

# FORMALIZATION AND ITS EFFECTS ON WORK OUTCOMES OF TEACHERS: THE ROLE OF POTENTIAL MODERATORS

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**Özet:** Bu çalışmanın ana amacı, öğretmenlerin rol stresi, iş tatminsizliği, örgütsel bağlılığı ve yabancılaşması üzerinde örgütsel düzenlemelerin etkisini incelemektir. Ayrıca, meslekteki yıl sayısı, yaş ve yüksek düzeyli ihtiyaçların gücü gibi değişkenlerin, örgütsel düzenlemeler ve iş çıktıları ilişkilerinde, öğretmenler için, farklılık yaratıp yaratmadığı araştırılmıştır. 256 öğretmenden elde edilen verilere uygulanan analiz sonuçlarına göre; örgütsel düzenlemeler, rol stresi olarak ifade edilen, rol belirsizliğini ve rol çatışmasını azaltmaktadır. Öğretmenlerin rol çatışması ve motivasyon problemleri çalışmanın dikkate alınması gereken bulgularıdır. Ayrıca çalışmanın anahtar bulgularından biri de, örgütsel düzenlemelerin örgütsel bağlılığı artırmasıdır.

**Anahtar Kelimeler:** düzenleme, rol stresi, iş tatmini, örgütsel bağlılık, yabancılaşma

**Abstract:** The main purpose of this research is to examine the effect of formalization on role stress, job dissatisfaction, organizational commitment, and alienation, and the possible effect of the moderating variables such as job tenure, age, and higher order need strength within a group of teachers. Interrelationships of organizational formalization and work outcomes were also analysed with the data obtained from 256 primary and secondary school teachers. According to the results of the analysis, formalization was found to decrease both types of role stresses. Role conflict and motivation problems of teachers are the noticeable findings obtained in this study. One of the key findings of the study is also that formalization increases organizational commitment.

**Key Words:** Formalization, role stress, job satisfaction, organizational commitment, alienation.

## I. Introduction

One of the most important facts to remember when examining teachers' stress is that teachers view themselves as professionals. As professionals, they expect to be recognized as possessing a degree of expertise that gives them the right to a high level of work autonomy, the ability to serve as their own judges, and to be highly involved in decision making. The rights that employee expect as professionals, however, are often in conflict with their role as members of an organization (Bacharach et. al., 1986, 10).

Organizations set up on the basis of hierarchical relationships with a clear and single flow of authority from the top to the bottom should result in more effective economic performance and goal achievement than organizations set up without such an authority (Rizzo et al., 1970, 150). In an organization,

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efforts are directed toward the creation of certainty through such mechanisms as the routinization and formalization of work. In this type of organizations, managers exert their authority (a) by prescribing rules and procedures that specify what needs to be done by subordinates as opposed to letting subordinates decide what needs to be done in their work, and (b) by making sure that subordinates comply with the prescribed rules and procedures. Such formalization provides top management with more effective control and coordination. Conversely, this formalization conflicts with an employee's desire for autonomy and leads to negative work outcomes such as role stress, being one source of stress regularly encountered by most individuals in work setting, lower satisfaction, lower organizational commitment, and higher work alienation of an employee (Agarwal, 1993, 715). A rigid formalization affects not only the health of employees but also the health of organizations in which those individuals are employed. If health is affected by stressors in the formalization, managers should be able to reduce these stressors by identifying them, and then eliminating (Jackson, 1983, 3).

Role stress has long been one of the most widely investigated organizational qualities in stress research. Role stress includes role ambiguity and role conflict (Schuler, 1980, 195). In recent years, the concept of role overload has also been a focus of attention. The term of role stress has been defined as "anything about an organizational role that produces adverse consequences for individual (Conley&Woosley, 2000, 179). Role stress, particularly conflict and ambiguity, tends to prevent an individual from attaining or completing a task (Schuler, 1980, 195). Role conflict exists when an employee faces incompatible expectations such that compliance with one expectation would make it difficult or impossible to effectively comply with the other expectations. Role ambiguity arises when an employee lacks adequate information for effective performance of a given role. (Fisher, 2001, 144).

The study focuses on examining whether organizational formalization has an effect on work attitudes of teachers or not. When scientific data are considered, classroom teaching is characterized as an occupation where multiple role demands are present. Role demands may become stressful for a teacher when the expectations of organization members from the teacher's behaviours are unclear (role ambiguity), and meeting one set of expectations makes it more difficult to answer other expectations (role conflict). For example; teachers experiencing role conflict report that they are "responsible for maintaining discipline but do not have the authority to do so" (Conley&Woosley, 2000, 180). If that is the case, do teachers suffer from incompatible expectation problem in Turkey? Educational systems are often highly bureaucratic. Moreover, schools employ mostly professionals. In a bureaucracy following the creation of a sort of certainty through such a mechanism as the routinization and formalization of work, efforts are generally directed. For teachers, the creation of certainty through bureaucratization represents the breaking point for the

autonomy they expect as professionals (Bacharach et. al., 1986, 10-11). In sum, an apparent tension between (formalization) bureaucratization and professionalization is likely to arise. The apparent tension, consequently, may lead to role stress, and to other negative work outcomes. In this case, we might face such a question as: is there an increase in teacher stress and thereupon in their negative work outcomes in Turkey? This study aims to find an answer to such questions.

The appropriate conceptualization and measurement of the differences among people has been the subject of a number of studies (Hackman&Oldham, 1976, 255). Therefore, the second focus of the present study is to examine whether the moderator variables such as higher-order need strength, job tenure, and age moderate the relationship between organizational formalization and work outcomes among teachers, and to determine the differences among teachers across split-samples representing sub samples (Yılmaz, 2001, 1401) of the above mentioned moderators. Along with the investigation of direct relationships between formalization and role stressors, researchers have also sought possible moderators of these linkages. In general terms, moderator variables may be classified as situational or personal (O'Driscoll&Beehr, 2000, 151-152). In attempting to identify the conditions under which employees would respond positively to inherently motivating work content, studies have emphasized individual differences- particularly, higher order need strength (HONS)- (Abdel-Halim, 1979, 122). As teachers were "predominantly higher order in nature" particularly in regard to "the need to take on responsibility for one's own goals and to see these goals through to completion", higher-order need strength needs to be examined as a moderator of formalization-role stress-outcome relationships (Conley&Woosley, 2000, 182). An individual progresses through distinct career stages throughout his/her professional lives and each career stage is unique in terms of work experiences, job attitudes, and relationships between work experiences and job attitudes. Thus, the relationships assumed in Figure I may change across each career stage (Yılmaz, 2001, 1393). It will be useful to explore the differences between early- and late-career teachers in the relationships of formalization, role stress, and outcome by means of such variables as age and job tenure.

#### *A. The Purpose and Theoretical Model of the Study*

The potential effects of formalization and role stress are costly, not only to the individual in terms of high work alienation and low job satisfaction, but also to the organization in terms of lower organizational commitment (Fisher, 2001, 144). For example, the individual who experiences high work alienation may become alienated from both his work and the organization, which is hidden-unemployment that means wasteful employment of force and is also an important matter from both economics and social perspective (Ronald et al. 1988, 376). It is important for organization to prevent such negative attitudes

from occurring because these can lead to undesirable behaviours. To reduce negative attitudes and consequently undesirable behaviours, management needs to understand the relationships between formalization and these attitudes. The knowledge and findings which managers will gain on the relationships, consequently, will be important for the redesign of the organizational structure (Agarwal, 1993, 716).

The study aims to find out whether or not organizational formalization has an impact on work attitudes, and the moderators such as higher-order need strength, job tenure, and age moderate the relationships between organizational formalization and work outcomes in terms of teachers. The study which is mostly based on the studies of Agarwal (1993), Dubinsky et al, (1992), Ronald et al. (1988), Conley&Woosley (2000), Yılmaz (2001), Beher et al.(1976) was carried out in Turkey, a different country, which may be considered as a contribution to the literature. Agarwal (1993) and Ronald et al. (1988) examined in their studies the effects of formalization on work attitudes. And Conley&Woosley (2000) focused on examining the effects of role stress of teachers through the investigation of higher order needs as possible moderators of the role stress-outcome relationship in order to determine individual differences. Through such variable patterns as formalization and alienation, this study makes a contribution to the study model of Conley&Woosley (2000), and through other variable such as job dissatisfaction and potential moderators to the study model of Agarwal (1993), Ronald et al.(1988).

