

## **BALANCING ORGANIZATIONAL BEHAVIOUR: A REVIEW ON THE PERSPECTIVES OF ACADEMIC STAFF ETHOS**

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### **Abstract**

*To attain a desired perspectives of academic staff alliance in any work setting, several factors are often considered. This paper discusses organizational behavioral factors namely, motivation, job commitment and task distribution on academic staff. Employing integrated literature review of non-experimental design method to extensively review some research conducted. Although, considerable research has been conducted on motivation, commitment, and task distribution. However, few have made theoretical integration among academic staff ethos. Attention was given on balancing among these factors to their connectivity to the academic staff ethos. Therefore, integrated literature review method was utilized to show the gap within the factors that were proposed for integration. The review concluded that to achieve academic staff ethos to a balanced organizational behavior, all the factors are required to be integrated namely: motivation, job commitment, and task distribution.*

*Keywords: Organizational, Behavior, Academic, Motivation, Job.*

### **INTRODUCTION**

The responsibility of human resource is requiring bridging challenges of academic staff and organization through common understanding. Initiatives has been generated by several organizations facing balancing between the staff and the management. Although the staff becomes the victim of economic crisis through organizational crisis. However, to some extent the staff is determined to satisfy the organization to maintain a clear understandable mission and vision to achieve in the nearest future.

Consequently, communication is the benchmark between academic staff and the organization to strengthen the bond. This attitude of staffs is being monitored which allotted stress and reflects the way communication is perceived by both sides. Therefore, collaboration of efforts among the staffs and the organization will be of importance to couple with the expectation of the employed staff. At the same time, the well-being of the

staff ought to be given a kind priority. It is agreed upon that collective effort is an essential tool to tackle some problems arising between the academic staff and attitude of the organization (Sulaiman, 2010). This as result will benefit the organization to enrich its resource with asserts and information. Although, motivation and commitment were given priority to couple this barrier.

The current organizational situation declares that the most affordable commodity is the human resource defined as employed academic staff (Itika, 2011). Nassari (2013) believes that the main asserts of any organization be it educational or business, the most important valuable asserts are the staff. Therefore, the active role they play by academic staff towards the collaboration and development of the organization cannot be underestimated through commitment. Because collaboration, effort and attitude needed to be considered. The organization is made up of two parts the academia and the non-academic staffs (Grecmanova et al, 2015).

Their collective collaboration will take the part of achieving the strategic goal of the organization. Meanwhile, it is agreed upon that the aim of any educational institutional or business organization is to achieve its primary mission (Chitorelidze, 2017). According to Sulaiman (2010) ascertain that the collaboration of non-academic and academic staff is the pillar and strength of its survival.

He further suggested that if an organization did not recognize the efforts contributed by the administrative staff particularly to meet up with mission the organization will result to a failure. Therefore, in this stance a collaborative attitude must be in cooperated between these two main sources of the organization pillar. All asserts are of importance in the organization, be it people, technology, and facilities. This will collectively balance the attitude of the academic and the non-academic staff towards achieving a comprehensive goal (Fry et al., 2009).

Thus, this paper discusses the review performed on literature on motivation, commitment, and task distribution to examine the perspectives of academic staff because to theoretically integrate these three factors by researchers so to reduce stress of academic staff in the organizational arena.

## **ORGANIZATIONAL BEHAVIOR**

Organizational behavior seen as a moral behavior that expects all those who are affiliated themselves to it. Johns & Saks (2014) sees organizational behavior are social inventors for accomplishing through individual and group efforts. This is defined as the field that seeks to increase knowledge of all aspects of behavior in organizational settings using the scientific methods (Greenberg & Baron, 2010).

Looking into this definition the concept which is understood that certain characteristics must be met at the organizational level. Therefore, this attitude deals with individuals and groups that make up the organizational effectiveness through characters representing each group. These groups are individual, team and group that reflects on behavior to be abide with (Robbin et al, 2013).

Therefore, organizations are responsible for catering to its staff in all aspects. These staffs may be having different background of expertise which the organization brings them together as an entity of progress. These groups were found in the organization as mutually based on interest of collective interrelationships with individuals. Therefore, academic staff among these groups have huge responsibility as the task demanded. Academic staff are requested to deal with the micro system of the organizational behavior that is related to interaction (Warr & Neilsen, 2018).

