs, while non-governmental organizations backed by overseas assistance came forward to help the needy. The PIM was also one of the early movers, in positively responding to the post-Tsunami nation-building.

All business managers and public administrators of the Master's Degree program were required to visit tsunami affected areas of various districts, study the situations, and make proposals for action-driven management projects. Over one hundred proposals were processed. Over one hundred proposals were processed and they were re-formulated into the following five components:

- a) Improvement of organization and management of temporary camps for the displaced families
- b) Improvement of livelihood of selected families
- c) Small business development

- d) Business development
- e) Institutional capacity development

The initiatives taken by PIM student community aptly guided by the faculty were in line with those five components. The implementation of projects associated with above five components was planned in two stages.

Stage1: Camp Management, temporary housing and restoration of livelihoods

Stage 2: Development Projects

Four guiding principles were adhered to in PIM Disaster Management Program. As Nanayakkara & Jayawardena (2005) describe, they are:

Principle of urgency: While relief measures continued, the first priority was given to rehabilitation of the displaced families and persons as early as possible.

Principle of plan integration: Human resettlement and economic reconstruction according to new plans for regional and town development must begin after giving careful attention to plan integration needs because those plans and programs are of a long-term nature.

Principle of focus: At a time when organizations, managers, and officials were largely unprepared for integrated planning and reconstruction, and their capacity to deliver were obviously poor, a need to be realistic and quickly attend to the immediate resettlement needs of the suffering people.

Principle of participation: As described earlier, dedication (heart), innovation (mind) and execution (hands) must be with the reality of disaster - the destroyed families, their property, and economic infrastructure, with a view of meaningful development.

It was a case of dedicated waves of commitment and care overcoming the challenges posed by the deadly waves of Tsunami. As Jayawardena (2005) explains, PIM managers analyzed the basic needs such as water, food, sanitation etc. of camp inmates and provided them. Secondly, they prioritized the specific needs and identified beneficiaries who are in immediate need to resume their livelihood.

Nearly Rs. 40 million Sri Lankan Rupees was spent in a period of 12 weeks in the camp management process, project in improving camp conditions and providing livelihoods for 890 persons that benefited 2500 families. The writer had personal experience in supervising the management improvement of four such camps done by four two-member MBA student groups. The infrastructure of the camps was improved and physiological and social needs such as food, sanitation, health, education, recreation etc. were attended to by the project teams. Table 1 contains the details of camp management projects.

Table 1. Distribution of Graduates to Camps: Stage 1, Jan-May 2005

District	Colombo	Kalutara	Galle / Ahangama	Matara / H'tota	Balapitiya / Aakurala	Hikkaduwa / Kahawa	Trincomalee
Camps allocated	9	9	8	13	10	8	2
Student (teams)	14	10	10	10	13	10	2
Faculty Supervisors	2	2	2	2	2	2	1

Source: Disaster Management Program Unit, PIM, 2005.

Tsunami was a clarion call to all persons with ability and purpose to DIE in Disaster (Nanayakkara, 2005).

D – Dedicate their ability, purpose and energy towards the people who are affected

I – Innovate new ideas and ways of doing to reach effective solutions, and

E – Execute the solutions together with speed and targets in mind.

When such DIE took place the victims were elevated to a position to LIVE in a meaningful manner (Dharmasiri, 2006).

L- Learnings for prevention and mitigation

I – Insights into human life and associated uncertainties

V- Values for living as a community in harmony

E- Energy to go through challenges of life.

The development projects are still being handled by PIM students, especially in the areas of productivity improvement school

6. Evidence of Excellence as Pro-activeness

Let's explore the third dimension of excellence in relation to PIM. It essentially speaks on the way forward. PIM's approach has always been strategic. Strategy formulation and implementation is the sure way forward in achieving sustained results. PIM's forward path is shaped by its current five year strategic plan (2015 -2019). It begins with the PIM's Vision, Mission and Values followed by Goals and Objectives and Key Performance Indicators for the said period.

PIM's *Vision* is as follows:

To become a Centre for Management Excellence in South Asia

PIM's *Mission* can be stated as given below:

We ignite human imagination by developing leaders with global reach and local roots. In doing so, we pursue innovative teaching, cutting-edge research, enriching partnerships, greener infrastructure and good governance.

PIM has formulated three core values, namely **Passion, Integrity** and **Mindfulness**. Key behavioural indicators of those values are as shown in table 2.

Table 2. Core Values of PIM

Value	What it Means	Key Behavioural Indicators (KBIs)
Passion	Enthusiasm and eagerness towards results in showing professionalism.	<ul style="list-style-type: none"> a) Is clear about the tasks associated with the job b) Is enthusiastic in handling tasks c) Thinks innovatively in finding new solutions d) Is conscious about one's contribution to the institutional success e) Willing to put extra effort to achieve objectives
Integrity	Acting in an ethical manner with the best interest of the institution in mind	<ul style="list-style-type: none"> f) Is honest in conducting oneself g) Can be trusted in handling confidential matters h) Conducts oneself fully within the rules and regulations of the institution i) Cannot be manipulated for unethical actions j) Keeps the institution's needs ahead of one's interest
Mindfulness	Paying attention to purpose and actions in doing things with self-awareness	<ul style="list-style-type: none"> k) Pays attention to details l) Is aware of the needed actions in any given moment m) Looks at situations unbiased with an open mind n) Has complete focus on tasks at hand o) Is efficient in utilizing time

Source: PIM's Strategic Plan 2015 -2019

The above values and the associated KBIs are of high practical significance in moving along the strategic direction. PIM's forward march can be depicted as an edifice of excellence. Figure 2 contains the details:

FIGURE 2. PIM's Edifice of Excellence



Source: PIM's Strategic Plan 2015 -2019

As depicted in figure 2, five-fold strategic thrusts, namely teaching, research, partnerships, infrastructure and governance have been identified.

Teaching Excellence: This has been the forte of PIM. Among the recent improvements, only a third of a three-hour session is typically devoted to the straight lecture component, i.e., to tell. The remainder of the session is devoted to show (e.g. showing a video), to ask (e.g. engage

students in discussion/debate), and to do (e.g. do an exercise or case study). The Faculty is aware of the need to use all four modes of delivery for making a high impact on the student-managers and for achieving the desired learning outcomes.

Research Excellence: PIM is the leading higher education institution in the country that conducts research in the discipline of management. We have a dedicated research centre. While many MBA programs elsewhere have conveniently abandoned the most precious learning activity of research, we proudly continue to improve upon the quality of our research activity in the MBA program . Research interests developed at the Master's level are promoted through the doctoral program of study.

Partnership Excellence: PIM recently signed an MOU with the University of New South Wales, Canberra, for research collaboration. This is the first time in Sri Lanka where such a comprehensive collaboration will take place with research fellowships and faculty exchange. PIM also has an MOU with Mobitel Lanka, a leading mobile telecommunication provider for Research and Development activities related to blended-learning using the “M-Learning” platform. Among other key partnerships are with the leading public and private institutions to train their executives and the association with the PIM alumni for their continuous development.

Infrastructure Excellence: The second stage of the PIM building complex costing more than Rs. 200 million is to be implemented. An audio-visual centre, more lecture halls, larger ICT centre, meditation hall and many other modern features will be among the new additions. On completion of the building the Institute will be in a position to provide extended and expanded services to the students as well as to the corporate community.

Governance Excellence: The autonomy of the PIM is enshrined in the enabling legislation which provides for administrative, financial and operational freedom. Moreover, the PIM does not rely on any

budgetary allocations from the General Treasury, not even for its capital expenditure which includes the construction of new buildings. We strive to maintain transparency and accountability with clean audit reports.

Accordingly, PIM's five goals for the next five years are as follows:

- Goal One: To enhance the scope of PIM academic programmes.
- Goal Two: To enhance the scope of PIM research and publications;
- Goal Three: To foster partnerships with industry, universities and professional associations;
- Goal Four: To develop ICT and ensure green infrastructure facilities to offer a conducive learning environment;
- Goal Five: To ensure good governance through administrative and financial compliance to facilitate the achievement of Goals 1, 2, 3 & 4.

These five goals have been translated into 20 objectives and associated Key Performance Indicators (KPIs) are being measured.

9. Competitive Challenges

Though in the early 1980's a monopolistic market existed in the country, now, more than 30 years later, the market for MBAs has become very competitive. Eight universities in the country offer MBA programmes while over a dozen private, off-shore MBA programmes also compete with PIM. These latter programmes are advertised extensively using foreign funds and charge fees in excess of double that of PIM for their MBA programmes.

Our business is about management and the mastery of it (Fonseka, 2014). Competition comes from lowering entry qualifications and the use of the faculty of the local universities as resource persons with their 'prestigious' name tags. These are the key challenges to PIM, the institution that has taken the bold initiative to operate on self-generated funds. The competitor private educational institutions are not hampered by the restrictions that PIM faces. Owing to its self-imposed initiative

to be self-sufficient, PIM has to earn funds to pay for salaries, utilities, supplies, transport needs, capital expenditure, taxes and maintenance, security and audit fees. This is indeed a unique situation where a public sector organization in Sri Lanka has dared to earn its upkeep covering all its expenses, both recurrent and capital, and manage the institution with a surplus.

In recent years, there has been a proliferation of institutes of higher learning in Sri Lanka. However, a distinction has to be made between institutes that are self-financing and institutes such as- the state universities which depend on considerable Treasury grants on an on-going basis. PIM is structurally differentiated from the vast array of such organizations in the quality of its courses, in the non-traditional modes of course delivery, group and interactive learning sessions, presence of learning facilitators in addition to formal lecturers and programmes designed on the basis of a needs analysis of clients.

For private enterprises, profitability provides the key indicator of efficiency. For state-owned enterprises, profitability may not be a sufficient indicator, given that many such enterprises are not created to maximize profits as they perform non-profit making functions. However, where a state-owned enterprise functions without being a burden on the Treasury, in our view, such activities must be promoted. Only a performance-based auditing will motivate PIM to improve its operational performance and delivery of services.

In seeking to maintain flexibility, we need a criterion for creating, managing, supervising and holding to account different types of enterprise. As a result, a wide variety of enterprises should exist, each with its own funding, reporting, personnel and governance arrangements.

10. Road Ahead

We have explored the triple dimensions of excellence in relation to PIM. It has come a long way amidst key challenges, yet having a forward path to pursue. PIM's new theme says, "We ignite human imagination". As Pink (2005) proposes in his best-selling book, "whole new mind", the future belongs to "right brainers". We believe that imagination is the starting point that leads to innovation and implementation. PIM will continue to serve the aspiring learning community locally and regionally in striving to fly higher.

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Strategic Plan of PIM for 2015 -2019.

HOW BUSINESS LEADERS CAN MAKE USE “ORGANIZATION CULTURE” AS A TOOL FOR PROSPERITY AND PRODUCTIVITY

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ABSTRACT

This article emphasizes the most influential and revolutionizing factor of business success which is the glue between the people and the organization , “The Culture Factor” where only Human Resources can build , shape , shine and create out of which all other resources remain without any sensitivity towards culture . Prosperity and Productivity is a mindset of all human beings which is a seed factor that has to be planted in the greener pastures of culture. This is a fundamental requirement for the business success which is broader less and unlimited in gaining competitive advantage against competitors.

Globally and regionally much has been written and spoken about culture and leadership. But it is in times like today that business leaders have begun to practically take a look at culture as one of the influencing factors in the success of a company. This article re-emphasizes the need for leaders at various levels to sustain, and if required, realign the organization’s culture as a DNA which enables high performance and provides the organization with a competitive edge. The article also attempts to highlight some key levers which leaders could keep in mind to influence culture.