Drawing from the literature concerning formalization, role stress, job dis-satisfaction, organizational commitment, work alienation, career stages, and motivation, the model demonstrated in Figure 1 represents the hypothesized relationships among the variables of the current study. Stated briefly, the model proposes that formalization (FO) has a direct and negative influence that reduces role ambiguity (RA) but a direct and positive influence that increases role conflict (RC), and organizational commitment (OC). As can be depicted in Figure I, though role ambiguity and role conflict directly increase job dissatisfaction (JDS) and alienation (AL), they reduce organizational commitment. And, job dissatisfaction which reduces organizational commitment increases alienation. As far as organizational commitment is concerned, it reduces work alienation. Furthermore, other indirect relationships among variables of the study should also be considered. For example, formalization which increases role conflict also indirectly increases job dissatisfaction, resulting in work alienation. Theoretical and empirical support for the model is to be presented in the next section.

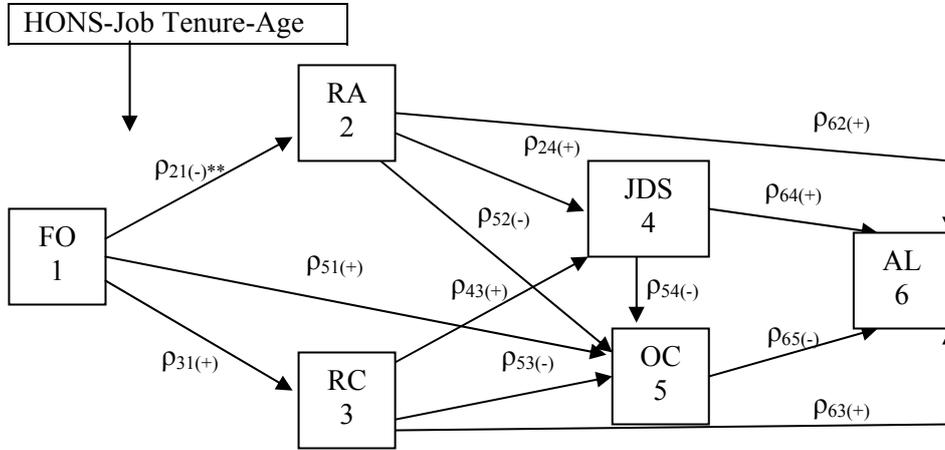


Figure 1  
\*Path Diagram of Hypothesized Model

$$RA \text{ (role ambiguity)} = \alpha + \beta_1 FO + e_1$$

$$RC \text{ (role conflict)} = \alpha + \beta_1 FO + e_2$$

$$JDS \text{ (job dissatisfaction)} = \alpha + \beta_1 RC + \beta_2 RA + e_3$$

$$OC \text{ (organizational commitment)} = \alpha + \beta_1 FO + \beta_2 RC + \beta_3 RA + \beta_4 JDS + e_4$$

$$AL \text{ (alienation)} = \alpha + \beta_1 RC + \beta_2 RA + \beta_3 JDS + \beta_4 OC + e_5$$

$$HONS = \text{(Higher-order need strength)}$$

\*The model in Figure 1 requires five regression analyses for the calculation of all the path coefficients. For example, the path from 1 to 2 ( $\rho_{21}$ ) is calculated by regressing 2 on 1, which is indicated by the equation ( $RA = \alpha + \beta_1 FO + e_1$ ). Each path coefficient is equal to the  $\beta$  associated with the same variable. Thus,  $\rho_{21} = \beta_1$  (Kerlinger&Pedhazur, 1973, 313-314).

\*\*The symbol for a path coefficient is a "p" with two subscripts, the first indicating the effect (or the dependent variable), the second subscript indicating the cause (the independent variable) (Kerlinger&Pedhazur, 1973, 310). Accordingly,  $\rho_{21(-)}$  in Figure 1 indicates the direct negative effect of the variable 1 on variable 2.

## II. Literature Review And Hypothesis Development

### A. Relationship between Formalization and Role Stress

Role ambiguity and role conflict are the two components of role stress. Organizational formalization involves the use of rules, procedures, policies, hierarchy of authority, written documents, reward systems, and other formal mechanisms to influence behaviour (Lewis et al.1995, 546). Formalization becomes necessary to coordinate activities when an organization grows too complex to control by informal means (Bedeian, 1986, 292). The findings of the previous studies have suggested that more formalization of practices is required for organizational effectiveness (House&Rizzo, 1972, 473). However, formalization expressed with the extent to which written rules, procedures, and

policies regarding an employee's job are available (Morris et al., 1979, 62) can cause negative attitudes, which hampers the organizational effectiveness. For instance, formalization may reduce role ambiguity by providing adequate information for effective performance of a given role but increase role conflict by preventing an employee from achieving his/her desire for autonomy.

Role ambiguity is defined as lack of "(1) the predictability of the outcome or response to one's behaviour and (2) the existence or clarity of behavioural requirements" (Rizzo et al., 1970, 155-156). The previous studies examined have supported a negative relationship between role ambiguity and formalization.

Role conflict is defined in terms of the dimensions of congruency-incongruency or compatibility-incompatibility in the requirements of the role (Rizzo et al., 1970, 155-156). Contrary to role ambiguity, the relationship between role conflict and formalization is complicated. Some researchers have reported a negative relationship, but some others have stated a positive relationship.

Agarwal (1993) examined the impact of cultural factors on the relationship between formalization defined as job codification, rule observation and work outcomes for the U.S. and the Indian samples. He particularly found that rule observation reduces role ambiguity, whereas it increases role conflict, and that the net effect of rule observation on role ambiguity and role conflict was .00, and .16, respectively, for the Indian sample (Agarwal, 1993, 730). Morris et al. (1979), exploring the influence of structural characteristics such as participation in decision making, supervisory span, formalization, span of subordination, and work group size on role conflict and role ambiguity for three occupational groupings, reported that for all groups, both role conflict and role ambiguity have a negative relationship with formalization. According to the findings of their study, they also suggested that the impact of particular structural properties on role conflict and role ambiguity may be influenced by the characteristics of the occupational grouping (Morris et al., 1979, 66-68). Another empirical study conducted by Jackson & Schuler (1985) supports negative relationship between formalization and role ambiguity. It was contended that the existence of written rules and procedures governing work activities appears to help clarify role perceptions for employees. They also suggested that the existence of professional norms have an influence on relationship between formalization and role conflict. According to their findings, a formalization for employees of professional norms increases conflict although it reduces conflict for employees with no such professional norms (Jackson & Schuler, 1985, 22-32). Ronald et al. (1988) examined whether formalization has an influence on salesperson's job attitudes. They found that higher levels of formalization were associated with lower role ambiguity, and role conflict (Ronald et al., 1988, 379). House & Rizzo (1972) reported that the major contribution of formalization concerns that of reducing role ambiguity

(House&Rizzo, 1972, 501). Based on the finding above, the first hypotheses of the study are:

H1: Role ambiguity is significantly and negatively related to organizational formalization.

H2: Role conflict is significantly and positively related to organizational formalization.

### *B. Relationship between Formalization and Organizational Commitment*

Formalization, the existence of written rules and procedures managing work activities, may have a positive and direct impact on organizational commitment defined as the degree to which an employee displays a strong belief in acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization (Mowday et al., 1979, 226; Agarwal, 1993, 721). Formalization which tends to provide a basis for organizational commitment might serve to articulate the congruence between organizational mission and professional goals. The perception of such congruence reduces the strains (Organ&Greene, 1981, 249). The theoretical rationale of the positive and direct impact of formalization on organizational commitment may be based on two arguments: 1) in making goals and objectives more explicit, formalization enables the individual to make more objective decisions about whether to "internalize" the goals and objectives of the organization as his or her own, and 2) operationally useful rules and procedures may enhance employee perceptions of the organization's dependability (Ronald et al., 1988, 378).