Understanding this nature in which the organization operates, it is an essential armor to conquer the battle within and outside the organization (Gracia et al., 2013). The pillars organization which consists of people as organizations itself, people are the resources and people to people interactions. These three pillars constituent the organization. Thus, it is understood that without people an organization cannot exist, without resources it is of no use and the people to people are lives of the organization

(Mehilic et al., 2010).

Academic staff performance and commitment are the keys for dealing with one another as it is expected that people ones in their lives time interact. These interactions come with a certain attitude of measuring effort and satisfaction that needs to be adjusted towards an organization trait. This issue constantly arises on how to balance between staff, attitude, performance, and commitment. Of course, the balancing between people and organization has become a demand, the rate organization employ people has become huge task.

This need to be managed in a professional manner since academia are involved. Performance and satisfaction have been a serious issue, to comprehend. Among these issues identified a research was conducted by Ali et al, (2014) they found that negative correlation was among the relationship between performance, commitment and organizational behavior. The research also found that among the factors associated to the barriers were limitations of incentives, low salaries, poor follow-up by managers to the performance of the employees and improper human resource management.

However, Quedraogo & Leclerc (2013) confirmed the relationship among organizational behavior, performance, and commitment, but added that autonomy and knowledge are main and key aspect that changes the attitude of staff towards organization where are not placed properly. Pruzinsky and Mihalcova (2017) asserted that among factors that nurture the organization is to keep on track with knowledgeable individual with high motivated, committed and satisfied. They added that monitoring well-being of the academic staff contributed highly to the success of the organization.

Therefore, maintaining organizational behavior in the context of performance and commitment is a key that keeps a collaborative balance and mutual understanding between academic staff and the organization. However, issue on stress, well-being of the academic staff was another issue that hinders motivation and commitment. Therefore, organizational behaviors have issue that is contributing to lack of integration of these three factors were heightened in the next section.

## **ISSUES WITH ORGANIZATIONAL BEHAVIOR**

Well-being of the organization should be given a priority. Although stress becomes more attractive source to deal with. Sliskovic et al (2011) confirmed a partial mediation work locus of control mediated relationship between occupational stress on source and consequence among academic staff. Interaction continues as daily activities is improving and becoming more demanding task. Observing the perspective of academic staff many issues have arisen. These issues include motivation, commitment, stress, and communication (Sulaiman, 2017). Given well-being balance of academia in the Mid-19<sup>th</sup> century has spurred by studies that shows reduction of working hours has no negative impact on academic production performance (Core, 1925).

However, Hillon et al (2017) has confirmed through a qualimetric approach of well-being balance of academicians and administrators that work context, autonomy, well-being, organizational support is valuable element that reduce stress and improve commitment. Javed et al (2014) Added that work life balance in the organization can affect the outcome of staff which as a result will reduce job stress and turnover intention that affects the academic staff.

Generally, challenges are always available been it personal, environmental and workplace most of which is associated with stress and outcome of the employee. The various levels of academic staff in the higher institution have been reported to experience stress. A research conducted by Downy 2014, and Idris (2009) discovered that the higher ranging among academic staff experience stress.

Therefore, academic staff needs to have a prevention in controlling stress. In addition, Winefield & Jarret (2001) confirmed that despite academic staff were satisfied with their job, a high psychological stress was observed. However, among academic staff engaging in teaching and research had low stress. Winefield et al., (2003) conducted

research among academic staff old and new comprising 17 universities found that stress and well-being were worsen among new universities staff compared to their counterparts.

Barkhuizen & Rothmann, (2005) identified workload and well-life balance contributed to ill health of academic staff. They also found that communication, resources, job control had a positive effect on their commitment. Jabari & Sheykhjan (2015). Found that stress affects the performance of academic staff and affects their communication. They suggested that higher institution should boost social support packages. Sulaiman (2017) recommended higher institution to practice extrinsic motivation among academic staff.

Dobre (2013) Added that institutions should motivate their employees since organizations are moving towards competitiveness because pressure from clients might weaken the performance of the organization. This is related to the long-term vision of the institution and their various task should be monitored (Baldoni, 2005). Dobre (2013) He further stated that individuals difference warrants different motivational methods with better work conditions and higher incentives. Apparently, the common issue about academic staff perspective on organization is the actual behavior of the organization relating to motivation and resulted to well-being and stress affecting academic commitment.

### **ACADEMIC STAFF AND MOTIVATION**

A loyal academic staff, highly motivated, committed is a good representative of well sounded educational organization. Satisfied academic staff form a positive reference to his/her organization and feels more attracted to it. Academic staff refers to teaching staffs found in the educational sector who make changes in the life of their students (Sulaiman, 2017). The academia should understand that his/her role refers to dealing with the organization directly and indirectly through collaboration of communication (Sulaiman, 2010).

