CHAPTER–II

REVIEW OF RELATED LITERATURE AND STUDIES

The present chapter deals with a review of related literature and studies on organizational commitment and related variables. To carry out the review for the purpose of the present study, the key concepts, namely organizational commitment, organizational support, work life balance and ethical leadership behavior have been focused upon and the review is organized around them.

It is also the intention of the investigator to project the research gaps that have been existing in this area and to focus on areas that have received priority and attention in this regard. In such, a pursuit, the relationship of organizational commitment, with the variables with which it has been explored for this study has been considered.

The studies have been presented under the headings given below.

1. General studies related to Organizational Commitment
2. Studies on Organizational Commitment of teachers.
3. Studies related to Organizational Support
4. Studies related to Work Life Balance
5. Studies related to Ethical Leadership Behaviour
6. Studies related to Gender and Organizational Commitment
2.1 GENERAL STUDIES RELATED TO ORGANIZATIONAL COMMITMENT:

Kanwar, Singh and Kodwani (2012) conducted a study on job satisfaction and greater productivity. The study examined the impact on industry background and gender on job satisfaction, organizational commitment and turnover intent. The study tested the following hypotheses: 1) IT group will have higher job satisfaction and organizational commitment and lesser turnover intent compared to female group. 2) Male group will have greater job satisfaction and organizational commitment and lesser turnover intent compared to ITES group. 3) Job Satisfaction will increase organizational commitment. 4) Organizational commitment will decrease turnover intent. 5) Job satisfaction will decrease turnover intent. IT group will have higher job satisfaction. A total of 313 respondents including 218 male and 95 female respondents were selected through convenience sampling from different IT and ITES organizations of National Capital Region (NCR), Delhi. The following tools were used in the study namely the shortened version of Job Satisfaction Scale developed by Brayfield and Rothe (1951). The Organizational Commitment Inventory by Porter et al. (1974) and Turnover Intent Inventory by Thacher Stepina and Boyle (2002-2003) The results showed that the IT group had lower job satisfaction and organizational commitment compared to the ITES group,
while it displayed higher turnover intent. The male group showed significantly higher job satisfaction and significantly lower turnover intent compared to the female group. Further, job satisfaction increased organizational commitment. Finally, both job satisfaction and organizational commitment decreased turnover intent.

Conway and Briner (2012) conducted a study on the effect of collective organizational commitment on unit-level performance and absence. Few studies have examined the effect of collective organizational commitment on unit or organizational-level performance, even though available theory suggests commitment’s effects may be stronger at the unit level. The present study examined the effects of unit level organizational commitment on the speed and quality of performance and employee absence, drawing on a sample of 893 service sector employees (representing a 90% response rate) from 39 office units in a UK public sector organization. The following tools were used in the study namely the Organizational Commitment Scale by Cook and Wall's (1980) based on Mowday et al.'s scale (1982). Performance quality was assessed by the number of complaints from customers regarding their service at office units, expressed as a percentage of a number of transactions (i.e., a higher percentage of complaints indicates lower performance quality). This measure was collected for the 6 month period following the employee
survey. Results showed that unit-level organizational commitment was statistically significantly associated with both unit-level performance quality (i.e., reduced customer complaints per service transaction) and performance speed (i.e., customer average queuing time).

Nor (2011) examined the study on Impact of Motivational Factors on Employee Commitment in the Oil and Gas Industry in Malaysia. This quantitative research aimed to examine the impact of recognition, career development, work-life balance and benefits on employee commitment. This included the objectives as follows: (1) To identify the employee perception with regards to recognition, career development, work-life balance, benefits and employee commitment (2) To examine the relationship between recognition and employee commitment (3) To examine the relationship between career development and employee commitment (4) To examine the relationship between work-life balance and employee commitment and (5) To examine the relationship between benefits and employee commitment. Maslow Theory, Aon and Expectancy Theory as well as past literatures were used to support the research hypotheses. Survey data was collected from 108 employees through convenience sampling of a multi-national oil and gas company. SPSS Version 17 was used to analyze the data. The reliability test was conducted using Cronbach Alpha and data was analyzed using descriptive statistics
such as frequency distribution and inferential statistics, namely Pearson Correlation, Multiple Regression, ANOVA and Co-efficient. The Pearson Correlation Analysis revealed that: (1) There was a low and significant relationship between recognition and employee commitment \((r=0.259)\) (2) There was a low and significant relationship between career development and employee commitment \((r=0.258)\) (3) There was a moderate and significant relationship between work-life balance and employee commitment \((r=0.403)\) and (4) There was a moderate and significant relationship between benefits and employee commitment \((0.571)\). The Adjusted R Square of 0.430 from Multiple Regression Analysis showed that 43.0\% of employee commitment can be explained by recognition, career development, work-life balance and benefits. The Multiple Regression Analysis also showed that work-life balance and benefits are the strongest predictors of employee commitment with Beta Co-efficient of 0.338 and 0.410 respectively.

