

Determinants of Organizational Commitment among Teachers of Technical Education in Haryana

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Abstract

Organizational commitment is the relative intensity of an employee's involvement in and identification with a specific organization. Measuring organizational commitment is an assessment of the congruence between an individual's own values and beliefs and those of the organization. Rigorous expansion in Technical education of Haryana state started in 1995 with granting of more Engineering colleges and since then the state has not looked back. The present study was aimed to measure the organizational commitment among the teachers of technical education. Data were collected on standardized scale from 1006 respondents and factor analysis and ANOVA was used to ascertain the factors that shape the organizational commitment of teachers in technical education also, the effect of some demographic variables on the factors was also studied. Older teachers and teachers with Doctorate qualification were found more committed. Also, teachers appointed on regular basis had higher organizational commitment.

Keywords: Technical Education, Organizational Commitment, Faculty Members.

INTRODUCTION

Technical education has acquired a prominent place in the development of human resources. It has become the most significant component of human resource development in improving not only the quality of life but also it has shown the great horizon for its further expansion and development. It has greatly added towards the improvement of national economy with great potential of achievement. The phenomenal growth of science and technology has initiated a great thrust for the development of human capital resulting into a great avenue of institutions and industries not only in India but abroad as well. These well established institutions do cater well for present and future towards the human resource development.

The national economy needs not only the sustained growth but also the pace which should be maintained to match the latest trend of world across; making imperious to accelerate the growth for skilled manpower to meet out the projected targets. Eleventh Five Year Plan has placed high priority and attention to the need of the hour – the growth of skilled and trained innovative manpower. The Five Year Plan has been oriented to look technical education as the main apparatus for achieving and sustaining the rapid growth of technical development. In order to give impetus to the technical education the 11th Five Year Plan 7 new IITs, 20 IIMs, 8 new Universities, 5 new IISC, 10 NITs, 373 Degree Colleges and around 1000 Polytechnic Colleges were opened. This was done in order to build a new crop of technocrats to meet the demand of overgrowing technical sphere. Central Government and other State Government took the great initiative to start the new institutions well in time to influx the manpower in the respective fields.

Last decade India experienced an unrecorded growth in technical education. A manifold growth was being observed in growth of institutions and intake of students in these technical institutions. As per the latest data available from AICTE, the intake capacity of total 8562 technical institutions in India was 2236743 students out of these 1761976 students in 3495 Undergraduate level engineering colleges, 385008 students in 2450 management institutions, 100700 students in 1241 MCA level institutions, 8401 students in 105 HMCT degree level institutions, 5996 students in 126 Architecture institutions and 121652 students in 1145 Pharmacy institutions respectively. AICTE has further approved 210 institutions for academic year 2012-2013 providing additional intake capacity of 190132 students. The majority of approval has been in the engineering institutions. This approval of AICTE itself speaks by volume the importance of technical education which adds to the growth of Indian economy.

HIGHER TECHNICAL EDUCATION IN HARYANA

Haryana came into existence as a state in 1966 by separating from Punjab State. The area of Haryana State which got separated from Punjab, was very backward in education. At the time of its inception Haryana has only one Engineering college at Kurukshetra which subsequently became NIT and six polytechnics with a total intake of 1340 students annually. Only one Private Textile Engineering institute was established prior to independence by Birla group. There was no expansion in government or private sector till 1995 bearing only one Engineering college and few more polytechnics in government sector. The State of Haryana took great

initiatives to expand the technical education with granting of more Engineering colleges in 1995 and since then the state has not looked back. It has the marvelous record of technical expansion in public and private sector. The State government has been highly encouraging and proactive in establishing technical institutions in private sector only through its regulating bodies but also through entrepreneurs. The efforts brought the fruits and today Haryana is at the forefront of new education thrust. The State government is constantly taking all the necessary steps to promote the technical education in government and private sector. Haryana is amongst the foremost states of India in technical education which has limitless potential and prospects in foreseen future. The annual growth of Haryana is remarkably matches with the growth of private sector. The both are growing at the same pattern and mechanism which is well oiled keeps the growth up going all the times. The growth of state has been impleaded with the Private sector in a very prudent and effective manner and as a result of which the intake of students in technical institutions has growth multiple.