Since communication is the benchmark of interaction a priority should be offered to it. Perhaps, it will be of good terms if such communication is defined. This is because the channels of communication keep on changing. The students are the customers who benefited for the course of knowledge seeking improvement in their respective abilities. Therefore, academic staffs must be marketable for the organization to achieve the strategic goal (OECD, 2016). The sense of collaboration among them is a paramount view that work performance environment can manage.

Rajapathirana & Hui (2018) research has shown that one of the keys that triggers performance is the good relationship between the management and academic staff. Although they emphasis on more innovation capability and innovative efforts that comes from the employee. The manner of motivation leads staff to behave in a wanted manner. The key indicators of any dedicated staff are the motivation he/she receives from the organization (Khan, et al. 2012).

The connection of behavior, staff and motivation reflects the essence of all the people in the organization. Buberwa (2015) investigated the role of motivation on academic staff performance in Tanzanian Public Universities found that two main factors intrinsic and extrinsic play undeniable role boosting academic staff performance. He concluded in the research that providing a conducive atmosphere for intrinsic and extrinsic motivation will inevitably influence positively the performance and outcome of the staff. Therefore, motives surrounding achievements of individual originated from how motivation were conceived and defined by individuals (Ball, 2012). Study has shown that attitude plays 83% on how staff have fixed in the organization for improvement (Touretillery & Fishbach 2014).

The research stressed that experienced staff should be given a priority and chance to demonstrate his/her talents. The research further attested that motivation and job commitment are key factors that influence the behavior of the academic staff (Khan, 2012). In addition, Sulaiman (2017) added that incentives and promotion are relatively important

elements. However, Bandeira (2007) found that managerial attitude which lacks balance among staff reduce job commitment and as a result demotivation prevails in the organization. Hafiz (2017) added that academic staff competence is driven by the internal motivation from the organization. However, external motivation attitudes were found to be relatively cure for internal motivation (Tillery & Fishbach, 2014).

Therefore, the motivation of academic staff is of different levels due to the fact that individualism exist among them. Thus, if motivation does not influence some then other ways might be efficient and influential. For instance, the surrounding, society and attitude of the working environment can be a factor. Another study by Victor & Babatunde (2014) discovered that creativity and innovation, appreciation of genuine effort, award with impressive titles and acknowledgement on achievements enhances the performance of academic staff.

However, the same findings indicate that 60% agreed that there was lack of regular payment of monthly salary and remuneration by the head to promote performance. The study also revealed provision of adequate chance for professional growth and instructional facilities will result to a better performance. Furthermore, it is clearly observed that academic staff needs to be motivated in their various expertise.

### **JOB COMMITMENT**

The moral conceptualization about academic staff anxiety, management perception and chance to improve commitment towards organization. Studying academic staff attitude towards organizational commitment in human resource has become more challenging mostly in the 21<sup>st</sup> century (Wong et al, 2014). However, Meyer and Allen (1991) were the first to conduct research on job commitment whom they found two constructs to be considered namely, attitudinal and behavioral.

The attitudinal deals with the relation of values of the academic staff is connected to the organization. While, behavioral refers how academic staff engage with the organization he/she is attached to. Commitments toward job reflects the evaluation of staff performance. Therefore, academic staff most increase his/her commitment to enhance the development of the work environment in achieving a collaborative healthy working place.

It is acceptable that job commitment and performance are two elements that cannot be separated as such the commitments of academic staff must be high to meet the expectation of the organization. Hafiz (2017) study indicated that affective, normative and continuance commitments are positively related separately and jointly. Therefore, job commitment is seen as different factor that combined the existence of facts based on how organization defined it (Meyer & Northampton, 2016).

Ping et al. (2017) added that among varieties of organizational commitment, job commitment was seen to be the key influence and procedural justice must be established to eradicate bias. Arguing that commitment according to research conducted is to establish the implication of job distribution toward academic staff were clearly identified by Meyer and Maltin (2010). Adding to that view commitment as a force that binds academic staff to a goal in the organization or outside the organization and course for action to make that goal relevant.