In the literature exist a number of studies which have come out with different results between organizational commitment and formalization. Studies have not produced conclusive results about the relationship between the variables. For example, some studies have reported negative relationships, (Agarwal&Ramswami, 1993; Agarwal, 1993) whereas some others have stated positive ones (Organ&Greene, 1981; Podsakoff et al., 1986). However, some other studies still haven't been able to find a significant relationship between the two variables (Ronald et al. 1993; Greene, 1978). The third hypothesis of this study is based on a theoretical ground supporting a positive and significant relationship between the variables.

H3: Formalization is significantly and positively associated with Organizational commitment.

### *II.C. Relationship between Role Stress (role ambiguity, role conflict) and Job Dissatisfaction*

Job satisfaction involves an attitude towards one's job. "I like it/ don't like it" is the essence of this attitude (Korman, et al., 1981, 343-344). Job satisfaction arises when an individual perceives that his or her job fulfils the values considered to be important by that individual (Fisher, 2001, 148). As defined earlier, role stress is "anything about an organizational role that

produces adverse consequences for individual. Role stress which appears where values producing adverse consequences for individual begin to arise will naturally lead to a decline in the level of job satisfaction. This is because the role stress which appears in this process prevents the values considered to be highly important by the individual from being satisfied with his/her job, which is called job dissatisfaction. The results of the studies on the impact of role stress for the individual in the organization suggest that role conflict and role ambiguity are usually associated with negatively stated values, such as job dissatisfaction, job-induced tension, lower organizational commitment, and propensity to leave (Bedian&Armenakis, 1981, 417). This is the reason why I preferably use job dissatisfaction rather than job satisfaction. Hence, it may be assumed that role stress will be antecedents of job dissatisfaction

Most of the research on organizational stress has focused on its relationship with job satisfaction. These studies generally indicate that job stress and satisfaction are inversely related (Sullivan&Bhagat, 1992, 354). In these studies, job satisfaction has often been associated with lower level of role stress (Bedian&Armenakis, 1981; Ruyter et al.2001; Boles et al., 1997; Fisher, 2001; Teas, 1983; Conley&Woosley, 2000; Kemery et al. 1985; Posner&Randolph, 1980; O'Driscoll&Beehr, 2000; Miles, 1976; Jaskson et al. 1985, Dubinsky et al., 1992). In contrast to these findings, there are also different results in the concerning literature. For example, Netemeyer et al. (1990) observed no relationship between role ambiguity and job satisfaction (p: 155). A study performed on two samples revealed that role conflict and job satisfaction were negatively related in the manufacturing sample and in the banking sample, however, no relationship existed (Abdel-Halem, 1981, 266). The findings of the studies which examine the impact of role stress on job dissatisfaction show that there is a positive relationship between the two variables (Conley&Woosley, 1999, 191; Beehr et al., 1976, 45). In parallel with these findings, a hypothesis that there may exist a positive relationship between role stress and job dissatisfaction may be suggested.

H4: Role ambiguity and role conflict are significantly and positively associated with job dissatisfaction.

#### *D. Relationship between Role Stress and Organizational Commitment*

Organizational commitment defined as the relative strength of an individual's identification with and involvement in a particular organization has been considered as an important variable in understanding the work behaviour of employees in an organization. If role stress (conflict and ambiguity) tend to prevent an individual from attaining or completing a task, they create a work environment characterized by conflicting demands, and as a result, individuals who work in such a work environment may experience a lack of willingness to commit their efforts to the organization (Dubinsky et al., 1992, 83). To sum up, in such a work environment, role stress may reduce organizational commitment.

Dubinsky et al. (1992), exploring the influence of role stress on salespeople's work outcomes for the U.S., Japan and Korea samples stated that both role stresses were negatively related to organizational commitment in all three samples (p: 91). In contrast to Dubinsky et al. (1992)'s findings, no such relationship between the two variables was found by Ruyter et al. (2001) who examined the effects of role stress on job performance and satisfaction in call centres (p:30). And also Agarwal (1993) didn't find a strong relationship between role conflict and commitment for the two samples. Other empirical studies conducted on the effects of role conflict and role ambiguity on commitment have reported that both role stresses have a negative effect on organizational commitment (Jackson et al., 1985; Ronald et al., 1988; Conley&Woosley, 2000; Morris&Koch, 1979). Based on the results above, the 5th hypothesis of the study is:

H5: Role ambiguity and role conflict are significantly and negatively related to organizational commitment.

#### *E. Relationship Between Job Dissatisfaction and Organizational Commitment*

As an attitude, commitment differs from the concept of the job satisfaction or dissatisfaction in several ways. To begin with, commitment as a construct reflecting a general effective response to the organization as a whole is more global. Job satisfaction or dissatisfaction, on the other hand, reflects one's response either to one's job or to certain aspects of one's job. Hence, commitment emphasizes attachment to the employing organization, including its goals and values, while satisfaction or dissatisfaction emphasizes the specific task environment where an employee performs his or her duties. In addition, organizational commitment should be somewhat more stable over time than job satisfaction or dissatisfaction. Commitment attitudes appear to develop slowly but consistently over time as individuals think about the relationship between themselves and their organization. Satisfaction or dissatisfaction, on the other hand, has been found to be a less stable measure over time, reflecting more immediate reactions to specific and tangible aspects of work environment (Mowday et al., 1979, 226). It is quite clear that a relatively greater amount of time will be required for an employee to determine his level of commitment to the organization than will be the case with his level of job satisfaction or dissatisfaction (Porter et al., 1974, 608).

In their study focusing on the attitude constructs of organizational commitment, and job satisfaction, Porter et al. (1974) suggested that although they would expect commitment and satisfaction to be related, each construct appears to contribute unique information about the individual's relationship to the organization (p: 608). In the concerning literature, one other subject often discussed is whether or not job satisfaction precedes organizational commitment causally. Yılmaz (2001) reported that job satisfaction and organizational commitment are multidimensional constructs and each dimension may play a

differing role in the satisfaction→commitment sequence (p: 1411). Dubinsky et al. (1992) assumed that job satisfaction acts as a predictor of commitment in their hypothesized variable relationships. The study findings indicated that the relationship of the two variables was significant and positive for the three samples (p: 89). Similar findings were reported by Porter et al.(1974), Conley&Woosley (2000), and Ruyter et al. (2001). In these studies, Porter et al. (1974) stated that correlations between commitment and satisfaction were the highest correlations among correlations between variables of study across the four time periods. Conley&Woosley (1999) found a negative relationship between job dissatisfaction and commitment. Ruyter et al. (2001) reported a positive and direct relationship between satisfaction and commitment.

In parallel with the findings reported by Conley&Woosley (1999) and the assumption that job dissatisfaction may be a predictor of organizational commitment since job satisfaction or dissatisfaction is more specific, less stable, and more rapidly formed (Yılmaz, 2001, 1392), the present study proposes the following hypothesis about the relationship between job dissatisfaction and organizational commitment:

H6: Job dissatisfaction is significantly and negatively related to organizational commitment.

#### *F. Interrelationships Among Role Stress, Job Dissatisfaction, Organizational Commitment, and Alienation*

Korman et al.(1981) explain alienation as follows: Consider Manager A, who sees himself to be desirable and whose personal needs are considered by him to be worthwhile. As a result, these needs need to be fulfilled by his job situation in order for him to be satisfied. Manager A would not be called alienated because he is aware of what his personal needs are and he desires to have them fulfilled by his job. He is not alienated but he can be either job satisfied or dissatisfied, depending on the level of need fulfilment provided by his position. Alienation and satisfaction (or dissatisfaction) are therefore not the same. Similarly, consider Manager B with low self-value and whose personal needs, because they belong to him, are not seen by him as being worth much. Because he does not evaluate his job on the basis of whether or not his needs have been met, he is as likely to consider himself satisfied when his personal needs have not been fulfilled as when they have been. Manager B is personally alienated because he does not use his own needs in making his behavioural choices and in evaluating his job satisfaction. Thus, it is possible to be personally alienated and either satisfied or dissatisfied. Job satisfaction involves an attitude toward one's job. The feeling of alienation is one of separation or estrangement (p: 344).