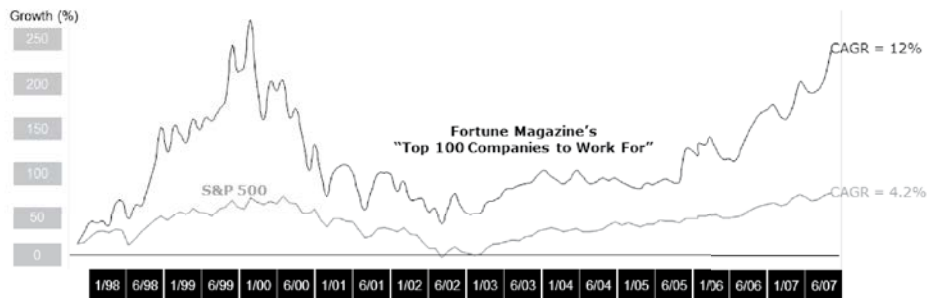
Key words: Culture, Productivity, Human Resources, Performance
Culture as a Driver of Business Performance:

Culture is not a “soft” issue which is created by actions such as cheerleading, posters or picnics. Culture can be explicitly defined, and it generally develops out of tangible (and controllable) actions within a company, not in a murky black box. Research from Denison Consulting concludes that companies demonstrating higher levels of performance in key areas of corporate culture, including adaptability, consistency, mission and involvement, deliver better results when it comes to return on assets, sales growth and increased value to shareholders. This finding builds on J. Kotter’s and James Heskett’s landmark 1992 study, which found that, over a 10-year period, companies that intentionally managed their cultures outperformed similar companies that did not. Their findings included revenue growth of 682 percent versus 166 percent; stock price increases of 901 percent versus 74 percent; net income growth of 756 percent versus 1 percent; and job growth of 282 percent versus 36 percent. (culture and Hi-Po).

Nature of culture makes it difficult to measure, numerous indicators of culture point to a very strong correlation between business performance and an actively managed, positive culture

- A key study of the impact of culture on performance conducted between 1994 and 2004 showed companies that intentionally managed their culture significantly outperformed similar companies that did not, in all key performance metrics¹
- A large cross-industry study of publicly traded companies showed that companies with constructive cultures financially outperformed their peers²
- A study of stock returns of companies that consistently made Fortune Magazine’s “Top 100 Companies to Work for” had a compound annual growth rate (CAGR) of 12% between 1998 and 2008 compared to 4.2% for the S&P 500 (see chart below)

Figure 01: Fortune Magazine's "Top 100 companies to work for"



Source: Top 100 companies to works for HBR Press 2007

Culture as a Driver of Business Ethics and Good Governance

Culture can play a prominent role in several issues that top business leaders', Government Officials, Heads of states agendas. Ethics, and Good Governance which have become something of an obsession in the wake of the several fiascos, corruption charges against Authorities , Politicians hinges on effective controls, proper systems, and, most important, a culture that values ethical behavior and discourages dishonesty. If ethics can be defined as what one chooses to do when no one else is watching,

Culture can be a significant predictor of ethical or unethical behavior. Building systems and controls as a sort of scaffolding around a de functional company/organization/state/local government agency can be an (expensive) exercise in futility. Proper ethical business/good governance practices will move businesses from poverty to prosperity.

Anthropologists, sociologists, and many others have debated the meaning of the word *culture*. Because it is an abstract term, it is hard to define or simply, we can say "How we do things here" and however, different people often define it in dissimilar ways. For our purposes, *culture* is defined as the learned beliefs, values, rules, norms, symbols,

and traditions that are common to a group of people. It is these *shared* qualities of a group that make them unique. Culture is the way of life, customs, and script of a group of people (Gudykunst & Ting-Toomey, 1988)

What is "culture"?

Culture consists of the long-standing, largely implicit shared values, beliefs, and assumptions that influence behavior, attitudes, and meaning in a company (or society). This definition has several important implications:

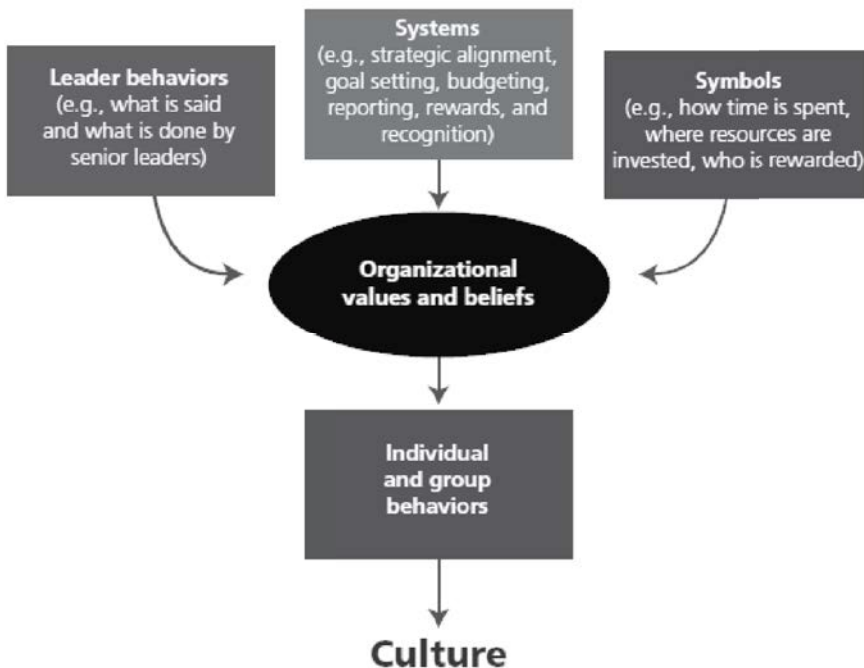
Culture is implicit. People who share in a culture find their culture challenging to recognize. The most insightful cultural observers often are outsiders, because cultural givens are not implicit to them.

Culture influences on , how people behave and how people understand their own actions. As a result, culturally influenced beliefs and actions feel right to people, even while their implicit underpinnings make it difficult for those people to understand why they act the way they do or why other ways of acting might also be appropriate.

Culture is resilient. Its elements are long-standing, not a matter of fads. The resilience of culture is supported by culture being implicit. It is difficult for people to recognize their own culture and how it exerts an influence on them. The staying power of culture is that it feels right to people; new cultural values that are imposed on people seldom replace their underlying values and beliefs in the long run. (Cultural issues in mergers and acquisitions)

Levers for Changing Culture:

Leader **behaviors**, **systems**, and **symbols** influence values and beliefs—this in turn drives employee behaviors which define organizational culture. In this paper we are specifically focusing on the Leader and Leader Behavior.



One of the most powerful factors in shaping an organisation's culture is Leadership and Leadership, Leadership style has a 70% influence on organizational culture, which in turn explains a 28% increase in revenues and profits therefore Deloitte's Global Leadership Model gives special emphasis on Culture.

- Culture is no longer an activity that is performed on the sideline. It is now the way business is done. Culture is the core of any organization
- It is believed that there is a strong need for leaders to embed, drive and be aligned to the overall organizational culture
- Deloitte Leadership framework understands the Leader-Culture alignment

Figure 02: Leadership Quotient



Source: Transformational and Transactional Leadership Styles

Taking Charge of the Culture

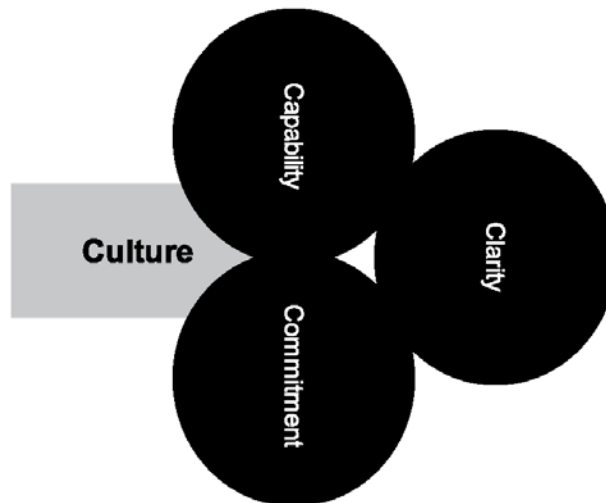
Culture is so deeply embedded in an organization and its people that sometimes leaders find it difficult to figure out on how they influence the culture. Culture primarily can be influenced and established using three key dimensions: Clarity, Capability and Commitment. These

three dimensions can also act as a guideline for leaders to understand the as-Is culture. For instance:

- Do the employees across the functions, departments and locations have clarity on what are the values of the organization and thereby the culture?
- Are our systems capable enough to support a high performance culture?
- Are our leaders committed on “walking the talk” to emphasise and strengthen the culture?

Dimensions for Culture Change

Figure: 03



Clarity: While leaders may invest time in gaining visibility on the company/function’s position not many understand the need to establish clarity about the culture. The first and foremost question that a leader needs to address is “ What sort of culture is most in line with the company’s strategy and how does this compare to the way things are done now? How do we understand where we are today?” This question needs to be addressed both from the perspective of the employees and the leadership team. Without establishing this sort of clarity in what the

organization culture today is and what it is envisaged to be, most efforts at influencing culture will fall amongst the crevices.

Capability:

Once the leader gains clarity on what should be the established culture, he/she should identify the system and people capabilities which will support the new culture. Schein(1992) identifies these primary mechanisms for embedding culture

- What leaders pay attention to-measure, control
- Leaders reaction to critical incidents
- Criteria for resource allocation
- Observed way of allocating rewards and status
- Observed criteria for recruitment,selection,promotion,retirement and excommunication

While we consider organization culture as the major determinant of organizational effectiveness, then leadership effectiveness will be congruent with the impact leaders have on symbol, language, ideology,belief,ritual and myth (Pettigrew,1979)

Commitment: Culture workshops and outings will mean nothing if the leaders do not show an ongoing commitment towards living those values and proliferating the new culture. Great cultures aren't inserted into existence and poster campaigns portraying the joys of wellbeing aren't much better. Symbols and behaviors, however, do make a clear point. In effecting cultural change, top-down and tangible are the bywords. Executives who embody the performance culture guide and provide and role model for employees within the organization to follow. Leaders should speak and do openly what supports the desired culture and be heard and seen in the process. They need to establish mechanisms where employees can express their dilemmas and can be guided through how to they imbibe the culture.

One very relevant example is that of Tatas in India. Much has been spoken about Tatas encouraging a culture of respecting people and contributing back to the society. It was truly demonstrated by Ratan Tata after the Mumbai terrors mishap. The Tatas not only took

responsibility for each employee in terms of extending financial assistance but also involved psychologists to provide them emotional support. Even people in the neighbourhood of the Taj like the paan shops and the vegetable vendors were provided financial/medical assistance. When the senior executives presented the high budget for the above activities, Mr. Tata's question was "Are we doing enough". So should be the question on the mind of every leader "Am I doing enough in terms of living by example and respecting the culture that the organization stands for".

Cultural fitness between new hires and existing employees.

Organizations that are growing fast need to hire large number of new and skilled employees. It is critical that these new hires are a good fit with the current culture. If an individual is out of synchronization with the organizational culture, the Organization's cultural antibodies will often attack him/her. However, there must also be a good fit with the culture that the Organization is trying to create. It is now possible to make hiring decisions based on quantitative assessment of the compatibility between the candidate's personality, values and behaviors and both the current and desired culture. There are theoretical and empirical reasons to believe that individuals attempt to (and sometimes manage to) shape the culture of their organizations to fit their personal preferences. The impact of culture on behavior has been postulated for many years and continues to be demonstrated. For example, 103 human resource professionals at major U.S. based organizations were asked to identify the most important factors influencing the management development programs in their organizations. Four factors were mentioned by over two-thirds of the respondents:

- The Chief Operating Officer's vision and values: largely influenced by his individual personality
- The organization's strategic plan
- The operating needs of the line organization, and
- The organization's culture.

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EMOTIONAL INTELLIGENCE AND LEADERSHIP

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ABSTRACT

Leadership is a vital element of achieving organizational success. Intelligent leaders are required to possess multiple intelligences in order to be successful. Emotional intelligence (EI) has been a vital factor among multiple intelligences considered identified as required for leaders. EI was identified as the means of connecting the feeling and thinking process of people. On the other hand, the charismatic leadership was identified as a style that is non-exploitative. Under the Charismatic leaders, followers will emulate the leader behavior, establish high level of trust and followers will be living in the values of the leader. Further, it was established that employee's perception on the organizational climate will depend on the leadership style of the manager. Thus, managers with high emotional intelligence will be capable of creating a set of followers that are committed to the organization and are productive. Thus, this article will explore the concepts of Emotional Intelligent and the Charismatic Leadership and discuss the relevance of two concepts.