The binds can be noticed in different views namely, affective, normative and continuance commitments, respectively. The affective part deals with the mindset of the academic staff through the emotional feeling toward the organization (Meyer & Allen, 1997). The normative commitment is the ideology of staff to feel obligation feelings that he/she belongs to the organization (Slack et al, 2010). Continuance commitment must be investigated very seriously as associated with aim of the organization. It refers to the intention attached to leaving, efforts and pension of the academic staff based on cost and alternatives (Khan et al, 2016).

### **TASK DISTRIBUTION**

Task distribution in the organization is an essential tool in carrying the organization along

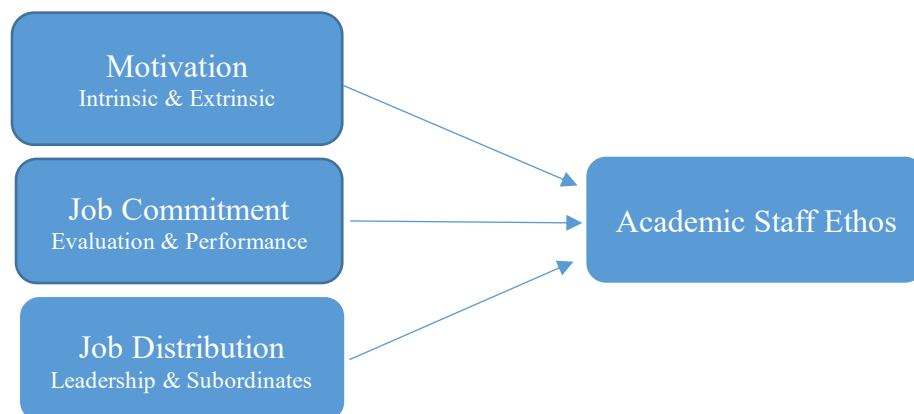
to its success. This is no doubt that the organization is the main distributor of task that is aimed to achieve a goal set by it. Therefore, coordinating the organization process in achieving this fit, a clear definition of what is meant by task distribution must be defined. Task distribution in an organization is dismantle of activities from the leader to the subordinates where they can meet the goal of the organization.

Many facets had been associated to task distribution like the research conducted by Ping, et al. (2017) relating to balance work life policies, job stress and turnover in the workplace as result of accumulated task distribution. The research found that task distribution and stress are very related positively. This implies that lack of proper distribution of duty in the workplace contributes to job stress. However, the moderation occurs when job distribution is regulated in the proper channel. This leads to regulation of stress by the management in providing the employees with the latest technology, health facilities, given on time access to therapist, having free time and entertainment (Nekzada & Tekeste, 2013).

Jave et al (2014) added that role conflict and job stress have positive impact on task distribution. Hence, the gap between task and stress must be considered and rectified amicably. Distribution of task is important for an employee to gauge during executing his/her task. Although research showed that many employees face stress during their early days of employment as a result task been assigned to them (Dwamene, 2012). He argued the management of all organizations to continuously examine the mood of their employees from time to time to solve the problem faced by them. In addition, he concluded that one of the reasons that makes employees leave their job was task, lack of proper care and pressure (Dwamene, 2012).

Even though much research have been conducted regarding task distribution related to real life situation, stress and turnover because of accumulated task distribution in organization. It was found that work life balance and task distribution have a positive effect on the outcome (Javed et al., 2014). The positive result was not to give chance to task, stress, communication considered the combination may be true. The organizational leadership is responsible to all activities and task orientation. This leadership is surrounded with different areas of specialization where task is been investigated and sought out as requested by the organization.

The goal of the organization is to improve the efficiency of the organization through the influence of academic staff collaboration impacting in student outcome. Research concluded that positive result has been gained through leadership and task distribution (Goksoy, 2015). Angelle (2010) Added in a qualitative study concluded that a practical and structure organization, strengthening culture, relationship and affiliation which leads to efficacy, increased trust, job satisfaction and academic staff intend to stay are some fruitful criteria useful for task distribution in the organization.



## CONCLUSION

This paper has addressed the perspective of academic staff ethos in adopting

organizational requirements based on the literature reviewed on this topic. The reviews suggest that role played by academic staff in the organizational need to be credited in all aspects since many challenges awaits him/her. Among this challenge well-being of the organization to achieve its utmost aim at in its critical moment. Due to technology challenges in the 21<sup>st</sup> century and complexity of intra and inter-organization.

Academic staff must strive and perform to meet the goals of their respective organizations. Understanding academia ethos towards the organization will help to create a well-balanced academic environment by integrating motivation, job commitment, and task distribution. The determination of academic staff will arise when all aspects is been properly considered theoretically.

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