These patterns of relationships indicate a need to keep the concept of alienation distinct from job dissatisfaction. Job dissatisfaction is a negative reaction toward one's job. "I don't like it" is the essence of this reaction

(Korman, et al., 1981, 343-344). And, work alienation is defined as the degree to which an individual identifies with a specific type of work. Specifically, work alienation is a generalized cognitive state of psychological separation from work resulting from the perception that work itself is unable to satisfy salient personal needs and expectations. It reflects an attitude or a condition in which an employee cares little about work, approaches work with little energy, and works primarily for extrinsic rewards (Agarwal, 1993, 723; Ronald et al. 1988, 378). For example; consider a scientist whose job is characterized by high intrinsic satisfaction, positive involvement, and commitment to a reference group composed of other professionals. However, he is a scientist who is unable to find self-rewarding work activities to engage him, who does not experience an intrinsic pride or meaning in his work, and who works merely for his salary. The scientist is likely to experience the type of alienation described as self-estrangement. He/she may be alienated from his work, yet still be satisfied or dissatisfied with his/her job (Miller, 1967, 759). Such considerations above require the relationship between job satisfaction or dissatisfaction and alienation or non-alienation to be examined. In the present study, the focus has been on the relationship between job dissatisfaction and alienation. Job dissatisfaction is hypothesized to be related positively to work alienation because the individual who doesn't like his/her job is unlikely to identify psychologically with and be involved with his/her work. The hypothesis of the study is:

H7: Job dissatisfaction is significantly and positively related to work alienation.

In previous studies done, conflicting results are reported on the relationship between role stress and alienation. For example, Agarwal (1993) found a positive relationship between the two variables for the Indian sample, but observed no positive relationship for the U.S. sample. Despite the fact that Ronald et al. (1988)' study supported a positive relationship of role ambiguity, the same study did not propose a relationship between role conflict and alienation. Notwithstanding the mixed results in the research, it may be suggested that there will be a positive relationship between role stress and alienation. This hypothesis is consistent with the predominant finding that both role stressors are associated with dysfunctional job attitudes and outcomes. If an individual evaluates his job on the basis of his needs, and at the same time, always faces unclear expectations about his work behaviour or in-congruency in meeting of expectations, he/she will experience both role stress and alienation. Both role stresses experienced by the individual will lead to a positive effect on work alienation. Because he will realize that he must inevitably sacrifice some of his personal desires and needs, the situation which he is in is likely to lead to a sort of psychological distraction and discomfort (Ronald et al., 1988, 378). Such a situation may be the main source of personal work alienation (Korman et al., 1981, 346). Consequently, the other hypothesis of the study is:

H8: Role ambiguity and role conflict are significantly positively related to work alienation.

Organizational commitment is a multidimensional construct with components of organizational attachment, motivation, and organization-person value congruity (Morris&Koch, 1979, 91). Alienation is the feeling of separation or estrangement. From Korman et al. (1981)'s perspective, it may safely be voiced out that lack of work alienation leads to a harmony or consistency between one's work itself and one's self-work-image. If one's self-work-image rests on the perception that work itself is able to satisfy salient personal needs and expectations (Ronald et al., 1988), commitment attitudes will be developed slowly but consistently over time. Developing commitment attitudes in turn will decrease the level of alienation.

Ronald et al., (1988) and Agarwal (1993) examining the relationship between organizational commitment and alienation in a similar construct have linked the two variables. In the first of these studies, greater organizational commitment was associated with lower levels of work alienation. In the other study, it was found a strong and negative relationship between the two variables. Based on the above findings, the hypothesis of the study is:

H9: Organizational commitment is significantly and negatively related to work alienation.

#### *G. Potential Moderators: Higher Order Need Strength, Job Tenure, Age*

Maslow (1954) suggested that human motives become known sequentially according to a hierarchy of five need levels: 1. physiological, 2. safety, 3. affiliation, 4. achievement and esteem, and 5. self-actualization (p:80-92). The concept of higher order needs is derived from the idea of self-actualization. The basic prediction is that people who are relatively high in higher-order need strength will respond more positively to a job high in motivating potential than people who are relatively low in higher-order need strength (Hackman&Oldman, 1976, 258).

Beehr et al. (1976) examined the moderating effects of higher order needs strength on the role stress-individual and organizational outcomes relationship of 133 employees. They found that higher order need strength moderates the relationship between role stress and individual outcomes such as job satisfaction, fatigue, and tension, but it does not act as a moderator on the relationship between role stress and organizational outcomes such as an effort towards quantity and quality, and involvement (p:45). Ivancevich&McMahon (1977) reported that higher order need strength had the moderating effect. They examined the role played by higher order needs in task-goal attribute-performance relationship, employing a sample of 141 technicians. They found that the technicians with high higher order need strength report that challenging goals, feedback on goals, and goal clarity are related to various performance criteria and the same findings do not exist for technicians with low higher order

needs (p:560). Conley&Woosley (2000), investigating the moderating effects of higher order needs strength on the role stress-individual and organizational outcomes relationship of 371 teachers, found that a great deal of relationships are moderated by higher order need strength (p:191).

There is substantial evidence that differences among people moderate how they react to their work, and higher order needs strength appears to be a useful way to conceptualize and measure such differences. Our country experiences a lack of knowledge, in terms of the literature concerned, as to the influence of individual differences on the relationships between formalization and outcomes. The present study, therefore, aims to inquire whether or not as a possible moderator, higher-order need strength moderates the relationship between organizational formalization and outcomes with respect to teachers. So, the hypothesis of the present study is:

H10: The relationships among formalization and its outcomes are stronger among teachers who are relatively high in higher-order need strength than among teacher who are relatively low in higher-order need strength.

People build careers by moving among various jobs in different fields and organizations. A career is individually perceived sequence of attitudes and behaviours associated with work-related experiences, activities, and positions over the span of a person's life. Regardless of the type of work or occupation, individuals typically move through four distinct career stages during their working lives: exploration and testing, establishment and advancement, maintenance, and withdrawal. It is important to note that individuals pass through these stages at various ages (Lewis et al.1995, A1). In consistency with the aim of the study, the features of the exploration and testing, and withdrawal stages are given below.

People in exploration and testing stage, early career stage, explore talents, interests, and values; try to find a good fit or match between career and self-image. This stage includes that an employee lacks adequate information and job knowledge for effective performance of a given role. In contrast to early career stage, the main tasks during the withdrawal stage, late career stage, involve remaining a productive contributor with a strong sense of self –worth, developing and training possible successors, and completing major long-term projects and assignments. So, people in their late stage should be provided a lot of freedom and autonomy to complete these tasks. Such considerations suggest that the acquaintance of the employee with the requirements of the job, the social environment in which he or she will work, and the organization's policies, rules, and procedures may be beneficial for people in their early career stage , but not for people in their late career stage (Lewis et al.1995, A1). Ronald et al. (1988), in their study, stated that more experienced employees may not benefit from greater formalization as much as their less experienced counterparts (p:381).

Individual progresses through distinct career stages throughout his/her professional life and each career stage is unique in terms of work experiences, job attitudes, and relationships between work experiences and job attitudes (Yılmaz, 2001, 1393). Using demographic variables such as age, organizational tenure, and job tenure as career stage indicators, Yılmaz (2001) explored the differences across early- and late-career salespeople in the performance→satisfaction→commitment sequence. He reported that the positive relationship between salesperson performance and intrinsic- extrinsic job satisfaction was stronger among late-career salespeople than among early-career salespeople for all three indicators of career stage (p:1403).

As career stage indicators, two demographic variables used by Yılmaz such as job tenure and age were selected for this present study. The differences between early-and late-career teachers were examined in terms of two indicators of career stage on the relationships between formalization and its outcomes. So, the last hypothesis of the present study is:

H11: The relationships among formalization and its outcomes are stronger among early-career teachers than among late-career teachers.

### III. Method

#### A. Sample and Procedure

A total number of 256 primary and secondary school teachers were chosen as a sample from the population. The population consisted of 1351 primary and secondary school teachers in Giresun city centre in Turkey. Of these, 911 teachers worked in primary school and 440 teachers worked in secondary school. The population consisted of 869 male and 482 female teachers.