Key words: Emotional Intelligence, Leadership, Charismatic Leadership, EI Ability Model, Assessing EI,

1. Concept of Emotional Intelligence

Success of people was attributed to the intelligences that they processed. There were multiple intelligences identified, such can be broadly grouped in to three categories, i.e. abstract, concrete, and social intelligence. Roots of emotional intelligence are at social intelligences

as researchers believe (Parvesh k. Chopra, 2010) (Momeni, 2009). Emotional intelligence is treated as consisted of interpersonal and intrapersonal (Parvesh k. Chopra, 2010). Emotional Intelligence is the interconnection between feelings and thinking process, i.e. 'thinking about feeling' (Parvesh k. Chopra, 2010). Argument of which is the better part of the human self, its head or its heart Smith (1992) (Priti Suman Mishara, 2010) has been a historical discussion.

Perception, i.e. perceiving and identification of emotions, assimilation, i.e. integrating emotions in to thought process, understanding, i.e. understanding one self's and others emotions, and managing emotions are identified as mental processes that are contributing towards emotional intelligence (Parvesh k. Chopra, 2010) (Momeni, 2009).

A recent focus of the management researchers has been considering the application of head and the hart in the workplace, if there is a difference in applying the above two to improve performance (Priti Suman Mishara, 2010). Humphrey (1993) argues that emotions are indispensable and are integral part of the organizational life. More attentions should be placed to employee's emotional experience. Thus Emotional Intelligence has been cited as a crucial contributor to organizational success (Priti Suman Mishara, 2010).

Researchers agree that Emotional Intelligence will help an individual to gain high degree of productive value. Emotional Intelligence is considered ability and suggests that it may have important results like reducing emotional behavioral problems (Parvesh k. Chopra, 2010). Self-Emotional management, development of human potential, relationship management at home and work, effective leadership, job performance (Priti Suman Mishara, 2010). Performance suffers in the organizations where the trust is lacking, enhanced Emotional Intelligence skills will enable managers to regulate their emotions and motivate themselves more effectively (Priti Suman Mishara, 2010). Hochschild (1983) and May (1999) points out that if organizations work on relatively costless, small emotional elements management can impact on employees emotional reactions and consequently, their

performance (Priti Suman Mishara, 2010). Organizational development, creativity, innovation, educational development, and stress reduction are identified as benefits of high emotional intelligence (Parvesh k. Chopra, 2010).

Socrates (469-399BC) believed that emotions, desires, and appetites as influences for human motivation, and causes for moral actions of humans (Parvesh k. Chopra, 2010). He acknowledged the fact emotions can explain why people behave as they do (Parvesh k. Chopra, 2010). Plato asserted the fact that there are three basic components of human mind, the reasoning, the desiring, and the emotive parts, and all learning has an emotional base (Parvesh k. Chopra, 2010). Aristotal did not treat emotions as a separate agency within human, but they were treated as important in moral life, largely as a result of learning to feel the right emotions in the right circumstances (Parvesh k. Chopra, 2010).

First modern identification of social intelligence was in 1920, by Edward Lee (Parvesh k. Chopra, 2010). His interpretation was that social intelligence is the ability to understand and manage men and women, boys and girls, to react wisely in human relations (Parvesh k. Chopra, 2010).

Sigman Freud argued that all psychic powers are significant only because they are connected with the liberation of emotions (Parvesh k. Chopra, 2010).

In 1924, Louis Leon opposed the notion of single general intelligence that was used in psychometric tests as identified this era as mental age (Parvesh k. Chopra, 2010). In 1937, Thorndike and Stern attempt to measure three components of social intelligence, as attitude towards society, social knowledge and degree of social adjustment (Parvesh k. Chopra, 2010).

Following many developments, in 1997 Reuven Bar-On published the first assessment to measure emotional intelligence. It measures ‘an

array of non-cognitive capabilities, competencies and skills that influence one's ability to success in coping with environment demands and pressure (Parvesh k. Chopra, 2010) (Priti Suman Mishara, 2010). As pointed out by Borman and Motowidlo (1977), job performance is divided in to two dimensions. i.e. task performance and contextual performance (Priti Suman Mishara, 2010). Further they establish that contextual performance, refers to interpersonal behavior or actions that benefit the organization. It includes activities such as helping and cooperating with others, following organizational rules and procedures, and volunteering to carry out task activities (Priti Suman Mishara, 2010). Mayer and Salovey redefined the above definition as 'emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate through; the ability to understand emotion and emotional knowledge; and, the ability to regulate emotions to promote emotional and intellectual growth' (Parvesh k. Chopra, 2010). Goleman (1995) claimed that Emotional Intelligence matters more than IQ in predicting success in the work place. Since this is intelligence, it should have been possible to adapt it in some way (Priti Suman Mishara, 2010).

Daniel Goleman, in 1998, described the emotional intelligence as 'a learned capability based on emotional intelligence that results in outstanding performance at work (Parvesh k. Chopra, 2010). Goleman expended the definition of emotional intelligence as consisted of 25 skills abilities and competencies.

A trait based model of emotional intelligence was proposed by Petridges and Funham (2001, 2003) and Petrdrges, Pite and Kokkinaki (2007). Defined emotional intelligence as 'a constellation of emotions-related self-perceptions located at the lower levels of personality', It compasses behavioral dispositions and self-perceptions of their emotional abilities (Parvesh k. Chopra, 2010). This trait based personality emotional intelligence should be investigated within the personality framework (Parvesh k. Chopra, 2010).

Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or purely cognitive capacities measured by IQ (Priti Suman Mishara, 2010). Emotional Intelligence was defined as a collection of capabilities to perceive and integrate emotions through information channels to facilitate thoughts, understand and regulate emotions to promote personal and collective growth of society as a whole (Parvesh k. Chopra, 2010) (Momeni, 2009). Further Parvesh K Chopra et al, elaborates as follow;

“It is the capability and practice of observing oneself (self-emotional skills), developing personal potential and performance (interpersonal development), learning and practicing relationship management skills (management excellence) and adopting sociability and socio-economic understanding (socio-economic factors). Thus, the concept of ‘emotional intelligence’ encompasses self-emotional intelligence, interpersonal development, interpersonal intelligence and social intelligence within a psychological system. A person is said to be emotionally intelligent if he/she is capable of managing their own emotions, developing their own potential, managing relationships at work and successfully handling relations at home and in society at large in order to handle the pressures and challenges of a psychological system” (Parvesh k. Chopra, 2010).

“EI [Emotional Intelligence] refers to an ability to recognize the meaning of emotions and their relationships, and to reason and problem-solve on the basis of them. EI [Emotional Intelligence] is involved in the capacity to perceive emotions, assimilate emotions related feelings, understand the information of those emotions, and manage them (Momeni, 2009).

It was Salovey and Mayer (1990) who proposed a definition of Emotional Intelligence. This is widely accepted by the theoretical researchers (Priti Suman Mishara, 2010). They define Emotional Intelligence as a set of mental abilities, to do with emotions and processing of emotional information that are a part of and contribute to, logical thought and intelligence in general (Priti Suman Mishara, 2010).

These abilities are organized in a hierarchical manner, psychologically integrated, are complex, develop with the age much the same as crystallized abilities. They are considered to be independent of traits and talents and preferred ways of behaving (Priti Suman Mishara, 2010).

In the Indian context, the Emotional Intelligence was described as;

1. Emotional Competency
2. Emotional maturity
3. Emotional Sensitivity

Each of the above dimensions are consisted of four skills, these skills are identified as to masteries that are required to be star performers of Indian companies (Priti Suman Mishara, 2010). Competencies related to Emotional Intelligence are consisted with following skills;

1. Taking Emotional upsets
2. High Self Esteem
3. Tactful response to emotional stimuli
4. Handling egoism

Emotional maturity related skills were defined as follows;

1. Self-awareness
2. Developing others
3. Delaying gratifications
4. Adaptability and Flexibility

Emotional sensitivity means;

1. Judging the threshold of various types of stimulations
2. Evoking sensations
3. Evoking Feelings
4. Evoking Emotions

Manages may seek to evolve these skills of understanding the threshold of emotional arousal, empathy, inter-personal relations, and communicability of emotions in their personality (Priti Suman Mishara, 2010).

Emotions are said to be working faster than the mind, thus emotions take greater power than mind to bend the perceptions among people, override emotional circuitry, and provide us with intuitive feelings instead, it take power of the heart (Priti Suman Mishara, 2010).

1.1. Concept of Charismatic Leadership

One important function of leadership is to develop others. Development of others happens through the transformational leadership. Transformational leadership belongs to one part of charismatic leadership (Jay A Conger, 1988). The term “charisma” whose initial meaning is a ‘gift’ in Greek, has been frequently used in politics and religions to adduce legitimacy to power (Antonakis, 2003). Charismatic Leaders inspires followers and generates some excitement among them, so they perform beyond expectations Bass at el (Antonakis, 2003). Conger and Kanungo (1998) discussed the charismatic leadership in light of a constellation of a leaders’ observable behaviors towards followers (Antonakis, 2003). Meindl (1990) defined charismatic leadership in view of an inter-follower social contagion process. According to followers social contagion process, according to which followers’ attributions of charisma are more strongly influenced by the interactions with other followers than by their direct experiences with the leader (Antonakis, 2003). Mainly the researchers have probed in to how charismatic leader affects his/her followers’ needs (Antonakis, 2003).

As per many studies conducted, charismatic leadership has taken interactional approach in the sense that they have focused primarily on the leader’s personality traits or the profile of leader motives (Antonakis, 2003). Charismatic leadership, its motivational mechanisms, effect of followers’ needs and further consequences are represented in a graphical form in Figure 1 : Illustration of Charismatic Leadership

Charismatic leadership was evidently established in to two forms as per House & Howell (1992). Two forms are defined as personalized or socialized charismatic leadership (Antonakis, 2003). Personalized

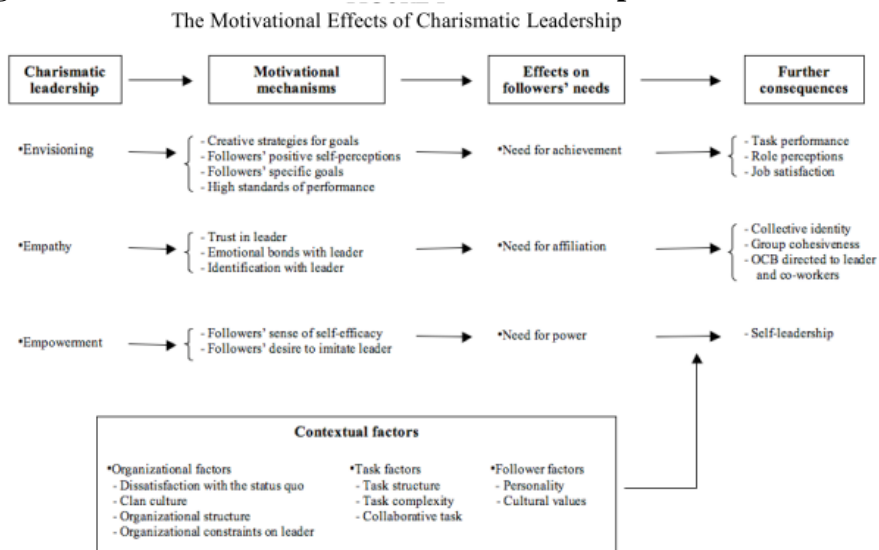
charismatic leadership was identified as exploitative, non-egalitarian, and self-aggrandizing. Thus it is not favorable to the followers, may have dangerous or disastrous consequences to the followers and the organization. This is the dark side of the charismatic leadership (Antonakis, 2003). Personalized charismatic leadership also identified as pure charismatic leadership, such leaders will attract followers attention, his or her vision will be convinced to the followers, convince them of merits of his or her vision, and establish a strong following. Yet pure charismatic leaders do not focus on developing follower in to leaders (Jay A Conger, 1988). Avolio and Bass (1987) points out that in the extreme case the pure charismatic leaders may fail to develop themselves, such may lead to lose the focus of the mission due to lack of sensitivity to environmental demands (Jay A Conger, 1988). Pure charismatic leaders will perceive autonomy of the followers as a threat for their leadership Thus they will avoid the development of followers intentionally. They may not identify the followers' needs; however this may happen unintentionally (Jay A Conger, 1988).