ORGANIZATIONAL COMMITMENT

Organization commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Measuring organizational commitment is an assessment of the congruence between an individual's own values and beliefs and those of the organization (Swales, 2002). Ismail (2012) characterized organizational commitment as employees' willingness to contribute to organizational goals. Meyer et al. (1993) explained organizational commitment in

three distinct themes; first as a psychological attachment between employees and organizations (affective), second as a perceived cost associated with leaving the organization (normative) and third as an obligation to stay with the organization (continuance). Whereas, according to Mowday, Poter and Strees (1979) organizational commitment is the relative intensity of an employee's involvement in and identification with a specific organization.

Organizational Commitment has been measured in various ways by different researchers mainly along behavioral and attitudinal lines. Nijhof, Jong and Beukef (1998) found commitment to be strongly connected with colleagues and style of management. No significant relationship was found between personal characteristics of individual and organizational commitment. Job characteristics and leadership were found to be significantly related to organizational commitment; whereas organization size, job interest, variety, autonomy and feedback were not found to have a strong relation with organizational commitment. Maignan and Ferrell (1999) in their research among hotel managers found high levels of equal pay; employer's interest in them and co-operation and trust between the employees and managers as important factors effecting organizational commitment. Elizur and Koslowsky (2000) found work values, especially cognitive ones, are positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment. Maxwell and Steele (2003) in their research among hotel managers found high levels of equal pay; employer's interest in them and co-operation and trust between the employees and managers as important factors effecting

organizational commitment. Similarly, Chew and Chan (2007) in their study of 457 employees from different organizations found remuneration, recognition and challenging assignments to be positively related with organizational commitment and intention to stay; whereas no such relationship was found between training and development and organizational commitment and intention to stay. Rashid (2003) in his study of 202 managers found a significant correlation between corporate culture and organizational commitment. Both corporate culture type and organizational commitment were found to have an influence on the financial performance of these companies. Keller (1997) in his study of engineers and scientists found a significant positive correlation between organizational commitment and job tenure of the respondents. Rowden (2000) in his study of 245 respondents from six organizations found age to be positively related with organizational commitment. Labatmediene, Endriulaitiene and Gustainiene (2007) found men and women to have same level of commitment. They also found in the study that organizational commitment of individual tends to increase with age; whereas it has a negative relationship with education. No relationship was found between organizational commitment and tenure of service. Whereas, Joolideh and Yeshodhara (2009) found no relationship was found between age and organizational commitment. Similarly, Sezgin (2008) found no relationship between age and organizational commitment. Goulet and Frank (1990) also found an inverse relationship between age and organizational commitment.

On the support of the above studies the following hypotheses have been developed:

- Ho(1): Older employees tend to have higher organizational commitment.
- Ho(2): Employees with higher education tend to have higher organizational commitment.
- Ho(3): Regular employees tend to have higher organizational commitment.

OBJECTIVES OF THE STUDY

1. The main objective of the study present study is to determine the factors responsible in shaping the organizational commitment of technical education teachers in Haryana.
2. To determine whether these factors are affected by socio-demographics of the respondents.