The type of selection of the sample is the simple random sample, which includes the selection of the representative sample from a sampling frame which lists all teachers in the elementary and secondary schools in the city centre. Each teacher here has a probability of  $n/N$  of being included in the sample. The sample size was calculated as 245 at a % 95 confidence level and a + - 5 % tolerance level (Kurtuluş, 1998, 236). After getting permission from the relevant offices in order to survey in Giresun, the director of each school was visited to inform about the survey. After 300 questionnaires were distributed to the teachers included in the study sample, only 280 of the questionnaires were answered. However, 24 out of the 280 questionnaires were not subjected to any evaluation due to substantial missing data. The number of the questionnaires used in the analyses was 256. The rate of response was 85 per cent. The sample consisted of 256 subjects including 144 male and 112 female teachers. While 165 out of 256 teachers were in elementary school, 95 were in secondary school. Respondent's age ranged from 24 to 56 years (mean=38). Average job tenure of respondents was 16 years.

### *B. Measures*

After reviewing the related literature, a questionnaire was constituted to assess the variables of interest. In order to prevent the loss of meaning of the items in the questionnaire, except for the questions on the scale of job dissatisfaction, the questionnaire was wholly translated from English into Turkish and vice-versa. A pilot study was conducted with a group of 35 teachers to enhance the quality of the questionnaire. The questionnaire was rearranged based on the information gathered from the pilot study. The number of the items and scales used in the final questionnaire to assess the key constructs such as formalization, role conflict, role ambiguity, job dissatisfaction, organizational commitment, and alienation is presented below.

Formalization was measured on a 3-item scale taken from the work of Bacharach et al. (1990). The items in the scale were scored from 1 (= very false) to 5 (= very true). Role conflict and ambiguity were assessed with 8- and 6-item scales, respectively, taken from the works of Rizzo et al. (1970), and Siegall (2000). The items in the scales were scored from 1 (= very false) to 5 (= very true). Role ambiguity items were reversely scored.

As previously explained, the results of the studies on the impact of role stress suggest that role conflict and role ambiguity are usually associated with negatively stated values, such as job dissatisfaction, job-induced tension, lower organizational commitment, and propensity to leave (Bedian&Armenakis, 1981, 417). This is the reason why I preferably use job dissatisfaction rather than job satisfaction. In general, The Minnesota Job Satisfaction Questionnaire (MSQ) is used to assess job satisfaction and measured on a 5-point scale ranging from 1 (=very dissatisfied) to 5 (=very satisfied). However, in this study, the scale ranging from 1 (=very dissatisfied) to 5 (=very satisfied) was replaced with a scale ranging from 1 (= very satisfied) to 5 (= very dissatisfied) and used to assess the teachers' job dissatisfaction. The Turkish version of the MSQ was taken from the work of Eren (1999). The teachers' Job dissatisfaction was assessed by a 10-item scale. Respondents were asked: "In general, how satisfied are you with your present job". Response alternatives to each item were coded from 1 (= very satisfied) to 5 (= very dissatisfied).

A 14-item scale developed by Porter et al. (1974) was used to measure organizational commitment. Responses to each item are measured on a 5-point scale ranged from 1 (= strongly disagree) to 5 (= strongly agree).

Work alienation was measured on a 5-item scale from Miller (1967). Responses to each item are measured on a 5-point scale ranging from 1 (= strongly agree) to 5 (= strongly disagree). Higher order need strength was measured by seven items answered on a five-point scale from not important to very important. The items were taken from the work of Beehr et al. (1976). However, some of these items were also used to measure higher order need strength by Conley et al. (2000), and Ivancevich et al. (1977).

### *C. Data Analysis*

In the study, path analysis was conducted to predict the causal connections among variables of the study. The method of path coefficients or path analysis was used to estimate and compare the magnitudes of the effects of different variables on each other. Essentially, this approach represents sequential regression analyses of antecedent and dependent variables at various points in the model, with the data reordered into normalized form. The standardized beta (path) coefficients in the regression equations then estimate the relative direct contributions of variability in immediate causal factors to variability in the “effect” (or dependent variable). One advantage of the standardized beta values is that differences in units of measurement do not complicate interpretation of the analysis. The utility of path analysis as an interpretive tool lies in its power to decompose bi-variety correlations into various direct and indirect paths in which one variable is presumed to affect another. This property is particularly useful when one posits the effects that are opposites of one another (Organ&Greene, 1981, 247). Path diagrams are most useful in depicting the hypothesized relations. The aim of path analysis is to provide quantitative estimates of the causal connections among the sets of variables (Bryman&Cramer, 1997, 268). The logic and rules for path analysis are quite straightforward. The set of arrows constituting the path diagram include both simple and compound paths. The value of a compound path is the product of all the simple paths constituting the compound path. The numbers are standardized partial regression coefficients or beta weights (Kelloway, 1998, 11-13).

First the researcher calculates all the path coefficients in the model and then employs some criteria for the deletion of the paths. This approach is called as “theory trimming”. Two kinds of criteria may be used in theory trimming. These are statistical significance and meaningfulness (Kerlinger&Pedhazur, 1973, 318). Consistent with previous researchers [Ronald et al. (1988), Dubinsky et al.(1992); Chiu et al. (1998) Agarwal, (1993)], first, data were analyzed for the sample by using a “full effects” model that incorporated all hypothesized interrelationships. Second, a “trimming model” eliminating non-significant relationships obtained in the full model was analyzed for the sample and examined for significant reductions in explanatory power. Also, to detect the potential moderating effects of the above posited moderators, the sample data were analyzed using subgroup analysis. The sample was split to form appropriate sub samples for each moderator (Yılmaz, 2001, 1401). Accordingly, model interrelationships were examined for higher order needs strength groups defined by dividing the sample at the 33rd and 66th percentiles of the distribution (Conley, 1999, 190). The early- and late-career stages were investigated in the job tenure and age samples. Job tenure among 1-10, 11-22, and 23-36 years and age among 24-34, 35-45, and 46-56 years were used as cut-off points to represent early, medium, late career stages.

The data were analyzed initially with descriptive statistics including frequencies, means, and standard deviations. Next, factor analysis was conducted to ascertain the validity of the measures used in the study based on the data. Factor analysis is a method for reducing a large number of variables (tests, scales, items, and so on) to a smaller number of presumed underlying unities called factors. Factors are usually derived from the inter-correlations among variables. If the correlations among variables, for instance, are zero or near zero, no factors can emerge. If, on the other hand, variables are substantially correlated, one or more factors can emerge. Factors are constructs, hypothetical variables that reflect the variances shared by test, items and scales and responses to them, and, in fact, almost any sort of stimuli and responses to stimuli (Kerlinger&Pedhazur, 1973, 360). The factor analyses conducted in this study showed that several items may have to be eliminated for the validity of the measurement model because of item cross-loadings across constructs. Total 16 items are eliminated from the scales of the measurement model. The factor analyses displayed the presence of six factors. The items that measured each construct have been listed in Appendix A, in terms of size of their loadings on the factor to which they are most closely related. The size of their loadings on the factors supports the unidimensionality of the constructs and provides support for convergent and divergent validities of the construct (Agarwal, 1993, 727). The data were checked to see whether the multicollinearity problems existed among the variables. This problem may cause instability on the regression coefficients. When a variable is added to a regression equation, all the regression coefficients change. In addition, regression coefficients may change from sample to sample as a result of sampling fluctuations, especially when the independent variables are highly correlated. All this means, of course, that substantive interpretation of regression coefficients is difficult and dangerous, and it becomes more difficult and dangerous as predictors are more highly correlated with each other (Kerlinger&Pedhazur, 1973, 77). As none of the correlation coefficients was greater than 0.33 among the variables, multicollinearity was not considered to be an issue. This finding means that regression coefficients may be stable and this implies that they are not likely to be subject to considerable variability from sample to sample (Bryman&Cramer, 1997, 257; Chiu et al. 1998, 324). In order to see the problems relating to multicollinearity, the variance inflation factors (VIFs) and the values of the tolerance were also calculated for each of the regression coefficients. The values of VIF below the cut-off 10 show that there is no a relationship among variables in question. The VIFs ranged from a low of 1.08 to a high 1.29 in the sample. The low and high tolerances for variables are 0.772 and 0.921, respectively. If the tolerance figures had been closed to zero, multicollinearity would have been a possibility. This finding suggests that multicollinearity is not a likely threat to substantive conclusions drawn from the parameter estimates (Agarwal, 1993, 728). The items were also analyzed using Cronbach Alpha to assess internal

consistency and reliability. Each group's reliability coefficients ranged from 0.75 to 0.94. All of the reliability coefficients for the factors were found to be over 70% (Appendix A), which shows that these measures can be analyzed within acceptable limits (Akgül and Çevik, 2003, 435).