Socialized charismatic leadership, which is defined as being non-exploitative and motivating followers to maximize the gains of the organization without regard for leader's personal needs, is the area that is mostly researched in to. (Antonakis, 2003). Charismatic leadership was identified as the central characteristic in transformational process. Followers will emulate their charismatic leader. They place a great deal of trust in the charismatic leaders' judgment, and the mission proposed by the leader. They will live in the values of the leader. Follower will develop emotional ties with the leader (Jay A Conger, 1988). Characteristics of Socialized charismatic leadership are that the leaders' effort is to assist followers by formulating higher-order goals which appeal to the followers' fundamental and enduring needs. Such will give followers the power to pursue such goals for themselves. The followers will not create blind dependences on the leader, as in the case of personalized charismatic leadership. Socialized charismatic leadership is more of developmental leadership style (Antonakis, 2003). Socialized charismatic leaders will stimulate the follower's

intellectually; they will not create a blind obedience among the followers (Jay A Conger, 1988).

Socialized charismatic leadership, is consisted of three key behavioral components, namely envisioning, empathy, and empowerment (Antonakis, 2003).

Figure 1 : Illustration of Charismatic Leadership



Source: (Antonakis, 2003)

1.1.1. Envisioning

Envisioning refers to leaders' ability to create an image of the future state in followers mind; this would be a desired future of followers as well. This will generate excitement with in people. Creating and communication of vision is one of the most prominent characteristics of charismatic leadership, as per Conger & Kanungo (1998), Rafferty & Griffin (2004), Strange & Mumford (2002,2005). Thus charismatic leaders will formulate a vision that clarifies idealized goals for an

organization, and articulate values attractive to their followers (Antonakis, 2003).

In addition to formulating the vision, charismatic leaders will be communicating the vision and repeatedly teaching and impressing the followers. Such actions will create a greater intrinsic appeal among the followers to go for the goal (Antonakis, 2003). House (1977) points out that literature has repeatedly pointed out that most significant role of charismatic leaders is to articulate ideological goals for followers (Antonakis, 2003). Conger and Kanungo (1998) argues that charismatic leader specifies a vision that is greatly discrepant from the status quo (Antonakis, 2003). Bass (1998) introduced empathy as one aspect of Emotional Intelligence

1.1.2. Empathy

Empathy is defined as the ability to understand another person's motives, values, and emotions as defined by Salovey & Mayer (1990). Leader will be entering in to other person's perspective (Antonakis, 2003). Charismatic leaders show a strong tendency towards the needs of the followers' and their emotions as established by Bass & Avolio (1980). They further established that, the identifies the needs of the followers and pay attention on the areas that are important to the followers and achieving their goals (Antonakis, 2003). At the same time leader share the followers feeling in a way that create an emotional bond between them as established by Salovey & Mayer (1990). Charismatic leaders demonstrate that they pay individualized attention to followers, respond to their need, and encourage their personal development as established by Avolio and Bass (1005) (Antonakis, 2003).

1.1.3. Empowerment

Empowerment is defined by Gist (1987), as a process which leads to enhanced perceptions of self-efficacy (i.e. beliefs in one's capacity to perform work activities with skill) among followers by properly identifying the conditions that foster followers by identifying conditions that foster a sense of powerlessness and removing them

through both formal organizational practices and informal techniques as established by Cogner & Kanungo (1988) (Antonakis, 2003).

Charismatic leaders delegate and share power with followers, in addition implementing various managerial interventions that enable followers to feel a sense of choice in initiating and regulating actions and in influencing strategy, administration, or operating outcomes at work (Antonakis, 2003). This will enable the improved confidence in a relatively less powerful group of people within an organization. Empowerment will make the followers active contributors than passive contributors in an organization (Antonakis, 2003).

Bass (1985) et al, states that Empowerment is a distinguishing characteristic of a charismatic Leader from an ordinary manager (Antonakis, 2003). As Tichy & De Vanna (1986) establishes Charismatic leaders help the followers to feel powerful and capable. A feeling of efficiency and independent created by the charismatic leaders, this will result a followers be independent and initiative with respect to work behavior and processes (Antonakis, 2003).

1.1.4. Process of Charismatic Leadership

Process of the Charismatic leadership is discussed as follows;

1. Charismatic Leader will structure goals and tasks so that followers can easily experience initial success before taking successive gradual increments in task complexity. Success from the initial success will enhance the follower's self-efficacy that will help the later task performance Bandura et al. (Antonakis, 2003).
2. Second step of the process is verbal persuasion and personal recognition by a charismatic leader. This will give confidence to the followers to gain confidence in their abilities, and mobilize a greater sustained effort, and conform their self-worth Conger et al. (Antonakis, 2003).
3. Third stage of the process is demonstrating one's own capabilities performing some tasks that followers are supposed to do; a charismatic leader can be a role model. This will help the followers experience success in their assignments via the charismatic leader,

followers will come to have confidence in their own efficacy in task performance as established by Bandura (1986) (Antonakis, 2003).

Three component model of charismatic leadership differentiate the charismatic leadership from the other concepts of leadership, i.e. Visionary Leadership, Expert power, referent power (Antonakis, 2003).

1.2. Emotional Intelligence and Leadership

Lyman established that employees feeling about their workplace are the principal determinant of whenever an organization is a great place to work (Momeni, 2009). Lyman established that employee feeling about the place where they work;

- Feeling about management: An employee should trust the people for whole he or she works
- Feeling about the job: An employee should have pride in what he or she does
- Feeling about other employees: An employee should enjoy the people with whom he or she works (Momeni, 2009).

Research studies over three decades, of research shown that more than 70% of the employee's perception of Organizational Climate is directly shaped by managers' style of leadership and behavior (Momeni, 2009). Lyman found that how employee feels about their workplace, is mainly shaped by the management, and that creates the improved feelings in employees about Organizational Climate (Momeni, 2009).

Goleman and others have discovered that bottom line performance private sector organizations is mainly affected by the leaders mood and the behaviors (Momeni, 2009). A cranky and ruthless boss creates a toxic organization filled with negative underachievers who ignore opportunities; an inspirational, inclusive leader spawns acolytes for whom any challenge is surmountable. The ultimate results of the organization which is the profit or the loss, the efficient manager with higher Emotional Intelligence will create environment where loyal, intelligent, risk and reward-seeking-risk, and emotionally invested employees striving towards great goals (Momeni, 2009).

With comparatively with others, Goleman argued that Emotional Intelligence is comprised of communication, influence, leadership, conflict management. These are the skills more appropriate for the managers (Momeni, 2009).

1.3. Assessing Emotional Intelligence

One way of measuring the Emotional Intelligence is to measure it with a combination of psychological and biological measures. Electroencephalography was identified is the option to check the brain functions while shifting between emotions (Parvesh k. Chopra, 2010).

1.3.1. The ability model

The ability model proposed by Salovey and Mayer rejects the notion that Emotional Intelligence is the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth (Parvesh k. Chopra, 2010). This model measures four types of abilities perceiving emotions, using emotions, understanding, and managing emotions. Model measures the Emotional Intelligence by Mayer-Salovey-Canuso Emotional Intelligence Test (MSCEIT). This test is based on series of emotions based problem solving items (Parvesh k. Chopra, 2010). By measuring the for branches of Emotional Intelligence, it generates the scores for each branch and a total score.

Major criticism on this measurement is, that this model may only be measuring conformity, not ability as argued by Brody (2004). As per the argument of Brody, this test only measures the knowledge of the emotions but not necessarily the ability to perform tasks that are related to the knowledge that is assessed (Parvesh k. Chopra, 2010). Further criticism by Robert et. Al (2001) as that this model may only be measuring conformity, not the ability related to the task that are related to the knowledge that is assessed (Parvesh k. Chopra, 2010). Bradberry and Su (2006) criticized this model for not being able to predict (predictive validity) and significance relationship with performance in the workplace (Parvesh k. Chopra, 2010).

It was pointed out that in present day the psychologists as well performance based measures of Emotional Intelligence is more meaningful than the self-report system favoured by the websites where you can test your own Emotional Intelligence (Parvesh k. Chopra, 2010). In performance based approach ability is directly measured, by having a person solved a problem, like identifying the emotion in a face, or story of painting (Parvesh k. Chopra, 2010)

Daniel Goleman in `995, introduced the Emotional Intelligence Competency model, where it describes Emotional Intelligence as a wide array of competencies and skills that drive leadership performance (Parvesh k. Chopra, 2010). Main construct of Emotional Intelligence identified were as follows;

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management

The model is consisted of set of emotional competencies for each element. There are two measurements facilitated from the Goleman's model. They are as follows;

1. Emotional Competency Inventory (ECI)
2. Emotional Social Competency (ESCI)

Later on, Goleman introduced the Emotional Intelligence Appraisal, which can be taken as a self-report or 360-degree assessment (Parvesh k. Chopra, 2010). This model is criticized as "pop psychology" (Parvesh k. Chopra, 2010).

Bar-on introduced a model as a model of Emotional-Social Intelligence. Bar-on defines Emotional Intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful while dealing with environmental demands (Parvesh k. Chopra, 2010). As per the definitions of Bar-on Emotional Intelligence is an array of non-cognitive capabilities, competencies, and

skills that influence one's ability to succeed in coping with environmental demands and pressures (Parvesh k. Chopra, 2010)

A self-report test by Bar-on, proposes a Emotional Quotient Inventory (EQ-i), intended to measure competencies including awareness, stress tolerance, problem solving, and happiness (Parvesh k. Chopra, 2010). Doubts raised on this measurement is on the fact that it's a self-reporting tool. This model was criticized on the grounds that it's a measurement on mental ability than a measurement of personality traits or cognitive capacity (Parvesh k. Chopra, 2010). This model was found to be highly susceptible for faking (Parvesh k. Chopra, 2010).

The Trait Emotional Intelligence Questionnaire (TEIQue), which is an open-access measurement designed to measure the Emotional Intelligence. This is treated as a tool that measure the construct comprehensively. This test is organized under the following main categories;

1. Well-Being
2. Self-Control
3. Emotionality
4. Sociability

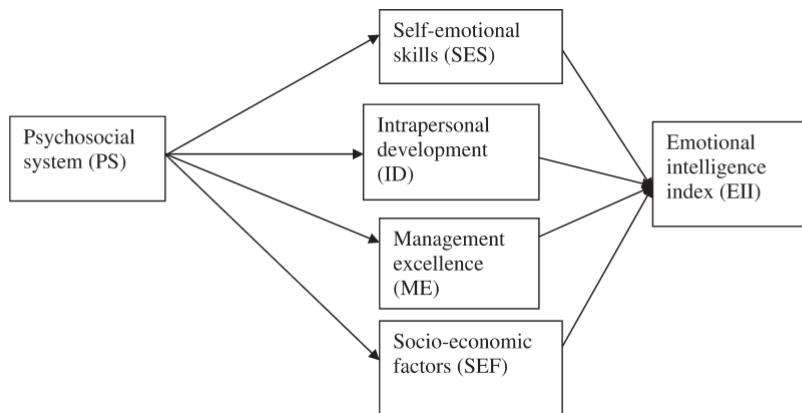
Self-reporting measurements of Emotional Intelligence;

1. EQi
2. SUEIT – Swinburne University Emotional Intelligence Test
3. SSEIT – Schutte Self-Report Emotional Intelligence Test
4. Tett-Fox-Wang Emotional Intelligence Measure

None of these tests assess the abilities, skills or intelligence other than assessing traits, thus is treated as holistic and comprehensive measurements of Emotional Intelligence (Parvesh k. Chopra, 2010).