Dick (2011) conducted a study on the influence of managerial and job variable on organizational commitment in the police. Like all public sector agencies police forces are under constant pressure to improve their performance through better management of existing resources. However, little research has been done that explains how officers’ organizational commitment, an essential requirement for above average employee
productivity, can be improved. Using a whole population survey of county police force in the UK, managerial, job, and demographic variables were analyzed that influence officers’ organizational commitment. Experiences of the way officers were managed were found to have the strongest influence on their organizational commitment while job related variables were found to have a lesser influence. The decline in organizational commitment found in the early years of officers’ careers should be a cause for concern for senior managers in the police. The study concluded that much needed to be done to make police policies more effective in achieving promotion of officers who have the managerial competences needed to engender higher levels of organizational commitment.

Joo (2010) conducted a study on the impact of perceived organizational learning culture and leader–member exchange (LMX) quality on organizational commitment and eventually on employee turnover intention. The study tested the following hypotheses 1. Organizational learning culture and LMX quality will have a positive relationship. 2. Organizational learning culture will be positively related to organizational commitment. 3. Leader learning culture will be positively related to organizational commitment. 4. Organizational commitment will be negatively related to turnover intention. The data was collected from a conglomerate headquarters in Korea, representing diverse industries,
manufacturing, finance, construction, trading and so on. A self administered internet based on line survey was used on to obtain individual perceptions. Approximately 1000 employees were contacted via e mail, responses received from 516 employees (response rate 52%). The demographic variables included (a) gender (b) age (c) education (d) hierarchical level (e) the type of job, and (f) the length of a leader-follower relationship. The following tools were used in the study namely Organizational Learning Culture scale by Yang (2003) and Marsick and Watkins (2003). Leader Member Exchange (1984). Organizational commitment was measured by Allen and Meyer (1990) and turnover was measured by a three items scale by Mobley, Horner and Hollingsworth. The results revealed that organizational learning culture and LMX quality (antecedents) impacted on organizational commitment which in turn contributed negatively to employee's turnover intention. Employees exhibited the highest organizational commitment when they perceived a higher learning culture and when they were supervised in a supportive fashion. Employee turnover intention was fully mediated by organizational commitment. Overall, 43% of the variance in organizational commitment was explained by organizational learning culture and LMX quality. About 40% of the variance in turnover intention was explained by organizational commitment. Thus, perceived organizational learning culture and LMX
quality (antecedents) impacted on organizational commitment, which in turn contributed negatively to employee turnover intention (consequence).

Clausen and Borg (2010) conducted a study on psychosocial work characteristics as predictors of affective organizational commitment. The study tested the following hypotheses 1) AOC is primarily predicted by job resources, 2) Job demands are negatively associated with AOC. 3) AOC is simultaneously predicted by individual-level and group-level factors in the psychosocial work environment. The purpose of the study was to identify longitudinal associations between psychosocial work characteristics and affective organizational commitment among 6,299 employees in 35 Danish municipalities of eldercare services. Individual-level measures and group-level measures of psychosocial work characteristics were included in multi-level analyses. At the workgroup level, quality of leadership, influence at work, emotional demands, and work pace predicted affective organizational commitment at follow-up. At the individual level, quality of leadership, influence at work, team climate, role ambiguity, and work pace predicted affective organizational commitment. Finally, a multilevel model including both individual- and group-level measures showed that quality of leadership measured at the group level and influence at work and quality of leadership measured at the individual level contributed to predicting affective organizational commitment at follow-up, while adjusting for
baseline levels of affective organizational commitment. The following tools were used in the study namely Affective Organizational Commitment was measured using Copenhagen Psychosocial questionnaire by Petersen, Kristensen, Borg & Bjorner (2010). The results imply that affective organizational commitment is conditioned by individual and contextual factors in the psychosocial work environment and that multi-level models add to the understanding of complex organizational phenomena. As affective organizational commitment can be considered an important constituent of occupational well-being, implications for interventions in the psychosocial work environment to increase affective organizational commitment are necessary.