Table 1: *Correlation Matrix and Descriptive Statistics*

		FO	RC	RA	JDS	OC	AL
Formalization (FO)		-					
Role Conflict (RC)		-.21**	-				
Role Ambiguity (RA)		-.20**	.21**	-			
Job Dissatisfaction (JDS)		-.10	.14**	.19**	-		
Org. Commitment (OC)		.30**	-.32**	-.30**	-.24**	-	
Alienation (AL)		-.03	.14*	.16*	.33**	-.05	-
n= 256							
**P<.01	Mean	8.91	9.26	8.83	16.26	25.28	8.89
*p<.05	SD	2.79	3.65	3.14	5.38	5.72	5.15
	Range	3-15	4-20	5-25	7-34	8-34	4-20
	Items	3	4	5	7	7	4
	Alpha	.76	.75	.76	.86	.85	.94
	VIF	1.13	1.16	1.15	1.08	1.29	-

#### IV. Result

Path coefficients of the model were calculated by five regression analysis and presented in Table 2. As shown, work alienation was predicted by both job dissatisfaction ( $\beta = .32$ ,  $p < .001$ ) and role conflict ( $\beta = .11$ ,  $p < .10$ ), but not role ambiguity ( $\beta = .10$ , ns) and organizational commitment ( $\beta = .09$ , ns.). Organizational commitment was predicted by job dissatisfaction ( $\beta = -.15$ ,  $p < .01$ ), role ambiguity ( $\beta = -.19$ ,  $p < .001$ ), role conflict ( $\beta = -.22$ ,  $p < .001$ ), and formalization ( $\beta = .19$ ,  $p < .001$ ). Job dissatisfaction was predicted by both role ambiguity ( $\beta = .17$ ,  $p < .01$ ) and role conflict ( $\beta = .11$ ,  $p < .10$ ). Both role ambiguity and role conflict were predicted by formalization ( $\beta = -.20$ ,  $p < .01$ ), ( $\beta = -.21$ ,  $p < .001$ ), respectively. The model explained 12% of the variance in alienation, 21% of the variance in organizational commitment, 04% of the variance in job dissatisfaction and role conflict, and 03% of the variance in role ambiguity. When non-significant paths, role ambiguity  $\rightarrow$  alienation and organizational commitment  $\rightarrow$  alienation are eliminated and the resulting trimmed models examined, the explanatory power of the predictors does not seem to be different from the explanatory power of the full model.

Table 2: Regression Analysis Results

Dependent Variables	Explanatory Variables	Full Model		Trimmed Model	
		Beta	Adj. R <sup>2</sup>	Beta	Adj. R <sup>2</sup>
RA	FO	-.20 <sup>b</sup>	.03 <sup>a</sup>	-.20 <sup>b</sup>	.03 <sup>a</sup>
RC	FO	-.21 <sup>a</sup>	.04 <sup>b</sup>	-.21 <sup>a</sup>	.04 <sup>b</sup>
JDS	RC	.11 <sup>d</sup>		.11 <sup>d</sup>	
	RA	.17 <sup>b</sup>	.04 <sup>b</sup>	.17 <sup>b</sup>	.04 <sup>b</sup>
OC	FO	.19 <sup>a</sup>		.19 <sup>a</sup>	
	RC	-.22 <sup>a</sup>		-.22 <sup>a</sup>	
	RA	-.19 <sup>a</sup>		-.19 <sup>a</sup>	
	JDS	-.15 <sup>b</sup>	.21 <sup>a</sup>	-.15 <sup>b</sup>	.21 <sup>a</sup>
AL	RC	.11 <sup>d</sup>		.10 <sup>d</sup>	
	RA	.10		-	
	JDS	.32 <sup>a</sup>		.31 <sup>a</sup>	
	OC	.09	.12 <sup>a</sup>	-	.11 <sup>a</sup>

<sup>a</sup>p<.001<sup>b</sup>p<.01<sup>c</sup>p<.05<sup>d</sup>p<.10

n= 256

As depicted in Table 2, the direction of both relationships between organizational formalization and role ambiguity (H1) and between organizational formalization and role conflict (H2), is negative and significant, which provides substantial support for Hypothesis 1, but not for Hypothesis 2. There are positive and significant relationships (as posited above) between formalization and organizational commitment (H3), and role stress -role conflict and role ambiguity- and job dissatisfaction (H4). Consistent with the hypothesis 5-6, there are also negative and significant relationships between role stress, role conflict and role ambiguity, and organizational commitment (H5), and job dissatisfaction and organizational commitment (H6). These relationships specified in Hypothesis 3-4-5-6 were supported by the sample data. The results obtained for the relationship between job dissatisfaction and alienation (H7), and role conflict and alienation (H8) are positive and significant as hypothesized. These findings provided substantial support for Hypothesis (7), and partial support for Hypothesis (8). However, the results for the relationship between role ambiguity and alienation (8), and organizational commitment and alienation (H9) are not significant. The sample data did not provide an adequate support for the relationships between role ambiguity and alienation, and organizational commitment and alienation.

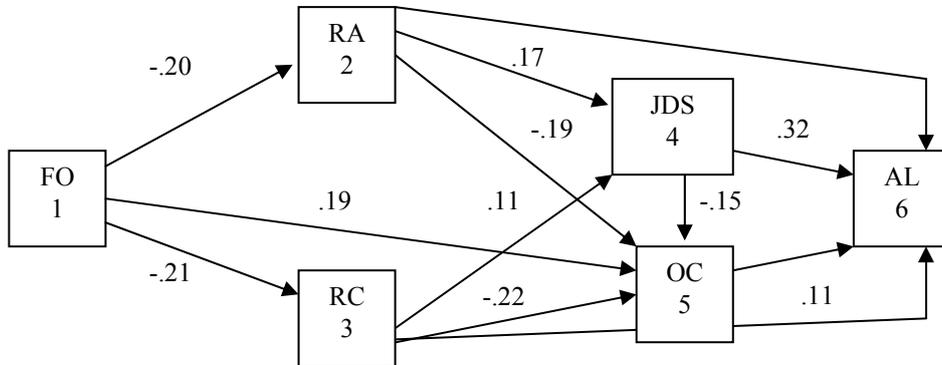


Table 3: Summary of Significant Effects

Effect of FO on RA		Total Effect	.29
(1) FO→RA	-0.20	Effect of FO on AL	
Effect of FO on RC		FO→RA→AL	
(2) FO→RC	-0.21	FO→RC→AL	-0.02
Effect of FO on JDS		FO→OC→AL	
FO→RA→JDS	-0.03	FO→RA→JDS→AL	-0.01
FO→RC→JDS	-0.02	FO→RC→JDS→AL	-0.01
Total Effect	-0.05	FO→RA→OC→AL	
Effect of FO on OC		FO→RC→OC→AL	
FO→OC	.19	FO→RA→JDS→OC→AL	
FO→RA→OC	.04	FO→RC→JDS→OC→AL	
FO→RC→OC	.05	Total Effect	-0.04
FO→RA→JDS→OC	.01		
FO→RC→JDS→OC	.00	TOTAL NET EFFECT	-0.21

Many researchers recommend calculating the overall, -direct and indirect-, impact of other variable(s) on a variable. The direct effects of all the variables were calculated and added to it the indirect effects. The indirect effects are gleaned by multiplying the coefficients for each path from one to another variable (Bryman&Cramer, 1997, 271). Table 3 reports the overall effect of organizational formalization on work alienation. The path diagram, as shown, has sequences that go from formalization to alienation. The net effect of formalization on role ambiguity and role conflict is -.20, and -.21, respectively. The net effect of formalization on job dissatisfaction is -.05. The net effect of formalization on organizational commitment and alienation is .29, and -.04, respectively. The total net effect of formalization on alienation is -.21.