Kanji Chopra (2007,2009), is presented as a holistic and system modeling approach. Kanji Chopra model is represented in the Figure 2 : Kanji Chopra Emotional Intelligence Model

Figure 2 : Kanji Chopra Emotional Intelligence Model

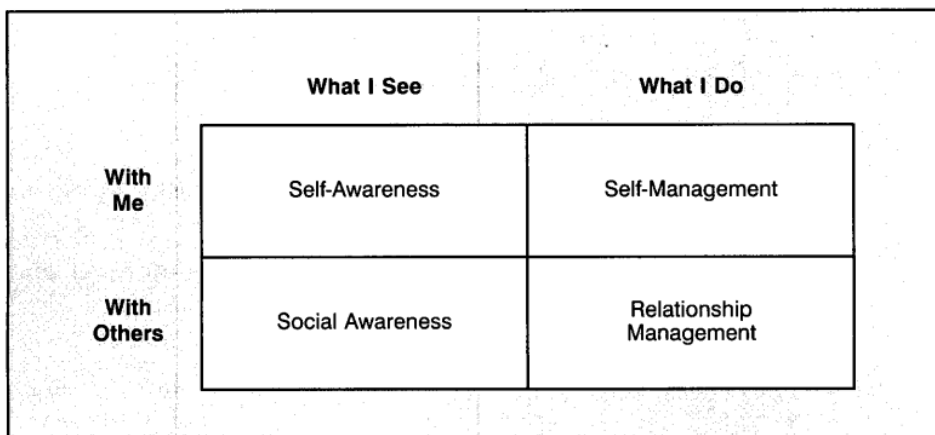


Source: Kanji Chopra (2010)

Kanji and Chopra presents a measurement that measures individual elements and finally deriving at the Emotional Intelligence Quotient (Parvesh k. Chopra, 2010)

Golemans' dimensions of Emotional Intelligence is illustrated in the

Figure 3 : Coleman's' Dimensions of Emotional Intelligence



Source: (Momeni, 2009), (Momeni, 2009)

Bar-Ons' model of Emotional Intelligence was established after surveying 4,000 people. Bar-Ons' model is consisted with following components;

- Optimism: The ability to be positive and look at the brighter side of life
- Self-Actualization: The ability and drive to achieve goals and actualize ones potential
- Happiness: The ability to feel content with one self, others, and life in general
- Independence: The ability to be self-reliant and free of emotional dependency on others
- Social Responsibility: The ability to identify with and feel part of one's social group (Momeni, 2009).

1.4. Arguments opposing the view

John Antonakis, argues on six questions pertaining to the notion that Emotional Intelligence and leadership are linked. They are as follows;

1. Is there robust empirical data indicating that Emotional Intelligence predicts variance in leadership effectiveness beyond that which predicted by personality and general factors?
2. Are high levels of emotional appraising ability necessary of detrimental for leadership effectiveness?
3. Is the ability to gauge emotions part of normal psychological functioning, culturally transmitted, and simply reflect tacit knowledge?
4. Can the effects of Emotional Intelligence be manifested at the group level of analysis
5. Is Emotional Intelligence a necessary antecedent of charismatic leadership?
6. Are emotional outbursts detrimental to leadership effectiveness? (Antonakis, 2003).

Correlation of general cognitive ability has correlated with the leader emergence at 0.52. Big five personality factors have shown multiple correlations with leadership at 0.48. Leaders' implicit motives

predicting the leadership at 0.51 levels of variance. Personality and cognitive measures predicting leadership at 0.45 level of variance with leader emergence. Thus Antonakis, argue that Emotional Intelligence should establish an incremental variance before one can claim Emotional Intelligence is correlated to leadership (Antonakis, 2003).

Antonakis argues on the absence of empirical evidence published in scientific journals indicating that Emotional Intelligence is a necessity for the effective leadership (Antonakis, 2003). Emotions and leadership does not present robust evidence to establish Emotional Intelligence as a predictor of leadership effectiveness, he points out the drawbacks of the empirical researchers conducted as follows;

1. Did not control for competing variables (e.g., intelligence, personality)
2. Failed to avoid common-methods variance
3. Did not use measures designed to tap Emotional Intelligence (but, for example, use measures of empathy), or
4. Used student populations (note: individual difference measures may demonstrate differential effects depending on context (Antonakis, 2003).

Further Antonakis argues as follows;

“Three personality factors that are conceptually related with effects of Emotional Intelligence (e.g. self-monitoring, agreeableness, and need for affiliation) do not support Emotional Intelligence being essential for leadership. Self-monitoring, implicitly referred to by Prati et al. as vital for leadership, has been shown to weakly predict leader emergence (meta-analytic $r=.18$, Day, Schieicher, Unckless, & Hiller, 2002). Day et al. themselves questioned whether high self-monitors would be effective at top levels of leadership arguing that these individuals “may be less likely than low self-monitors to adopt form strategic positions or communicate a consistent version on key issues” (Antonakis, 2003)

High need for affiliation individuals tend to place individual interests above organizational interests, are submissive, do not adhere to consistent principles, and are troubled by difficult or contentious issues (Antonakis, 2003). Recognizing elevated level of emotions is not useful in industrial settings, because individuals can easily gauge, them magnify or misinterpret negative emotions in others (Antonakis, 2003). Top-level leaders need to concentrate on the mission of the organization; they might get derailed, if they pay high concentration on individual emotions (Antonakis, 2003).

Further Antonakis argues that, a normal well-adjusted individual is perfectly capable of displaying social skills unless the individual has alexithymia-a personality disorder. Being able to “read” social situations and having the necessary skills to enact the correct behavior repertoires in particular context suggests that an individual is sensitive to external social stimuli and has developed rich cognitive schemata reflecting the appropriate events/social scripts in that particular situation. This knowledge is contextually sensitive and derived from experience, thus social appraisal skills could be subsumed under general practical problem-solving ability (Antonakis, 2003) . Thus having the ability to predict that subordinate would “be of good cheer when they are given a raise, or to suffer dissatisfaction and anxiety when given a bad performance appraisal” are skill that a normal individual will be having independent of Emotional Intelligence level (Antonakis, 2003).

Antonakis argues on the notion, leader follower relation which is claimed to be based on Emotional interactions and the identification of the follower with the leader. The leader should be capable of appraising the collective wants and aspirations of the group, and then project an emotional, morally-charges vision that fall in line with follower’s self-concepts. Leaders use their personal commitment, courage, and confidence to transmit same to the followers. What leaders require in such situations is high need of power, and high responsibility disposition, leader is guided by the principles and collective interest (Antonakis, 2003).

Antonakis, concludes his argument pointing out that there is a shortage in the conceptualizing, theorizing, and testing in the domain of Emotional Intelligence, and how it become a utility in the context of the leadership (Antonakis, 2003).

2. Conclusion

Business organizations are in continuous pursuit of higher productivity and profit maximization. Business leaders are entrusted with this responsibility. It was established that leadership style matters in achieving same. Further it was established that Charismatic Leadership style is a vehicle to generate excitement among the followers and generate excitement which work as a motivational mechanism. However, leaders with higher EI are identified as capable of driving individuals to a higher level of productivity and generate outstanding performance of work. Furthermore, the literature has pointed out that out of two forms of Charismatic leadership, namely personalized Charismatic Leadership and Socialized Charismatic Leadership, the Socialized Charismatic leadership is capable of create a vision while understanding other persons values and enhance the self-efficacy of the individual. EI was identified with the capability of working faster than the mind, and taking greater power than mind to shape the perceptions of the people. Even furthermore, managers were identified as shaping how employees feel about the organization climate. Thus managers with higher EI will be capable of creating an improved feeling within employees about organizational climate. Thus, it is concluded that efficient managers with EI will create loyal employees in an organization.

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**THE PERSONALITY TYPES OF SRILANKAN
UNDERGRADUATES :
A STUDY OF A BUSINESS FACULTY**

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ABSTRACT

Personality is one of the major determinant of the achievements and the life outcomes of individuals. The type of the personality can be used as a predictor for career success. The aim of this article is to identify the different personality types among Sri Lankan management undergraduates and to see whether they are more extroverted. The sample of the study comprised of 172 management undergraduates from a management faculty in the western province in Sri Lanka. The Big Five Personality Inventory (BFI) was used as the research instrument. SPSS was used as the statistical package. Using the descriptive statistics and independent samples T- test the personality data was analysed. High personality profiles were identified for Extraversion, Agreeableness, Conscientiousness and Openness to Experience while Neuroticism was reported as the lowest personality profile among the university students. The results also showed that higher Extraversion, Agreeableness and Neuroticism personality profiles for female undergraduates. Overall the personality trait extroversion is high among the management graduates.

Keywords: Personality, Big Five Inventory, Management Undergraduates, University, Sri Lanka

1. Introduction

Personality is a widely utilised construct to determine the individual differences. To determine the suitable course for students, sometimes in western countries, the personality assessment tests are used in university admission (Arnold, et al., 2005). Not only that, the personality has become an unbeatable interesting study area of organization behaviour to determine the work performance differences of the individuals (Costa, 1996). Further, personality traits influence the achievement of the life both academically and professionally, personality determines the career choices, the specific learning styles, the stress coping abilities, level of emotional intelligence (Costa & McCrae, 1992; Galhena & Rathnayake, 2011; Ibrahimoglu, Unaldi, Samancioglu & Baglibel, 2013; Billing & Steverson, 2013; Leary, Reilly & Brown, 2009). Thus, the personality has become the major determinant of the achievements and the life outcomes of the individuals.

Numerous studies have shown that personality tests have been used for the university admissions and to predict the students' academic performance. As mentioned in (Arnold, 2005) there is a growing tendency of using personality and the intelligence measurements to predict the academic performance and the job performance. Thus, the current study is focused to investigate on the management undergraduates individual differences in terms of their personality differences traits. According to past researches the dominant personality type of management students has identified as extraversion. As such this research tries to answer the question whether Sri Lankan management undergraduates are more extraverted.

2. Literature Review

Personality

A generally accepted definition to the personality is difficult to put forwarded and when defining the personality, most of the academics and the scholars explain directly or indirectly about the personality traits rather than the personality. These personality traits could be defined in two ways. The first approach is in an abstract manner and the second approach is enumerational (extensional) manner. Both the approaches have its own pros and cons, therefore; the best way to define the personality trait is to have a blend of these two (Hofstee, 1994). The average person's inherent ideas are revealed by the definition of the personality construct (Hofstee, 1994). The position of the personality construct may change over the time (Adler, 1996).

As cited in Opatha (2013) Dunham (1984, p. 221) describes that,

'Personality distinguishes you from other people and defines your general nature. Your overall personality is composed of a collection of psychological characteristics or traits which determines your personal preferences and individual style of behaviour.'

According to the definition of Dunham, personality is a set of unique psychological characteristics (features) which describes the individual's behaviour and their preferences generally. Personality is a unique thing and it expresses the distinctive individual behaviour. Therefore, personality is differed from one person to another person.

On the hand personality is defined as 'an inborn temperament and features arising in different situations and a combination of the characteristics of a person which separate him/her from other people (Phares, 1991)' as cited in (Ibrahimoglu, Unaldi, Samancioglu & Baglibel, 2013, p. 94).

As mentioned in (Arnold, 2005) traditionally it is referred as the personality and the intelligence as two different concepts and recent theories of individual difference consider those two have become an amalgamation when the human behaviours are explained. The trait - factor analytic approach is prominent in the literature on cognitive abilities and personality. It means a specific set of inherent personality traits will explain the similar behaviours of the individuals in the different situations.

Personality has been a remarkable psychological concept which has been many researchers investigated on and personality predicts many different characteristics of individuals. Adler (1996) cited in his article Helmreich, Swain, and Carsrud (1986) has shown that there was a little evidence on the differences in personality dispositions with the airline reservationists on the achievement motivation at the first stage of their employment. However, when the time passes when they mastered in their employment there was a considerable difference in their dispositions and the work performance. Therefore, from this findings it is reflected that personality traits might have an effect on the work performances other than the work experience.

The big five personality

There are many personality constructs which have been developed over the decades in the development of personality psychology such as locus of control, Jungian personality, Myers-Briggs Type Indicator, Type A and Type B personality and Big Five etc. (Bakker, Van Der Zee, Lewig, & Dollard, 2006; Opatha, 2007; Leary, Reilly & Brown, 2009; K. Billing & Steverson, 2013; Jhon & Srivastava, 1999). However among the diverse personality constructs the Big Five has become the most remarkable personality construct among the researchers and practitioners.