**Pool and Pool (2007)** conducted a study to investigate the nature of organizational commitment and its impact on executive’s motivational level in providing job satisfaction within a learning organization. The objectives were formulated for the study: (1) Executives with high levels of organizational commitment will be associated with high levels of E-I motivation (effort-to-performance). Managerial effort-to-performance expectancy (E-I) action will increase executive’s expectations about outcomes (E-II). (2) Executives with high levels of effort-to-performance (E-I) attributes will be associated with high levels of performance-to-outcomes (E-II). If executives attain high E-II motivational levels and they
value the outcomes associated with the E-II’s instrumentalities, the question arises what impact will it have on the executive’s level of job satisfaction? High levels of E-II expectancies will be associated with high levels of job satisfaction. (3) Executives demonstrating high motivational levels with performance-to outcomes expectancies (E-II) at work will be associated with high levels of job satisfaction. If executives are highly motivated, there should be a high level of organizational learning. (4) The higher levels of motivation (E-II) among executives in performing their work, the higher levels of organizational learning. The study was a cross sectional and a multi-industry sample. The data was obtained from a sample of 208 MBA executives at Ashland University. The participants were employed in manufacturing, retailing, financials, health organizations, accounting, energy, and insurance industries. (1) The DLOQ instrument (Watkins and Marwick, 1993, 1996a, b) was used for this study in measuring the constructs of a learning organization. The seven dimensions in the Watkins and Marwick instrument measured the forty-three items. Previous research conducted by Watkins and Marwick (1997), and Yang et al. (2004) illustrated accordingly, several stages of empirical research to assess the psychometric properties of the DLOQ. The analysis revealed the seven dimensions have acceptable reliability estimates (coefficient Alpha ranges from 0.75 to 0.85). The seven-factor structure
also found the empirical data fit reasonably well (Watkins and Marwick, 1999). (2) The Mowday et al. (1982) Organizational Commitment Questionnaire was used to measure commitment. Job satisfaction was measured by the twenty item short form of Minnesota Satisfaction Questionnaire (Weiss et al. 1967). The instrument measured intrinsic and extrinsic job satisfaction. The Expectancy Motivational Scale developed and enhanced by Schrisesheim (1978) was used to measure Motivation. The EQS computer software program provided a diagrammed and the researcher designed a practical management development model before running the data analysis. The statistical results measured the specific relationships and their contribution to the overall model. In this management development model, the linear structural equation design measured the relationship between organizational commitment, expectancy motivation (E-I and E-II), job satisfaction, and learning organization. Utilizing EQS software, the determinant of input matrix is 0.5363 indicting no multi co-linearity or perfect linear dependency with the data. The overall results with the goodness-of-fit utilizing the chi-square and the fit indices were encouraging. Results revealed that there was a significant and positive relationship between organization commitment and E-I motivation level (R² = 72 percent). There was a significant and positive relationship between E-I and E-II motivational levels (R² = 78 percent) among
executives. There was a significant and positive relationship between E-II (motivation) and job satisfaction (R2 = 64 percent) among executives. There was a significant and positive relationship between E-II (expectancy) and organizational learning (learning organization) among executives (R2 = 77 percent). The findings in this research established strong support for commitment as an antecedent in motivating employees that directly impacts job satisfaction. Management specialists must examine the power of commitment when personal and professional relationships become a priority goal. This generates trust among employees and empowering subordinates in accomplishing corporate goals. Once the employees gain trust, and build a culture of commitment, they are motivated to remain with the organization, because commitment is a strong force in enhancing motivation and job satisfaction.