RESEARCH METHODOLOGY

The present research is a descriptive cum exploratory. In the present study, teachers from Government, Self Financed and Societies Owned institutions in Haryana constituted the population. The Population for the present study comprised of teachers in all designation in these three types of institutions. Convenience sampling technique was used to obtain the responses from the respondents. Districts of Haryana were taken as different strata and from them samples were chosen using convenience sampling. Notwithstanding the methodological deficiencies, a non-probability (convenience) sampling design is considered appropriate for the purpose of proposed research, since it is less complicated than a probability sampling design, incurs less expense and may be done to take advantage of the available respondents without the statistical complexity of a probability sample (Welman and Kruger,

2001). 1006 respondents were selected from different designation i.e. Assistant Professors (873), Associate Professors (103) and Professors (30) from different type of institutions in such a manner that they represented different districts of Haryana. For the present study structured questionnaire was used which consists of 2 parts: First part consisted of questions about demographic profile of respondents; Second part consisted of Organizational Commitment Questionnaire (OCQ) which was developed by Mowday, Poter and Strees (1979) was used to measure each participant commitment level. The OCQ maintains a high reliability of 0.9. This study produced an alpha reliability coefficient of 0.84. The OCQ was employed to determine the organizational commitment level of each participant in his or her institution.

The statements were written in English and responses were on five point scale. Score 1 was given to the most negative response and score 5 to most positive response. Some of the statements were negatively worded. The scores for the same were reverted before starting analysis. After the selection of instruments, it was tried out on a sample of 101 teachers who were randomly selected from various institutions of Hisar and Bhiwani districts of Haryana. The scale was distributed to each of the respondent and they were asked

to answer every item. The main objective of this pre-tryout was to study the test items for their suitability and practicability. The investigator personally approached the teachers in different institutions and all were encouraged to respond all the items. It was also made clear to them that their responses will be kept confidential. After the pilot, the scale was evaluated. Personal Interview method was used in the present study. The researcher visited various educational institutions of different districts of Haryana to collect the data. The researcher explained the sample, the method of responding to the statements of the scale. The Investigator discussed all the variables involved with respondents and promised the respondents about confidentiality of the responses.

Demographic Profiles of the Respondents

A total of 1500 questionnaires were distributed for the data collection, out of which 1026 filled questionnaires were returned. 20 of the returned questionnaire were incomplete and were not deemed fit for the analysis and hence were rejected. Thus, a total of 1006 questionnaire were considered for the further analysis. Almost equal proportion of Gender and marital status were taken. Designation wise almost 87 percent were Assistant Professor, 10 percent were Associate

Table 1: Respondent Profile

<i>Education Level</i>	<i>Number</i>	<i>Percentage</i>	<i>Age</i>	<i>Number</i>	<i>Percentage</i>
Graduation	50	5.0	20-30 years	683	67.9
Post-graduation	652	64.8	30-40 years	251	25.0
M.Phil.	232	7.3	40-50 years	50	5.0
Doctorate	73	4.9	50 years & above	22	2.2
<i>Nature of Appointment</i>	<i>Number</i>	<i>Percentage</i>			
Regular	890	88.5			
Temporary	71	7.0			
Contractual	45	4.5			

Professor. Almost 77 percent respondents were from Self financed colleges. Age wise majority (68 percent) of the respondents were from the age group of 20-30 years.

DATA ANALYSIS AND RESULTS

Objective 1: To determine factors responsible in shaping the organizational commitment of technical education teachers in Haryana

Researchers have applied factor analysis on the responses provided by respondents. Factor analysis is a good way of identifying latent or underlying factors from an array of seemingly important variables. In a more general way, factor analysis is a set of techniques, which, by analyzing correlations between variables, reduces their number into fewer factors, which explain much of the original data, more economically (Nargundkar 2005).

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.883
Bartlett's Test of Sphericity	Approx. Chi-Square	4641.412
	Degree of Freedom	105
	Sig.	.000

The Kaiser-Mayer-Olkin (KMO) measure of sampling adequacy (Kaiser, 1970) was used to measure the adequacy of the sample for extraction of the three factors. The KMO value found (0.883) is indicative of a data set considered to be highly desirable for factor analysis (Kim and Mueller, 1978). The Bartlett's test of sphericity was used to test the multivariate normality of the set of distributions. This procedure also tests whether the correlation matrix is an identity matrix (factor analysis would be meaningless with an identity matrix). A significance value of p 0.00 indicates that the data do not produce an identity matrix or differ significantly from

identity (George and Mallery, 2000). The analysis focusing on the sphericity of the distribution (Bartlett's sphericity test) allowed us to reject the hypothesis according to which the matrix would be unitary (Approx. Chi-square 4641.412, df 105, p 0.000). This result implies that the data are acceptable for factor analysis.