The discovery of the big five personality dimensions has a long history. In the history of the big five personality, Cattell's work has been the most remarkable. Cattell (1943, 1945a, 1945b), as cited in (Jhon &

Srivastava, 1999), discovered 35 personality trait variables through his analyses. It was an enormous reduction of the prevailed 18,000 personality attributes, which Allport and Odbert (1936) as cited in (Jhon & Srivastava, 1999) have identified in their previous studies. Cattell started his work with a subset of 4,500 subset of personality attributes to reduce it to a mere 35 personality traits. Through the oblique factor analyses, Cattell concluded with a 12 personality traits and these were used in his 16 Personality Factors (16 PF) questionnaire.

The big five presents a descriptive taxonomy that categorised a numerous natural language and scientific traits into one classification (Jhon & Srivastava, 1999). It was stated in (Arnold, 2005) there is an agreement of the researchers on the big five since it signifies a sufficient method to describe the basic dimensions and of the personality.

Further, "Big Five" is a title which reveals the inherent values of the personality dimensions and reflects the personality at its broadest abstraction (Jhon and Srivastava (1999) cited Golberg (1981). Thus, the big five personality dimensions cover a large number of diverse, more precise personality attributes.

Most importantly, Big Five is a cross-culturally and universally accepted personality structure. A study by Benet - Martinez & John (1998) investigated on the Spanish version of the Big Five Inventory (BFI) had discovered the generalizability of the Big Five factor structure in Latin cultural groups. They concluded that there is a little evidence of the significant cultural differences in the big five dimensions. Thus, it was claimed that the big five is universally accepted personality construct. In the results of the study showed that the overall personality mean value was almost similar in the US and Spanish scales.

Numerous studies have attempted to explain the big five dimensions. There are many labels, which has been used by different scholars to

explain the each dimension of the Big Five. Most popular and the widely used Big Five labels are Extraversion (E), Agreeableness (A), Conscientiousness (C), Neuroticism (N), Openness to Experience (O).

2.2.1 Extraversion (E)

Extraversion is defined as people who are lively, sociable, and excitable (Arnold, 2005). Extraversion is represented by the individual who holds sociable characteristics. However, it is not the only disposition of the extroverts such preferring to be in large groups and liking other people. Extraversion also includes the traits such as assertive, active and talkative. There are six sub facets of extraversion. They are warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions. Thus, they are cheerful, optimistic and they like excitements. Introversion is referred as the opposite of the extraversion when the absences of extraversion disposition. Nevertheless, it does not mean that introverts are unhappy or pessimistic. Introverts prefer to be alone, reserved but not unfriendly. This personality dimension is alternatively labelled as Extraversion or Surgency (talkative, assertive, energetic) as cited in (Jhon and Srivastava, 1999; Adler, 1996) and Adler further explained that Surgency represents the importance of dominance hierarchies in the social associations in the social relationships.

2.2.2 Agreeableness (A)

As per (Arnold, 2005) Agreeableness means the degree of someone is good-natured, willing to cooperate with others and concern to stay away from conflicts. According to (Costa & McCrae, 1992) Agreeableness also interrelated with people i.e. interpersonal. The individuals who possess agreeableness disposition are primarily selfless. They like to help others and except that, others do the same in return. Agreeableness disposition is socially accepted and psychologically healthier. However, disagreeableness is regarded as when an individual is antagonistic (opposed), egocentric (selfish), disbelieving of others intentions, competitive rather than being

cooperative with others. Costa and McCrae (1992) identified six sub faces of the agreeableness i.e. trust, straightforwardness, altruism, compliance, modesty, tender mindness. Agreeableness promotes a cooperative behaviour (Adler, 1996).

2.2.3 Conscientiousness (C)

Conscientiousness is labelled as when an individual's inherent traits focused to be well organised, focus on targets, goals and deadlines (Arnold, 2005). The individuals who possess conscientiousness traits are well organised, strong willed, determined and purposeful. They actively plan, organise and continue the tasks. The individuals who score high in Conscientiousness are meticulous, punctual and reliable (Costa & McCrae, 1992). There are six subsets, which have identified by the Costa and McCrae (1992). They are competence, order, dutifulness, achievement striving, self-discipline, deliberation.

2.2.4 Neuroticism (N)

As per (Arnold, 2005) neuroticism is referred as a high level of anxiety and tension. Jhon and Srivastava (1999) in their work the Neuroticism alternatively named as Emotional Stability versus Neuroticism. Costa and McCrae (1992) stated that neuroticism is most pervasive personality dimension among the big five. Costa and McCrae explain that neuroticism is the propensity to experience negative emotions, such as fear, sadness, embarrassment, anger, guilt and disguise. Accordingly, it was identified six subsets of neuroticism. They are anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. Because of the negative effects of this personality dimension, the individuals most likely have irrational ideas and there is high tendency that they experience more stress. High scorers of neuroticism might be suffering from psychiatric issues. At the same time individuals who score low are more emotionally stable, and could face stress effectively.

2.2.5 Openness to Experience (O)

According to (Jhon & Srivastava, 1999) the Openness to Experience is regarded as Intellect or Openness. However, it is not always that opened persona is equal to intelligent. There are individuals who are closed but intelligent and more opened person might be limited in their intellectual capacity. Thus, Openness to experience is meant when an individual interested in the inner and outside world, willingness to have unconventional ideas, rich in diverse experiences and willing to question the authority (Costa & McCrae, 1992). They have identified six sub-dimensions of Openness to experience i.e. fantasy, aesthetics, feelings, actions, ideas, and values. This is also defined as the individual's willingness to be influenced by novel experiences (Arnold, 2005).

2.3 Importance of Big Five

In the review of the previous literature, many scholars identified that the big five can assist to understand the important life outcomes in terms of theoretically, socially and developmentally (Jhon & Srivastava, 1999).

In the studies of the work environment, it was highlighted that the big five has been related to the job performance of the employees. As stated in the (Jhon & Srivastava, 1999) Conscientiousness is the only general predictor of the job performance and organisational citizenship behaviour (Adler, 1996) while other personality dimensions predict specific work performance. As for an example, the work performance of the employees, while they are in groups, could be predicted from the Agreeableness and Neuroticism. The successful job performance of a sales individual and a management position could be predicted from the Extraversion and extraversion is correlated with enterprising occupations (Costa & McCrae, 1992). Individuals' who are high in Conscientiousness, associated with academic and professional achievements. Costa and McCrae also stated that a very few people become excellent athletes or musicians unless they hold high

disposition of conscientiousness. Further (Costa, 1996) stated on that there is a significant relationship between Conscientiousness and the superiors work performance both men and women. It was represented a strongest correlation with the Conscientiousness and the quantity, quality, and accuracy of the work.

The personality assessments are used to select the most suitable candidate for the position of the organizations. As it was said in the prior, the individual who holds the high score for Conscientiousness will have higher performance in any kind of job. Therefore, as the selection tests of organizations the personality assessment test such as NEO PI (Costa, 1996) are used to screen the best fit for the position. Accordingly some of the personality specific traits would affect for specific job performances. Extraversion would have favourable job performance as a flight attendant while introverts might suit and prefer for a night security guard.

A study of Emotional intelligence, personality, and the perceived quality of social relationships by (Lopes, Salovey & Straus, 2003) found that both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction with social relationships. They stated that there is an association between the personality traits i.e. extraversion, neuroticism (negatively with) and ability to manages the one's emotions (emotional intelligence) with the global satisfaction with one's relationships. During their study, it was reported relatively high personality mean values for all big five dimensions as they measured in NEO Five-Factor Inventory. The mean values reported for Extraversion = 3.49, Agreeableness = 3.64, Conscientiousness = 3.45, Neuroticism = 3.05 and Openness to Experience = 3.69 among 103 college students in Yale University.

3. Methodology

3.1 Participants

The study used a sample of 200 management undergraduates from a University in the western province in Sri Lanka. The sample consisted of the students of all four academic years. The questionnaire was given to the sample and 172 were returned by having an 86% response rate.

3.2 Materials

The Big Five Inventory (BFI) by (Jhon & Srivastava, 1999) which consists of 44 items was used to measure the big five dimensions of the university undergraduates. Jhon & Srivastava, (1999) claim that the BFI is a brief inventory which is used to measure the big five personality dimensions ensuring the content coverage or the good psychometric properties. BFI has been used in many studies as a measurement of the big five personality dimensions and has been proven its generalizability in different cultural contexts (Benet - Martinez & John, 1998). Therefore, it is a reliable instrument to measure the personality among the university students.

To overcome the language misinterpretations the BFI was translated into Sinhala. There were 16 negative items, which was reversed at the data analysis stage of the study. The statements of the questionnaire was in 5-point Likert scale ranged from 1 = "strongly disagree" to 5 = "strongly agree". The Cronbach's alpha values of the reliability study (N=50) were reported more than 0.60 (Table 1) for each personality dimension on BFI accepting that the research questionnaire was internally consistent.

Table 1 Reliability Analysis - α values

Big Five Personality Dimensions	Number of items	Alpha Value α
1. Extraversion (E)	8	0.754
2. Agreeableness (A)	9	0.721
3. Conscientiousness (C)	9	0.701
4. Neuroticism (N)	8	0.753
5. Openness to Experience (O)	10	0.692

Source: Survey Data

3.3 Procedure

A self-reported questionnaire was used to collect the personality data from the university undergraduates. Apart from the questions, which measure the personality there were three questions about the participants' demographic features i.e. gender, department and academic year. The participants were given a considerable time to complete the paper-based inventory and the responses rate was reported as 100%. The researcher herself personally administered the distribution of the questionnaires to the participants. It was introduced the study to participants highlighting that their responses should be genuine for the research questionnaire.

3.4 Data Analysis Strategy

Using the SPSS 16.0 version, the data were analysed. The descriptive statistics and the independent samples t-test were used to investigate the features of the personality facets with regard to the university undergraduates.

4. Discussion of Findings

The table 2 illustrates the overall mean values and the standard deviation values for the big five personality facets for university undergraduates. It was recorded highest personality mean value for Agreeableness (Mean=3.78) while the lowest personality mean value recorded for Neuroticism (Mean=2.75). The mean scores for Extraversion, Conscientiousness and Openness to Experience were recorded more than (Mean> 3.00) reflecting that among management undergraduates those three personality dimension traits are high in their personalities.

Table 2 Overall Big Five Personality Dimensions

Big Five Personality Dimensions	Mean	Std. Deviation
Extraversion (E)	3.54	.59
Agreeableness (A)	3.78	.52
Conscientiousness (C)	3.44	.52
Neuroticism (N)	2.75	.65
Openness to Experience (O)	3.57	.46

Source: Survey data

The standard deviation values (table 2) explain how concentrated the collected data are around the mean. The highest standard deviation reported for Neuroticism (SD=0.65) reflecting that there was a high deviation (a less concentration around the mean) from the mean value of Neuroticism. The lowest standard deviation was reported as (SD=0.46) for Openness to Experience indicating that there was a high concentration of collected data around the mean value of Openness to Experience. These findings are similar as the personality means values report on the study of (Lopes, Salovey & Straus, 2003) except for the Neuroticism. It was reported a high mean value (Mean = 3.05) where the current study found a lower mean value among Sri Lankan management undergraduates.

Table 3 Gender wise Big Five Personality profile - Independent Samples T- test

Big Five Personality Dimensions	Gender	Mean	Std. Deviation
Extraversion (E)	Male	3.46	.60
	Female	3.58	.59
Agreeableness (A)	Male	3.72	.54
	Female	3.81	.51
Conscientiousness (C)	Male	3.51	.52
	Female	3.41	.51
Neuroticism (N)	Male	2.66	.59
	Female	2.79	.68
Openness to Experience (O)	Male	3.60	.50
	Female	3.56	.44

Source: Survey data

The results obtained from independent samples t - test is shown in the table 3. The personality mean values are compared among the gender groups of the university undergraduates. It was reported high personality mean values for female undergraduates for Extraversion, Agreeableness, and Neuroticism than the male undergraduates while Conscientiousness and Openness to Experience were reported a high mean value for male undergraduates than the female undergraduates.