Loi, Yue and Foley (2006) conducted a study on “Linking employees’ justice perceptions to organizational commitment and intention to leave: The mediating role of perceived organizational support” Building on the social exchange perspective and organizational support theory, this study examined the relationships among employees’ justice perceptions, perceived organizational support (POS), organizational commitment and intention to leave. The study tested the following hypotheses 1) POS mediates the positive relationship between procedural justice and
organizational commitment. 2) POS mediates the positive relationship between distributive justice and organizational commitment. Hypothesis 3) POS mediates the negative relationship between procedural justice and intention to leave. 4) POS mediates the negative relationship between distributive justice and intention to leave 5) Organizational commitment is negatively related to intention to leave. A hypothesized model was developed and tested using hierarchical regression analyses on a sample of 514 practicing solicitors in Hong Kong. The following tools were used in the study namely: Procedural Justice Scale by Moorman’s (1991) and Cronbach’s (1991) Distributive Justice Scale by Price and Mueller (1986). Perceived Organizational Support scale by Eisenberger et al. (1986). Organizational Commitment Scale by Allen and Meyer (1990). Intention to leave a scale used by Rosen and Korabik (1991) was adopted. The results showed that both procedural and distributive justice contributed to the development of Perceived organizational support, and Perceived organizational support mediated their effects on organizational commitment and intention to leave. As expected, organizational commitment was negatively related to intention to leave. Additional analyses revealed that these relationships held for both partners and non-partners in law firms.
Knippenberg and Sleebos (2006) conducted a study to explore the differences between identifications and effective commitment. Building on the proposition that identification is different from commitment in that identification reflects the self-definitional aspect of organizational membership whereas commitment does not. The study tested the following hypotheses: 1) Commitment is more closely related to Perceived organizational support than identification is 2) Commitment is more closely related to job satisfaction than identification is 3) Commitment is more closely related to turnover intentions than identification is. The study was conducted in a cross-sectional survey of employees of Dutch University. A sample of 200 faculty members out of 550 faculty members of a Dutch university was personally approached. The following tools were used in the study namely Organizational Identification Scale developed by Mach and Ashforth (1988). Allen and Meyer's (1990) Affective Commitment Scale was used to measure the organizational commitment. Results of a cross-sectional survey of university faculty (n=133) showed that identification is uniquely aligned (i.e., controlling for affective commitment) with the self-referential aspect of organizational membership, whereas commitment is uniquely related (i.e., controlling for identification) to perceived organizational support, job satisfaction, and turnover intentions. It was concluded that the core difference between
identification and commitment lies in the implied relationship between individual and organization: Identification reflects psychological oneness; commitment reflects a relationship between separate psychological entities.

Coetzee and Rothmann (2005) designed a study on Occupational Stress, Organizational Commitment and Ill-Health of Employees at a Higher Education Institute. The objectives of this study were to assess the indicators and moderators of occupational stress at a higher education institution in South Africa, as well as differences based on language and years of experience at the institution. A cross-sectional survey design was used. The participants included academic and support staff at a higher education institution (N = 372). An Organizational Stress Screening Tool (ASSET) and a biographical questionnaire were administered. Workload, control, work relationships and pay and benefits were the major occupational stressors in the institution. Compared to the international norm, participants reported higher levels of physical and psychological ill-health and perceived lack of commitment from the organization. Analysis of variance revealed differences in occupational stress levels for all the biographical variables tested. Organizational commitment moderated the effect of occupational stress on ill-health.
Schraeder, Mike (2001) conducted a study to analyze employee perceptions and commitment to an organization in a pre-merger context. Questionnaires were distributed to a total of 169 employees during regularly scheduled staff meetings. The 15 item Organizational Commitment Questionnaire (OCQ) (Mowday, Steers and Porter, 1979) and Job Diagnostic Survey (Hackman and Oldham, 1975) were administered. The data was analyzed using correlation and ANOVA. As anticipated, perceptions about an organization’s continued success had a positive relationship with organizational commitment. In fact, perceived success had a stronger positive relationship with organizational commitment than any other variables analyzed. Thus, it does appear that perceptions about the organization’s continued success are important when considering organizational commitment in a pre-merger situation. It is also likely that these individuals will be less resistant to the merger given their commitment to the organization and their perceptions that the organization will continue to be successful. Since perceived organizational success and job security were significantly correlated, it was not surprising that job security was also significantly related to organizational commitment.