Table 4: Regression Analysis Results of Potential Moderators

Moderators Variables	Job Tenure				Age				Higher Order Need Str.			
	1-10 (n=81)		23-36 (n=77)		24-34 (n=81)		46-56 (n=66)		Top (n=85)		bottom (n=85)	
Dp.→Ex.	Beta	R <sup>2</sup>	Beta	R <sup>2</sup>	Beta	R <sup>2</sup>	Beta	R <sup>2</sup>	Beta	R <sup>2</sup>	Beta	R <sup>2</sup>
RA→FO	-.39 <sup>a</sup>	.14 <sup>a</sup>	-.09	.00	-.34 <sup>b</sup>	.11 <sup>b</sup>	-.08	.00	-.18 <sup>d</sup>	.02 <sup>d</sup>	-.22 <sup>c</sup>	.03 <sup>c</sup>
RC→FO	-.35 <sup>b</sup>	.11 <sup>b</sup>	.04	.00	-.34 <sup>b</sup>	.10 <sup>b</sup>	-.04	.00	-.18 <sup>d</sup>	.02 <sup>d</sup>	-.32 <sup>b</sup>	.09 <sup>b</sup>
JDS→RC	.24 <sup>c</sup>		.00		.20 <sup>d</sup>		.00		-.02		.08	
→RA	.27 <sup>c</sup>	.17 <sup>a</sup>	-.04	.01	.24 <sup>c</sup>	.11 <sup>b</sup>	-.14	.00	.17	.00	.25 <sup>c</sup>	.05 <sup>c</sup>
OC→FO	.36 <sup>b</sup>		.01		.40 <sup>a</sup>		.05		.16		.10	
→RC	-.10		-.15		-.17 <sup>d</sup>		-.12		-.12		-.38 <sup>a</sup>	
→RA	-.01		-.29 <sup>b</sup>		-.04		-.35 <sup>b</sup>		-.07		-.31 <sup>b</sup>	
→JDS	-.28 <sup>b</sup>	.27 <sup>a</sup>	-.21 <sup>d</sup>	.11 <sup>c</sup>	-.21 <sup>c</sup>	.32 <sup>a</sup>	-.22 <sup>d</sup>	.11 <sup>c</sup>	-.22 <sup>c</sup>	.08 <sup>c</sup>	-.01	.31 <sup>a</sup>
AL→RC	.24 <sup>c</sup>		.10		.16		.02		.14		-.04	
→RA	-.03		.09		-.03		.07		.10		.07	
→JDS	.30 <sup>c</sup>		.27 <sup>c</sup>		.27 <sup>c</sup>		.26 <sup>c</sup>		.32 <sup>b</sup>		.44 <sup>a</sup>	
→OC	-.03	.17 <sup>b</sup>	.03	.04	-.07	.10 <sup>c</sup>	.07	.00	.07	.11 <sup>b</sup>	-.05	.19 <sup>a</sup>

<sup>a</sup> p< .001<sup>b</sup> p< .01<sup>c</sup> p< .05<sup>d</sup> p< .10

Consistent with the previous research (Conley&Woosley, 2000; Ronald et al., 1988), a series of analyses were employed to determine the potential moderating effects across split-samples representing sub samples of the above posited moderators. The moderators can be said to have a moderating effect if the relationships in the model are stronger among early-career teachers than among late-career teachers, and stronger among teachers who are relatively high in higher-order need strength than among teachers who are relatively low in higher-order need strength. For this purpose, path and correlation coefficients calculated for the job tenure and age, and the higher order need strength samples were compared for the early- and late-career stages, and for the top and bottom thirds. Table 4-5 show the path and correlation coefficients for split-samples represented within different sub samples of the potential moderators such as high order need strength, job tenure, and age.

When the number of significant path (beta) coefficients and the strength of those coefficients were compared, for teachers who were in the top higher-order need strength group, four of the beta coefficients of the 12 relationships among formalization and its outcomes were statistically significant, while interestingly, six of the 12 beta coefficients were significant among the teachers in the bottom third and all of the significant or non-significant beta coefficients, except five of beta coefficients, were stronger than the corresponding beta coefficients for the top higher order need strength group. Contrary to the expectations, the findings in the right columns of Table 4 suggest that the relationships between formalization and its outcomes are not moderated by

higher-order need strength. It is noteworthy that the relationship in the expected direction only emerged for the organizational commitment and job dissatisfaction. The relationship between commitment and job dissatisfaction was stronger for the top higher-order need strength group. In the same way, when the number of the significant correlation coefficients and the strength of those coefficients were examined for the top and bottom higher order need strength groups, Table 5 shows that the relationships between formalization and its outcomes, except the relationship job dissatisfaction-commitment, are stronger for the bottom third on higher order need strength than for those in the top third on higher order need strength. In sum, the findings obtained through regression and correlation analyses suggest that higher order need strength moderates the effects of the job dissatisfaction on organizational commitment, but not the effects of other variables on work outcomes. Consequently, the sample data did not provide substantial support for Hypothesis (10).

Table 5: *Correlations of Potential Moderators*

Moderators		Job Tenure		Age		Higher Order Need Strength	
Correlations		1-10 (n=81) (n=77)	23-36	24-35 (n=75)	46-56 (n=66)	Top bottom (n=85) (n=85)	
FO	RC	-.35**	.04	-.34**	-.04	-.18	-.32**
	RA	-.39**	-.09	-.34**	-.08	-.18	-.22*
	JDS	-.13	-.08	-.11	-.11	-.02	-.20
	OC	.44**	.05	.50**	.11	.20	.30**
RC	RA	-.10	-.06	-.03	-.04	.03	-.25*
	JDS	.44**	.07	.34**	.00	.44**	.18
	JDS	.36**	.00	.29**	.00	.05	.12
	OC	-.34**	-.17	-.39**	-.12	-.19	-.47**
RA	AL	.35**	.11	.26*	.00	.19	.04
	JDS	.38**	-.04	.31**	-.14	.16	.27*
	OC	-.31**	-.29**	-.31**	-.32**	-.19	-.41**
	AL	.20	.07	.13	.00	.20	.20
JDS	OC	-.38**	-.20	-.33**	-.17	-.24*	-.17
	AL	.39**	.26**	.33**	.23	.32**	.46**
OC	AL	-.22*	-.06	-.22*	.00	-.05	-.13

\*\* p<.01

\* p<.05

When the path and correlation coefficients shown in Table 4-5 were compared for the job tenure and age split-samples, all of the coefficients, except for the coefficient of the relationship of role ambiguity and organizational commitment, in both regression and correlation analyses for early career teachers were stronger than those for late career teachers for two indicators of career stage. To sum up, the findings of both analyses suggest that the relationships among formalization and outcomes are moderated by job tenure and age in the expected direction. Consequently, the results show that career

stage moderates the effects of formalization on work outcomes, which provides substantial support for Hypothesis (11).

### **V. Discussion**

This study examined the effect of formalization on role stress, job dissatisfaction, organizational commitment, and alienation, and the possible effect of the moderating variables such as job tenure, age, higher order need strength within a group of teachers.

According to the results of regression analyses in Table 2, formalization is related to both types of role stress. It has a negative effect on both role conflict and role ambiguity. This finding indicates that written rules, procedures, and policies may tolerate role stress, and may be beneficial for teachers. But, here there is a point that conflicts with the related theory. This finding contrasts with the insight that formalization increases particularly role conflict by preventing the employee from achieving his/her autonomy. In terms of the related theory, if the role conflict is considered as only one indicator for teachers' freedom in performing their work, such an interpretation that teachers in the sample may give up their freedom in their profession in order to decrease role conflict might be made. The findings of the study are consistent with those of Ronald et al. (1988), who found that salespeople didn't have a negative reaction to a formalized work environment. Overall, among teachers in the sample, formalization reduced job dissatisfaction and alienation indirectly through its effects on role ambiguity and role conflict, and increased directly organizational commitment.