The results of the current study concluded that the Sri Lankan management undergraduates possess high personality traits with regard to the Extraversion, Agreeableness, Conscientiousness and Openness to experience. It was interestingly reported that the Neuroticism among the Sri Lankan management undergraduates is low than the other personality dimensions. These findings imply many implications for both organizations and university students.

Though the current study findings showed, the overall Neuroticism value was relatively less, the female undergraduates hold high Neuroticism personality traits than the male undergraduates. Thus, the

university systems can cater these findings through educational counselling or career counselling to eliminate the negative feelings, anxiety among the female undergraduates.

The previous studies on the personality of the Sri Lankan university students have revealed that the personality is a major factor of predicting the entrepreneurial intention of the management undergraduates (Nishantha, 2009) other than the socio-demographic factors. Thus, the Openness to Experience holds the personality traits such imaginative and creativity the management undergraduates could be more successful as entrepreneurs.

Another study in Sri Lankan context revealed that the career choices of the Sri Lankan management undergraduates are mostly influenced by their skills, education, abilities and personality other than teachers' influences (Galhena & Rathnayake, 2011). Thus, individuals who hold high scorers in extraversion should focus to have a career which engage more people in their job tasks while agreeableness are advised to work in groups or be a good negotiator since they admire the others' ideas.

As mentioned before Conscientiousness is the general predictor of the job performance and the academic achievement. Therefore, by practicing the conscientiousness traits through conducting training programs and awareness programs about the target achieving, organising skills, skill development, and goal setting among the universities the potential for job performance and academic performance could be higher.

It is interesting to note that there is a meaningful relationship with the learning style and the personality profiles. A study by (Ibrahimoglu, Unaldi, Samancioglu & Baglibel, 2013) was found that the student who score high on extraversion, agreeableness, conscientiousness, openness to experience and lower in neuroticism are adopting diverging and accommodating learning style which are focused on firsthand experience (actually doing rather than observing) when learning. Thus, identifying the one's personality profile undergraduates could maximise

their learning ability and the teachers optimise their teaching by identifying students' best learning method.

5. Conclusion and Implications

The current study focus to assess the personality profiles of the university students to identify their prominent personality traits. Accordingly, undergraduates can determine their, intention for entrepreneurship, learning styles, potential careers. Not only for the undergraduates but also for the organisations, the assessment of the personality of a candidate (e.g. a fresh graduate) could be an efficient selection tool to determine whether the candidate is the best fit for the job profile. As an example, current results showed that the university students hold high mean value for Extraversion and Conscientiousness. Thus, this could be useful to predict that the Sri Lankan management undergraduates be a successful marketing or human resource managers since they prefer to be with people.

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EMOTIONAL INTELLIGENCE OF BUSINESS UNDERGRADUATES: A DESCRIPTIVE STUDY

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ABSTRACT

In recent years, emotional intelligence has gained popularity as a prominent factor and a vital skill required for success in life and work. This study aims to assess the level of emotional intelligence of business undergraduates in Sri Lanka. Emotional intelligence is a vital soft skill for student success while coping with the competitive environment in the university. There is an empirical knowledge gap in the Sri Lankan context of undergraduate emotional intelligence, hence this research addresses the question of whether Sri Lankan undergraduates possess adequate level of emotional intelligence. The data was collected from a university in the Colombo district and only from one business faculty. The sample consisted of 120 undergraduates (60 males and 60 females) and stratified sampling method was used to categorize the population according to the departments and then the simple random sampling procedure was used for the select sample from the departments. A structured questionnaire which consisted of Singh's (2006) 22 items scenario based EI quotient was administered. Descriptive statistics such as mean, mode, variance etc were used to derive conclusions regarding the level of emotional intelligence among undergraduates in the present context. The study found that most of the undergraduates have high level of emotional intelligence. This is an indication that the undergraduates have the ability to identify, assess and control the

emotions of self and others and in turn they have greater chances of being successful in their future careers.

Key words: Emotional Intelligence, Undergraduates, Sri Lanka

1. Introduction

In everyday life, emotions play a very important role in deciding the human behavior and how they react in various situations. Simply amalgamation of emotions and intelligence can be defined as emotional intelligence. This begins with the exploration of emotional intelligence. According to Click (2002) Edward Thorndike is the person who initiated initially emotional intelligence as a dimension of social intelligence. Salovey and Mayer are given credit for introducing the term “emotional intelligence” in the early 1990s. In addition, Daniel Goleman published two very successful books in which he described emotional intelligence and popularized the concept (Chopra, 2010). Goleman (1998) was the first to apply the concept of EI to business through his article in Harvard Business Review. He drew attention to the fact that effective leaders had high degree of emotional intelligence.

There has been considerable evidence proving that being emotionally intelligent can help individuals to do extremely well through life transitions starting from school to university, and later into the working world. At the university level, emotional intelligence is seen as a valuable skill that helps students to manage and cope with the demanding nature of the university. It is therefore critical to analyze the level of emotional intelligence among undergraduates in the present context.

This paper firstly discusses the literature relating to emotional intelligence (EI) construct and the models of EI. Then it explains the methodology which elaborates on the study design. Data presentation and analysis combine with findings are in the next section. Final section is on conclusion, limitation and ideas for further researches.

Construct of Emotional Intelligence

Understanding the concept of emotional intelligence requires exploring its two components namely, intelligence and emotion. The term intelligence has been defined differently in different eras. According to Salovey and Mayer (1990) the most regularly mentioned definition for intelligence is Wechsler's statement that intelligence is the collective or global capacity of the individual to act purposefully to think logically and to deal effectively with his/her environment. Emotions originated from exposure to specific situations. Emotions means:

“Human beings warning systems that alert them to what is really going on around them. They are a complex state on the human mind, involving physiological changes and psychological changes...” (Singh, 2006, p.30).

As cited in Salovey and Mayer (1990) Thorndike (n.d.) originally distinguished social intelligence from other forms of intelligence and defined it as the ability to understand men and women, boys and girls to act wisely in human relation. In essence Thorndike defined social intelligence as the ability to perceive one's own and others internal positions, intentions and behaviors and to act according to them most favorable on the basis of that information (Salovey and Mayer, 1990). In the present context, it is important to recognize difference between intelligence versus the model of intelligence. Intelligence is broad set of abilities whereas model of intelligence describe interrelations among or reasons of mental abilities (Salovey and Mayer, 1990).

According to Bar-On (2006) the Encyclopedia of Applied Psychology suggested that there are currently three major conceptual models; (a) the Salovey Mayer model(1997) which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking, measured by an ability based measure, (b) the Goleman model(1998) which views this construct as a wide range of competencies and skills that compel managerial performance, measured by multi-rater assessment and (c) the Bar-On model(2000) which

describes a cross-section of interconnected emotional and social competencies, skills and facilitators that impact intelligent behavior, measured by self-report.

Models of EI have been positioned into two general categories, ability and mixed models of EI. Ability models are defining EI as intelligence in the traditional sense (e.g. Mayer and Salovey). Further it conceptually related set of mental abilities to do with emotions and the processing of emotional information that are a part of, and contribute to, logical thinking and intelligence in general. In contrast, mixed models of EI (e.g. Bar-On) are define EI as a mixture of emotion related competencies and personality traits (Palmer et al, 2003).

Salovey and Mayer Model

As Salovey and Mayer (1990, p. 190) stated: *Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions.* Emotional intelligence does not include the general sense of self and appraisal of others. It focuses, rather, on the processes described specifically above, that is, the recognition and use of one's own and others emotional states to solve problems and regulate behavior (Salovey and Mayer, 1990).

According to the Salovey and Mayer (1990) there is a set of theoretically related mental processes involving emotional information. The mental process include appraising and expressing emotions in the self and others, regulating emotions in the self and others and using emotions in adaptive ways. This is the first model introduced by Salovey and Mayer in 1990.

The fact that early EI models were unclear and paid little notice to those cognitive characteristics that are typical of the traditional definition of intelligence ultimately led to Mayer and Salovey's (1997) ability model of EI.

Seven years later, they refined their conceptualization of emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer and Salovey, 1997, p.5). It includes four interrelated dimensions: the appraisal and expression of self-emotions, the appraisal and recognition of emotions in others, the regulation of self-emotions, and the use of emotions to facilitate performance (Mayer and Salovey, 1997).

Later on Mayer, Salovey and Caruso (2006) further develop this model and they divide EI into four categories of skills in summary view described as follows:

1. Perceiving and Identifying Emotions - the ability to recognize how you and those around you are feeling.
2. Using Emotions to Facilitate Thought - the ability to generate emotion, and then reason with this emotion.
3. Understanding Emotions - the ability to understand complex emotions and emotional chains, and how emotions transition from one stage to another.
4. Managing Emotions - the ability to manage emotions in yourself and in others.

Bar on Model

Bar-On started his research in 1980 with a systematic review of variables (i.e. abilities, competencies, skills) which he believed to be responsible for success in general (Bar-On, 2006). As cited in Bar On (2006) article he defined the concept of EI as *an array of personal, emotional and social competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures* (Bar-On, 1997, p.14). Bar-On (2006) stated that emotional-social intelligence included number of intrapersonal and interpersonal competencies, skills and facilitators that jointly determine effective human behavior. So that it is more accurate to refer this concept as

emotional-social intelligence rather than saying emotional intelligence or social intelligence. According to this model, emotional-social intelligence is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 2006). According to Bar-On (2006) this is primarily based on one's intrapersonal ability to be aware of oneself, to understand one's strengths and weaknesses, and to express one's feelings and thoughts positively. On the interpersonal level, being emotionally and socially intelligent includes the ability to be aware of others' emotions, feelings and needs, and to establish and maintain supportive, positive and mutually satisfying relationships. At last, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by practically and flexibly dealing with the immediate circumstances, solving problems and making decisions (Bar-On, 2006). To do this, we have to manage emotions so that they work for us and not against us, and we need to be adequately optimistic, positive and self-motivated (Bar-On, 2006). Bar-On's model of EI involves a collection of personal, emotional and social abilities and skills therefore recognized as a mixed model. Bar-On identified 15 determinants of successful emotional functioning. Within Bar-On model, the 15 components are theoretically arranged into five broader or major conceptual components as below.

1. Intrapersonal Emotional intelligence- representing abilities, capabilities, competencies and skills pertaining to the inner self.
 - a) Emotional Self-Awareness -the ability to recognize and to understand one's feelings
 - b) Assertiveness -the ability to express feelings, beliefs and thoughts, and to defend one's rights in a non-destructive manner.
 - c) Self-Regard -the ability to respect and accept oneself
 - d) Self-Actualization -the ability to realize one's potential capacities
 - e) Independence -the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency.

2. Interpersonal Emotional intelligence- representing interpersonal skills and functioning
 - a) Empathy - the ability to be aware of, to understand, and to appreciate the feelings of others
 - b) Interpersonal Relationship - the ability to establish and maintain mutually satisfying relationships
 - c) Social Responsibility - the ability to demonstrate oneself as a cooperative contributing and constructive member of one's social group
3. Adaptability Emotional Intelligence - representing how successfully one is able to cope with environmental demands by effectively sizing-up and dealing with problematic situations
 - a) Problem Solving - the ability to identify and define problems as well as to generate and implement potentially effective solutions
 - b) Reality Testing - the ability to assess the correspondence between what is experienced and what objectively exists
 - c) Flexibility - the ability to adjust one's emotions, thoughts and behaviour to changing situations and conditions
4. Stress Management Emotional Intelligence -representing the ability to manage and cope effectively with stress
 - a) Stress Tolerance - the ability to withstand adverse events and stressful situations
 - b) Impulse Control - the ability to resist or delay an impulse, drive or temptation to act
5. General Mood Emotional Intelligence - representing the ability to enjoy life and maintain a positive disposition
 - a) Happiness - the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun
 - b) Optimism - the ability to look at the brighter side of life and to maintain a positive attitude.

These five major components of EI are theoretically related to a general factor of EI. As cited in Palmer et al (2003) Bar On stated that the 15

components of the model are described as non-cognitive variables that resemble personality factors. It is also suggested that the components of the model develop over time (with age), change throughout life, and can be improved through training and corrective programs (Palmer et al, 2003).