Suliman and Iles (2000) examined the multidimensionality nature of commitment in a non-western context. The Organizational Commitment scale by Allen and Meyer's (1990) with three component of 24 items were
used to measure the Organizational Commitment in non western context. Respondents performance data were obtained using an immediate supervisor rating system. Each subject's direct supervisor rated his/her performance based on Suliman's (1995) and Farh et al 's scales with respect to a Likerts five point format. The scale composed of five point dimensions namely work duties, demographic variables - respondent’s age, education and organizational tenure. Results revealed that continuance commitment was a positive organizational phenomenon, and that organizations should encourage it rather than discouraging its development in the workplace. The continuance committed employee is more likely to leave the organization at any time he/she feels that the cost-profit relationship has reached the equilibrium point. In other words, the continuance committed employee may leave his/her employer when the expected benefits from leaving become higher, or at least equal to, the cost of terminating the organizational membership. On the other hand, the affectively committed employee remains because he/she wishes to maintain membership in order to facilitate organizational goals (Mowday et al., 1979). Thus, as long as the exchange relationship (efforts-rewards) between the individual and the organization exist, he/she may not think of leaving the organization to which he/she is emotionally attached. Therefore, it can be suggested that affectively committed employees are more likely to maintain
organizational membership and contribute to the success of the organization than continuance committed employees. However, both types of employees and both dimensions of commitment should be encouraged in organizations. By giving more attention and recognition to the continuance committed employee we can improve his/her morale and dedication to the level that binds him/her to be emotionally attached to the organization (Suleiman and Iles, 2000, p. 79).

Suleiman and Iles (2000) conducted a study on the relationships between work climate, organizational commitment and job performance in Jordanian industrial firms. The study focused on the relationships between overall organizational commitment, the three facets of organizational commitment and job performance in three industrial companies in Jordan. The following hypotheses were tested: 1. Employees' age, gender, education, organizational tenure, and work status are significantly related to organizational commitment and its facets. 2. Affective commitment is more strongly related to employees' job performance than continuance and normative commitment. 3. Continuance and normative commitment are not significantly related to job performance. 4. Organizational commitment's overall relationship with performance is larger than that of any single component of its three dimensions and 5. Affective, Continuance, and Normative commitment concepts are independent of one
another. The data for this study was collected in 1997 from three industrial companies in Jordan. Fifty-five full-time employees from three managerial levels (top, middle, and lower) were surveyed. The study questionnaires were handed personally to the respondents. A letter attached to each questionnaire provided general information about the study, assured subjects of anonymity, and asked them to return their spontaneously filled questionnaires to the R&D departments in the three organizations. Forty-five questionnaires were returned to the researchers, representing about 82 per cent of the total number of questionnaires. The researcher used a six-item scale derived from Porter et al., (1974), Organizational Commitment Questionnaire to measure organizational commitment and Immediate Supervisor Ratings to measure job performance in order to test this relationship. Results revealed that gender revealed no significant relationship with employees' affective commitment, a weak relationship ([is proportional to] = 6 per cent) with normative commitment and organizational commitment ([is proportional to] = 4 per cent) and a significant negative relationship with continuance commitment, which was around 16 per cent. Age variables showed significant relationships with affective, continuance, normative and organizational commitment, that is 22 per cent, 27 per cent, 26 per cent, and 35 per cent respectively. Moreover, the educational level for the study sample was negatively
related to affective ([is proportional to] = 45 per cent), continuance ([is proportional to] = 17 per cent), normative ([is proportional to] = 37 per cent), and organizational commitment ([is proportional to] = 49 per cent). In addition, respondents' organizational tenure was found to be positively related to organizational commitment and its foci. However, its level of relationship with Organizational Commitment ([is proportional to] = 46 per cent) was higher than with affective ([is proportional to] = 36 per cent), continuance ([is proportional to] = 23 per cent), and normative commitment ([is proportional to] = 35 per cent). The job status of the sample exhibited a weak relation with Organizational Commitment and its three dimensions ([is proportional to] = 3 per cent min. and 10 per cent max.).