The Factor Analysis procedure has several extraction methods for constructing a solution. The principal components method of extraction begins by finding a linear combination of variables (a component) that accounts for as much variation in the original variables as possible. It then finds another component that accounts for as much of the remaining variation as possible and is uncorrelated with the previous component, continuing in this way until there are as many components as original variables. Usually, a few components will account for most of the variation, and these components can be used to replace the original variables. This method is most often used to reduce the number of variables in the data file. In factor analysis, a rotation procedure is commonly applied which maximizes the correlations of item on a factor (Comrey and Lee, 1991). Principal Component analysis was used for extracting factors and three factors were retained depending on eigenvalues and variance explained. Eigenvalue represents the total variance explained by each factor.

The standard practice normally used is that all the factors with an Eigen value of one or more should be extracted. There are three factors having eigen values more than 1. Thus three factors have been extracted. The solution of factor analysis gave three factors, which explained 53.888% of the total variance. The results were obtained through orthogonal rotations with Varimax method and all

the factor loadings greater than 0.50 were retained. The name of the factors, variable labels and factor loadings are summarized in following table.

Table depicts that Factor 1 is linear combination of variable number 6, 8, 14, 5, 10 and 4 ($\alpha = 0.814$). Factor 2 is linear combination of variable number 11, 9, 15, 12, 7 and 3 ($\alpha = 0.750$). Factor 3 is linear combination of variable number 1, 2 and 13 ($\alpha = 0.702$).

NAMING OF FACTORS

All the factors have been given appropriate names according to the variables that have been loaded in each of the factors. The three factors are discussed below:

Factor 1: Personal and Institution's Value

The rotated matrix has revealed that respondents have perceived this factor to be the most important factor with the highest explained variance of 21.671%. Six out of

Table 3: Factor Analysis

<i>Factor No.</i>	<i>Name of Dimensions</i>	<i>Statements</i>	<i>Factor Loading</i>	<i>Cronbach Alpha</i>
F1	Personal and Institution's Values	6. I find that my values and the institution's values are very similar.	0.781	0.814
		8. This institution really inspires the very best in me in the way of job performance.	0.753	
		14. For me this is the best of all possible institutions for which to work.	0.654	
		5. I would accept almost any type of job assignment in order to keep working for this institution.	0.638	
		10. I am extremely glad that I chose this institution to work for, over others I was considering at the time I joined.	0.571	
		4. I am proud to tell that I am part of this institution.	0.553	
F2	Continuous Commitment	11. There's not too much to be gained by sticking with this institution indefinitely.	0.758	0.750
		9. It would take very little change in my present circumstances to cause me to leave this institution.	0.662	
		15. Deciding to work for this institution was definite mistake on my part.	0.636	
		12. Often, I find it difficult to agree with institution's policies on important matters relating to its employees.	0.630	
		7. I could be just as happy working for a different Institution as long as the type of work was similar.	0.563	
		3. I feel very little loyalty to this institution.	0.559	
F3	Institution's Concern	1. I am willing to put in a great deal of efforts beyond that normally expected in order to help this institution be successful.	0.716	0.702
		2. I talk up this institution to my friends as a great institution to work for.	0.609	
		13. I really care about what happens to this institution.	0.510	

fifteen statements loaded significantly to this factor. Researcher have named this factor as Personal and Institution's Values as it includes similarity in personal and institution's values, inspiring institution, best institution to work, etc.