Goleman Model

As cited in Singh (2006) Goleman (1998) defined EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Goleman have done many research in emotional intelligence and proposed a four branch model which was further classified into twenty emotional competencies. He believes that these emotional competencies are not inborn talents but those that can be learnt and developed (Goleman, 1998). His four branch model included:

a) Self-Awareness: b) Self-Management: c) Social Awareness: and d) Relationship Management. The detailed of each branch discussed below.

1. Self (Emotional) Awareness

Emotional awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest - with themselves and with others. People who have a high degree of self awareness recognize how their feelings affect them, other people, and their job performance (Goleman, 1998). Under self -awareness following aspects also has been highlighted:

- a) Emotional Self Awareness- The ability to read and understand your emotions as well as recognize their impact on work performance, relationship and the like.
- b) Accurate Self Assessment-A realistic evaluation of your strengths and limitations

- c) Self Confidence - A strong and positive sense of self-worth (Goleman, 2000).

2. Self Management

Biological impulses drive our emotions. We cannot do away with them, but we can do much to manage them. Self regulation, which is like an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our feelings (Goleman, 1998). Further Goleman highlighted the followings related to self-management:

- a) Self Control - The ability to keep disruptive emotions and impulses under control.
- b) Trustworthiness – A consistent display of honesty and integrity.
- c) Conscientiousness – The ability to manage yourself and your responsibilities.
- d) Adaptability – Skill of adjusting to changing situations and overcoming obstacles.
- e) Achievement Orientation – The drive to meet an internal standard of excellence.
- f) Initiative- A readiness to seize opportunities (Goleman, 2000).

3. Social Awareness

There are three main areas being identified under this category:

- a) Empathy- Skill at sensing other people's emotions, understanding their perspective and taking an active interest in their concerns.
- b) Organizational Awareness-The ability to read the currents of organizational life, build decision networks and navigate politics.
- c) Service orientation- The ability to recognize and meet customer needs (Goleman, 2000).

4. Social Skill

It refers person's ability to manage relationships with others. As a component of emotional intelligence, social skill is not as simple as it

implied. It's not just a matter of friendliness, although people with high levels of social skill are rarely mean-spirited (Goleman, 1998). The components of Social skills as per Goleman as follows:

- a) Visionary Leadership - The ability to take charge and inspire with a compelling vision.
- b) Influence - The ability to exert a range of persuasive tactics.
- c) Developing others - The propensity to bolster the abilities of others through feedback and guidance.
- d) Communication- Skill at listening and at sending clear convincing and well tuned messages.
- e) Change Catalyst Proficiency in initiating new ideas and leading people in a new direction.
- f) Conflict Management- The ability to de escalates disagreements and orchestrates resolutions.
- g) Building Bonds - proficiency at cultivating and maintaining a web or relationships.
- h) Team Work and Collaboration- Competence at promoting cooperation and building teams (Goleman, 2000).

Apart from Salovey and Mayer, Bar On, and Goleman models of EI, an Indian scholar, Singh has developed an integrated model to measure EI

Singh's Model on EI

Emotional intelligence develops with increasing age and experience, as a person progresses from childhood to adulthood (Singh, 2006). As mentioned in Singh (2003) defined emotional intelligence as *the ability of an individual to appropriately and successfully respond to vast variety of emotional stimuli being elicited from the inner self and immediate environment* (Singh, 2006, p.109). Emotional intelligence consist three dimensions called emotional sensitivity, emotional maturity and emotional competency.

1. Emotional Competency

It is a learned capability that leads to outstanding performance of an individual. The emotional competence of a person shows how much of his potential is turned in to the work done by the person (Singh, 2006).

a) Tackling Emotional Upsets

This includes tackling frustrations, conflicts, inadequacy complexes etc. It also means avoiding emotional fatigue such as stress, burnout and negativity of emotions. Finding ways to deal with anger, fear, anxiety and sadness are essential symbols of emotional competency (Singh, 2006).

b) High Self-Esteem

According to Singh (2006) how you feel about yourself is the most firm sign of self esteem. Though high self esteem mainly depends on your feelings about yourself, it is regularly reinforced by people you share your feelings.

c) Tactful Response to Emotional Stimuli

This means being creative and practical towards emotional prompts elicited from the inner self and the immediate environment. An emotionally intelligent individual will try to manipulate the on-going environment to his/her advantage by reacting appropriately (Singh, 2006).

d) Handling Egoism

According to Singh (2006) egoism is based on the view that the primary reason behind all emotional behavior is self interest. A self-centered person talks continuously of himself and his doings and is concerned in only his own interest. The important thing is that deal with ego problems without hurting one's self-esteem is the way of achieving success.

2. Emotional Maturity

Emotional maturity is revealed in the behavioral pattern demonstrated by managers while dealing with the internal self and the immediate environment (Singh, 2006).

a) Self Awareness

It means ability to recognize different feelings originated from inside and giving a name to them. It is critical to know one's emotional strengths and weaknesses hence the inner self has to always respond to the external world (Singh, 2006).

b) Developing Others

It refers recognizing the value of contributions of others in order to encouraging their participation. As a emotionally intelligence person it is worthwhile to appreciating other's viewpoints and involving them actively in a job (Singh, 2006).

c) Delaying Gratification

As mentioned by Singh (2006) this is the ability to decide what to be said or done in an aggressive moment without showing anger or any other undesirable emotion. It would be the best action and ultimately become the winner. Therefore individual must have more patience and must not allow emotions to get stand.

d) Adaptability and Flexibility

Knowing how and when to go in front and when to follow are both necessary emotional skills. It is essential to know about there is a time to confront, withdraw, speak and remain silent. However, it is essential to control dominant negative emotions such as jealousy, manipulation and the feeling of self-dignity to do so (Singh, 2006).

3. Emotional Sensitivity

In the psychological sense, sensitivity means the characteristic of being extraordinarily sensitive and judges the entry for various types of stimulations, reminding sensations, feelings and emotions (Singh, 2006).

a) Understanding the Threshold of Emotional Arousal

As cited by Singh (2006) it is the ability to be conscious of the relationship between feelings and actions. Individual should realize the strength of emotions better by analyzing the causes of effect to various emotions being aroused.

b) Empathy

As mentioned by Singh (2006) empathy is the ability to identify how other people feel. It is the ability to share and recognize another person's feelings. It is the ability to listen to others without getting carried away by personal emotions.

c) Improving Inter Personal Relations

Developing excellence inter-relationships has a positive effect on every person. Positive inter-personal relations are a positive sign of success. The basic requirements to have good inter-personal relations are to believe in the basic elements of trust, confidence and dependence (Singh, 2006).

d) Communicability of Emotions

The influence of emotions is passing from one person to another instantly. A positive person communicates a message in an appropriate way with confidence and self-respect. In contrast, if a person communicate a negative feeling through a message with pessimism, bitterness, doubt and inferiority. Hence, the Person may learn how to communicate emotions through verbal and non-verbal mediums (Singh, 2006).

Methodology

Study Design

The present study follows a descriptive research design to assess the role of emotional intelligence of final year undergraduates. This research was undertaken in a natural/non contrived environment. It was

conducted the premise of a university in Colombo district. This research was a cross sectional study which means data is gathered data for one time using a questionnaire. The unit of analysis used in this study was individual and final year undergraduates at this particular university was identified as unity of analysis.

Sample

The population selected to carry out this study were final year bachelor degree students of the Faculty of Management Studies and Commerce in the chosen University. The students are enrolled in a variety of programmes namely Accounting, Finance, Economics, Human Resource management, Business Administration, Information Technology, Entrepreneurship, Operational and Technology Management, Commerce. Data were gathered through a survey. The sample size for this study is 120 participants (60 girls and 60 boys) from the population of the final year undergraduates. In this study, the method used for sampling was stratified random sampling and simple random sampling technique. The stratus were identified according to the department wise and then use simple random sampling procedure for select sample from the departments.

Measures

Literature describes various instruments for measuring emotional intelligence. For this study Emotional Quotient test developed by Professor N.K. Chanda and Dr. Dalip Singh (2006) was employed to assess the emotional intelligence of undergraduates. It consists with 22 items which developed based on small scenario to measure emotional intelligence. The questionnaire was self-administered.

The data gathered were interpreted based on the following table:
Emotional Intelligence (percentile table)

EQ	P- 90	P-75	P-50	P-40	P-20
Dimensions					
Sensitivity	93-100	86-92	66-85	36-65	<35
Maturity	133-140	113-132	88-112	53-87	<52
Competency	168-200	141-168	97-140	71-96	<70
Total EQ	379-440	308-379	261-307	159-260	<158

Source: Singh, D 2006, *Emotional Intelligence at Work, A professional Guide*, Sage Publications, New Delhi.

According to the total EQ scores interpretation is given as below (Singh, 2006).

P-90=	Extremely	high	EQ
P-75=	High		EQ
P-50=	Moderate		EQ
P-40=	Low		EQ
P-20=	Try the test again some other day		

For analysis purpose descriptive statistical methods also were used.

Findings

Based on Singh's model the levels of emotional intelligence was identified under three categories: competency, maturity and sensitivity. The following table shows the statistics summary of the tabulated data.

Table 1: Descriptive Statistics

	Competency	Maturity	Sensitivity	Total EI
Mean	157.02	111.23	84.87	352.41
Median	160.00	110.00	85.00	355.00
Mode	160	110	90	360
Std. Deviation	16.702	11.035	9.124	24.276
Variance	278.949	121.768	83.247	589.340
Skewness	-.151	-.735	-1.622	-.861
Std. Error of Skewness	.222	.223	.222	.225
Kurtosis	-.550	.759	5.453	.916
Std. Error of Kurtosis	.440	.442	.440	.446
Minimum	120	80	40	275
Maximum	190	130	100	405

Source: Survey data

As shown in table 1 it represents the descriptive statistics for each dimension for emotional intelligence and total emotional intelligence. Students recorded 157.02 as the mean value of competency which is in the range of high competency level (141-168). Most of students have 160 as their competency level. Mean value of maturity is 111.23. That value is within the range of 88-112. Hence it can be identified undergraduate maturity level is moderate. Further many of students indicate 110 as their maturity level. The next dimension called sensitivity point out 84.87 as the mean value which is positioned within 66- 85. It represents that undergraduates possess the moderate level of sensitivity. However most of undergraduates have 90 (mode) as a value of their sensitive level which classified under high level.

The last column of the table, the combination of all three dimensions represents the total emotional intelligence. The mean value of total emotional intelligence is 352.41 which placed in the range of high emotional intelligence (308-379). Therefore it can be said that

undergraduates possess high level of emotional intelligence. When considering the mode most of students record the EI level 360.

Conclusion

The primary goal of this study was to determine the level of emotional intelligence among undergraduates. According to the analysis this study found that undergraduates process greater level of emotional intelligence. When considering the dimension of emotional intelligence it was found that competency and sensitivity indicated high scores whereas maturity scores moderate level. It was inferred that even if maturity factor score was found low overall emotional intelligence level is higher among undergraduates. The high level of EI among undergraduates indicated that they had the ability to identify, assess and control the emotions of self and others in order to survive and success in the competitive nature.

Limitations

Several limitations have been found relating to this study. When considering the application of the findings, this research was conducted focusing only the undergraduates of a one university. Therefore these findings cannot used to provide a generalized idea relating to undergraduates in Sri Lankan context. In addition, although this research was done using Singh (2006) EI questionnaire it would be worthwhile to explore other alternative measures of emotional intelligence. Further this research was done using data which collect only for one time. It would be more accurate if it could collect data longitudinal since it would leads to better conclusion regarding the research. Another important thing is this research is done using quantitative techniques thus to evaluate this kind of soft concepts needs some qualitative aspects too.

Further Research

It would be important to conduct a study that examines the behaviour of emotional intelligence with another variable such as psychological wellbeing, personality, emotional well-being etc. This research used only the group of undergraduates. Thus it is better to do the research again using different sample from different populations. It is suggested that it is important to do this kind of research in qualitative methods as well.

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