Both types of role stresses were found to be positively related to job dissatisfaction. It is considered that job dissatisfaction is a negative reaction toward one's job. Teachers who have much more responsibilities try to do their best for their students. However, the degree of the experienced conflictual demands and expectations weakens teachers' feelings of effectiveness and increases job dissatisfaction (Conley&Woosley, 2000, 194). Both types of role stress and job dissatisfaction have a negative impact on organizational commitment. In addition to the conflictual demands and expectations, the fact that the job is not loved also keeps teachers from developing a strong belief in acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization. At this point, the remarks of a teacher who has been working for 28 years are interesting: "The new approach in our schools is that of student-centred education, the aim of which is to keep students from rote learning. The main mission of teachers in this approach is to guide students in obtaining knowledge and information. Teachers will not transfer knowledge and information to students any more. But, how can a teacher guide students and how can students reach knowledge and information in a school that does not have a library and laboratory facilities? I mean there is a contradiction between

what teachers are asked to do and the educational facilities in hand. It is inevitable that role stress will increase and that job satisfaction and organizational commitment will decrease for teachers who are aware of their responsibilities as teachers and who realise such a contradiction but are unable to overcome it on their own". The ideas the female teacher has already stated are consistent with the findings of our study.

Role conflict and job dissatisfaction were found to be positively and significantly related to alienation. The relationships of role ambiguity and organizational commitment with alienation were not found to be statistically significant. When a comment on these significant relationships is made, the teachers in the sample view that their jobs don't fulfil the values they consider to be important. That is, on the basis of their needs, they do not find their jobs to be satisfactory enough, which naturally leads to job dissatisfaction. Likewise, work dissatisfaction experienced by the teachers included in the sample resulted in work alienation. In practice, teachers are expected to provide a better-quality education for their students. However, they are not allowed to employ the best instructional methods or educational materials. In a sense, a paradox appears as the eventual outcome of such a practice. Namely, teachers are held responsible for meeting their students' needs on the one hand, and they are forced to follow restrict teaching methods on the other. To the degree that role conflict presents teachers with difficulty in performing their work effectively, negative work reactions are likely to be engendered (Conley&Woosley, 2000, 194). Conflictual demand and expectations cause the perception that teachers must inevitably sacrifice some of their personal desires and needs. Consequently, this perception has turned into job dissatisfaction, and in turn led to work alienation of our teachers.

Career stages moderated all of the relationships, except for the relationship of role ambiguity and organizational commitment, among formalization and its outcomes. The results in Table 4-5 provide strong evidence that the relationships among formalization and its outcomes are stronger among early-career teachers than among late-career teachers. When some relationships among formalization and its outcomes were studied, the relationship between formalization and organizational commitment in this study was found to be the strongest in terms of early-career teachers. Formalization has enabled early-career teachers to internalize the values, norms, and goals of their organizations. Written rules and procedures for early-career teachers who lack self-confidence and the ability to perform their job have intervened as a confident factor, and increased their commitment to their organizations. The existence of a negative relationship between role conflict and formalization may help to clarify role perceptions of our early-career teachers in the sample. This relationship is a sign of whether our teachers have professional norms. Instead of reducing role conflict, formalization for teachers possessing professional norms must increase conflict. This is true because behaviours encouraged by

professional norms are likely to be different from the behaviours encouraged by formalized organizational norms (Jackson&Schuler, 1985, 32). The negative relationship between the two variables is an evidence for the fact that our early-career teachers in the sample have not possessed professional norms. The degree of role stress experienced by early-career teachers stands out as the basic cause of teachers' hatred for their job. The relationships between job dissatisfaction and alienation, and job dissatisfaction and organizational commitment are a sign of the fact that early- and late- career teachers do not differ in terms of the means they use in assessing their jobs. Job dissatisfaction directly determined by role ambiguity and role conflict had negative effect on commitment and positive effect on alienation. That is, while job dissatisfaction decreases commitment, it increases alienation. For early-career teachers, it is important to note that role conflict has directly positive effect on alienation. Such a positive effect shows us a discomfort resulting from the lack of professional norms or freedom on the job. Similarly, for late-career teachers, the important point to note is that role ambiguity has negative effect on commitment. If role ambiguity is considered as a function of success in obtaining information about others' role expectations: The longer one is in a job, the more information he or she obtains (Jackson&Schuler, 1985, 37). Then, a plausible explanation may be that the negative effect on commitment implies that late-career teachers fail to obtain the required information. The reason for this may be thought to be the lack of the flow of enough information and of a two-way communication between managers and teachers in our schools.

Higher order needs refer to man's desire for self-fulfilment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming (Maslow, 1954, 91-92). Higher order need strength did not moderate all of the relationships among formalization and its outcomes. This important finding warrants some more discussions. The reason for this may be an inadequacy of the scale used in this study to measure the higher order need strength. In addition, it may be suggested that the higher order needs of our teachers in the sample have not still emerged as a result of the dissatisfaction of their other prior needs. A Further clarification of the higher order need strength appears to be necessary. The desire to become everything that one is capable of becoming is an inevitable necessity for teaching profession. If there is no such a desire, success will remain to be merely a dream. Teachers' failure refers to their students' failure. It is important that teachers should be highly motivated. A further investigation of the issue will disclose important views. Following the solution to this problem, high level directors have to create an environment in which teachers can perform their tasks the most effectively in line with their abilities and talents. Otherwise, nobody will be able to make a plausible explanation for teachers who give up their independence on their job. Namely, the work

outcomes of the professional lives of our teachers in whose hands lies our children's future will create some worry.

On the whole, formalization decreased both types of role stresses. But role conflict and motivation problems of teachers, as explained above, are the striking and challenging findings in the study. One of the key findings of the study is also that formalization increases organizational commitment. Consequently, it may be said that formalization will be useful for inexperienced teachers. However, contrary to the idea above, the inflexible and unyielding practices of formalization are in conflict with the changing desires of contemporary organizations. Particularly, our experienced teachers should be encouraged to use their creativity and the initiative to make a decision and solve problems on the way to achieving our children's own goals (Lewis et al.1995, 48). The findings obtained from this and similar studies will prove to be useful for redesigning any organizational structure. Therefore, the findings should be taken into consideration by the administrators of our organizations. The findings we obtained should not be used to make a generalization in such a way as to include all teachers nationwide since the teachers involved in this study come from a single city of Turkey.

#### APPENDIX A: *Factor Loadings, and Test Results*

	F1	F2	F3	F4	F5	F6
Formalization	.825					
FO1existing a document indicating the general procedure to follow						
FO2being a complete written description for job	.806					
FO3being a handbook or manual for facility	.737					
Alpha	.7602					
Role Conflict		.793				
RC6working under incompatible policies						
RC4receiving incompatible requests from two or more people		.714				
RC8working under vague direction and orders		.707				
RC5working on many unnecessary things but, there are other job activities that are more important		.707				
Alpha		.7534				
Role Ambiguity			.806			
RA4knowing exactly what is expected of the job						
RA5knowing what the responsibilities are			.761			
RA6knowing what performance standards are expected			.759			
RA3knowing to have divide the time properly			.642			

## APPENDIX A: Factor Loadings, and Test Results (Devami)

RA1knowing how to use the authority to get what to want from work			.548			
Alpha			.7620			
Job Dissatisfaction JDS5 In general, how satisfied is one with; The chance to do something that makes use of one's abilities				.796		
JDS7The chance to try one's own methods of doing the job				.778		
JDS6The freedom to use one's own judgement				.758		
JDS8The feeling of accomplishment one gets from the job				.755		
JDS4 The chance to do things for other people				.697		
JDS3The chance to be somebody in the community				.652		
JDS2The chance to do different things				.627		
Alpha				.8620		
Organization Commitment OC9gladness that one chooses the school to work for over others					.864	
OC8The school really inspires the very best in one's in the way of job performance					.811	
OC6the proud to tell others that one is part of the school					.718	
OC13being school one works for the best of all possible school for which to work					.701	
OC12caring about the fate of the school					.688	
OC2talking up the school to friends as a great school to work for					.570	
OC5finding that one's values and the school's values are very similar					.560	
Alpha					.8568	
Alienation AL3loving the type of work that one is doing						.931
AL2giving one a feeling of pride in having done the job well						.920
AL5being of the work most rewarding experience						.882
AL4 giving of the job to one a chance to do the things that I do best						.881
Alpha						.9453
Tests		Explained Variance				
Kaiser-Meyer-Olkin test	:0.819	62.07				
Bartlett's test of sphericity	:3894.64 (p<.000)					

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