Factor 2: Continuous Commitment

It has been revealed to be the second most important factor with explained variance of 17.193%. Six statements were loaded to this factor. All the statements loaded in this factor were negatively statements like, not gaining much by sticking in this institution, deciding to work here was a mistake, don't agree with institution's policies etc., that's why researcher have named this factor as Continuous Commitment.

Factor 3: Institution's Concern

Three statements load on this factor and together account for 15.024% of the variance. The statement includes willing to put extra effort for the success of the institution, really care about the institution and thus the name Institutional Concern has been assigned.

Objective 2: To Determine the effect of Socio- Demographic Variables on the Factors

The various factors were subjected to One way ANOVA. When there are two categories to compare we can apply One way ANOVA (Malhotra & Dash, 2009). One of the assumptions for One way ANOVA is that there must be equality of variance among the various categories under consideration. Levene's test is a measure for the homogeneity of variance among the various categories. Sig values less than 0.05 indicates that the variance among the various categories is not the same. In this case an adjustment to F-test

is used which was given by Welch. So in the following tables when Sig value of Levene's test is less than 0.05, Welch's Sig values are considered else the usual ANOVA Sig values are taken. Mean scores were calculated for factors where significant relationship was between independent and dependent variables (Factors) was observed.

1. Anova Table between Age and Organizational Commitment Factors

Table 4: Results of ANOVA on various factors with independent variable Gender

<i>Test of Homogeneity of Variances</i>	<i>Levene Statistic</i>	<i>Sig.</i>	<i>F</i>	<i>Sig.</i>	<i>Welch</i>	<i>Sig.</i>
Personal & Institute's Values	1.02	0.38	8.56	0.00		
Continuous Commitment	0.97	0.41	10.10	0.00		
Institutional Concerns	3.17	0.02			7.86	0.00

Null Hypotheses Ho (1) is accepted as it was observed that there is significant relationship between age and all the three factors of organizational commitment. The mean scores reveal that teachers with the age of 50 years and above show greater concern towards the institution; this can be for the reason that they have spend the long time with the organization which makes them attach to it.

Table 5: Descriptive Mean Score for Age

<i>Factors</i>	<i>20-30 Years</i>	<i>30-40 Years</i>	<i>40-50 Years</i>	<i>50 Years and Above</i>
Personal & Institute's Values	-0.09	0.18	0.09	0.70
Continuous Commitment	-0.11	0.15	0.46	0.50
Institutional Concerns	-0.09	0.16	0.28	0.42

2. Anova Table between Education Level and Organizational Commitment Factors

Table 6: Anova Table between Education Level and Organizational Commitment Factors

<i>Test of Homogeneity of Variances</i>	<i>Levene Statistic</i>	<i>Sig.</i>	<i>Welch</i>	<i>Sig.</i>
Personal & Institute's Values	3.76	0.01	4.85	0.01
Continuous Commitment	3.99	0.01	8.17	0.00
Institutional Concerns	4.46	0.00	2.32	0.11

Null Hypotheses Ho (2) is partially rejected as it was observed that there is significant relationship between education level on two factors; Personal & Institute's values and Continuance Commitment. The mean scores reveal that teachers with Doctorate degree show higher organizational commitment on all the three factors; this can be for the reason that teachers with Doctorate qualification have a much secure future with the institute. Also, they see themselves with proud and thus have a tendency to be associated with reputed institute, this also effects their commitment towards organization.

Table 7: Descriptive Mean Score for Education Level

<i>Factors</i>	<i>Graduation</i>	<i>Post-graduation</i>	<i>M. Phil.</i>	<i>Doctorate</i>
Personal & Institute's Values	-0.43	-0.03	-0.07	0.19
Continuous Commitment	0.01	-0.08	0.07	0.31
Institutional Concerns	0.05	-0.05	0.08	0.16

3. Anova Table between Nature of Appointment and Organizational Commitment Factors

Null Hypotheses Ho (3) is partially rejected as it was found that there is significant

Table 8: Results of ANOVA on various factors with independent variable Nature of Appointment

<i>Test of Homogeneity of Variances</i>	<i>Levene Statistic</i>	<i>Sig.</i>	<i>F</i>	<i>Sig.</i>
Personal & Institute's Values	0.90	0.41	0.40	0.67
Continuous Commitment	0.33	0.72	4.95	0.01
Institutional Concerns	1.86	0.16	1.02	0.36

relationship between nature of appointment and one organizational commitment factor; Continuous Commitment. The mean scores reveal that, contractual teachers have the highest continuous commitment followed by teachers employed on regular basis, whereas teachers appointed on temporary basis had lowest continuous commitment; this can be for the reason that teachers on contractual basis intent to stay with the institute strongly, i.e. they have a strong desire to be part of the institute followed by teachers on regular basis who desire to stay with the institute.

Table 9: Descriptive Mean Score for Nature of Appointment

<i>Factors</i>	<i>Regular</i>	<i>Temporary</i>	<i>Contractual</i>
Personal & Institute's Values	0.00	-0.02	0.13
Continuous Commitment	0.02	-0.35	0.13
Institutional Concerns	0.01	0.06	-0.20

CONCLUSION AND DISCUSSION

The present study was aimed at finding out the factors that constitutes Organizational commitment and to check whether Organizational commitment is related with age, education level and nature of appointment. Standard questionnaire was used and responses from 1006 faculty members were taken. Three factors namely, Personal &

Institute's Values, Continuous Commitment and Institutional Concerns were identified which explained almost 54 percent of the variance. The second objective was to check the relation between the 3 factors with the various demographic information, viz., age, education level and nature of appointment. Previous studies suggest all demographics to be related with the factors of organizational commitment. The same was found to be true in present study.

Table 10: Summary of Results

	<i>Age</i>	<i>Education Level</i>	<i>Nature of Appointment</i>
Personal & Institute's Values	High OC for 50 years and above	High OC for Doctorate	–
Continuous Commitment	High OC for 50 years and above	High OC for Doctorate	High OC for Regular
Institutional Concerns	High OC for 50 years and above	–	–

Personal factor which included the statements like my values and institution's values are very similar, institute is really inspiring, proud to be a part of the institute and glad to be part of the institute. This is one of the determinants of organizational commitment. The factor was found to be related with age and education level. Teachers of age 50 years and above and Doctorate qualification were found to be scoring high on this dimension. Generally, teachers of age 50 years & more have a long experience with the institution; this makes them more committed towards it.

The second factor Continuous Commitment contained the statements like there's not too much to be gained by sticking with this institution, little efforts required for me to leave this institution, joining this institution

was a mistake, difficulty to agree with institution's policies and I would be happy working for a different Institution. All these statements were negatively worded and their scores were reverted before analysis. So high score here now mean higher organizational commitment. This factor was significantly related with age, education level and nature of appointment. Again, teachers of age group 50 years & more, with higher education level and appointment on regular basis were found to be scoring higher on this factor. Teachers of age 50 years & more and with Doctorate qualification have a long bondage with the institution; they feel more attach to it which makes them more loyal towards the institution.

The third factor Institutional Concerns contained statements like I am willing to put in a great deal of efforts beyond that normally, I recommend this institution to my friends and I really care about what happens to this institution. All these statements refer the personal concern which sometimes goes beyond the normal duties & responsibilities. This factor was found related to only with age. Teachers of age 50 years & more were found more committed; this can be for the reason that older teachers have greater concern and care for their institution.

Directions for Future Work

The present study was conducted for the teaching staff of the technical colleges from Haryana. A similar study can be conducted for the no teaching staff as many previous researchers have suggested that the satisfaction level of non-teaching staff is more than that of teaching staff. A similar study on Faculty members from Non-technical institutions and schools can also be planned.

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