Cohen (1999) studied the relation between commitment forms and work outcome in Jewish and Arab culture. The participants were nurses at three hospitals in northern Israel. Two of them were located in areas populated by Arabs and virtually all of their employees were Arabs, they were close geographically, so the characteristics of their workforces were assumed to be alike. The third hospital was located in a Jewish area and employed predominately Jewish workers. Organizational commitment was measured by shorter nine-item version of the Organizational Commitment Questionnaire (OCQ) by Mordant et al., Career Commitment
was measured by the eight–item measure developed by Blau (1985). Job Involvement (10 items) and Work Involvement (6 items) were measured by the scales developed by Randall and Cote (1991). Turnover intention was measured by three items based on Mobley, et al. (1979). The data was analyzed using one-way analysis of variance (ANOVA), multiple regression analysis and ‘t’ test. The result indicated that expected levels of commitment were higher for Arab nurses than for Jewish nurses. The results of t tests comprising commitment levels between the groups revealed that levels of all commitment forms other than group commitment were higher for Arabs than for Jews; organizational commitment (4.01 versus 3.55), career commitment (4.03 versus 3.77), job involvement (3.63 versus 3.40) and work involvement (3.51 versus 2.96). In the case of the attitudinal outcomes more than one commitment form predicted each of these attitudes. For example, organizational commitment and career commitment were related to intentions to leave the organization and the job. Four commitment forms were related to life satisfaction and organizational citizenship behavior. These findings provided partial support for the hypotheses considering that only one commitment form was significantly related to each of the behavioral outcomes: The interaction with group commitment contributed to intentions to leave the organization and intentions to leave the occupations. That is, it decreased
intentions to leave the job more for the Arab nurses than for the Jewish nurses. But in the two other interactions the effect of group commitment was not as expected. Group commitment had a more favorable effect on intentions to leave the organization and the occupation.

Slocomb and Dougherty (1998) investigated organizational commitment relationship with employee behavior. They concluded that: “dissatisfied employees exerted considerable effort on behalf of the organization while seeking employment elsewhere, in order to receive the maximum compensation until a more attractive job was located or to reserve their reputation as good employees (Slocomb and Dougherty, 1998).”

Darkish A. Youssef (1998) conducted a study to investigate the role of various dimensions of organizational commitment and job satisfaction in predicting various attitudes toward organizational change in a non-western work setting. The investigator hypothesized that: (1) Satisfaction with working conditions directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change (2) Satisfaction with pay directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change (3) Satisfaction with
promotion directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change.

(4) Satisfaction with supervision directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change.

(5) Satisfaction with co-workers directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change.

(6) Satisfaction with security directly and positively influences cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change.

The study used a sample of 474 employees in 30 organizations in the United Arab Emirates. Path analysis results revealed that employee’s affective and behavioral tendency attitudes toward organizational change increase with the increase in affective commitment, and that continuance commitment (low perceived alternative) directly and negatively influences cognitive attitudes toward change. Results further showed that affective commitment mediates the influences of satisfaction with working conditions, pay, supervision and security on both affective and behavioral tendency attitudes toward change. Continuance commitment (low perceived alternatives) mediated the influences of satisfaction with pay on cognitive attitudes toward change. Satisfaction with various facets of the job directly and positively influenced different dimensions of
organizational commitment. The results revealed that the mean of affective commitment was high as well as the means of cognitive, affective and behavioral tendency dimensions of attitudes toward organizational change. The results supported the option that those who have great sense of identification with, involvement in, emotional attachment to the organization are more willing to accept change as far as such a change is not expected to alter the basic goals and values of the organization. On the other hand, high satisfaction with working conditions, supervision and co-workers’ facets of the job is a positive attitude. Managements could achieve a number of advantages such as better job performance, less absenteeism, low intentions to quit and turnover as a result of high job satisfaction. On the other hand, management should pay attention to a low satisfaction with pay, promotion, and security facets of the job, since a low satisfaction is expected to result in low performance, high absenteeism, and high intentions to quit and turnover. The results further revealed that (1) employees in the organization who have low satisfaction with pay, promotion and security should draw management’s attention to the fact that corrective actions should be taken. (2) Satisfaction with various job facets indirectly influenced different dimensions of attitudes toward change and this should draw management’s attention to the fact that recruiting and retaining individuals who are more receptive to
organizational change depends on both satisfactory levels of satisfaction with the concerned facets of the job, enhancing levels of commitment to the organization.

Keller (1997) studied job involvement and organizational commitment and its effects on turnover and absenteeism (Belau, 1986; Belau and Bola, 1989; Brown, 1996; Hustled and Day, 1991). The investigator measured job involvement with six items from the Lodal and Kejner (1965) scale (a = .78), selected on the psychometric analysis of Hunt, Osborn and Martin (1981). Organizational commitment was assessed with six items from Porter et al., (1974) OCQ, chosen on the analysis of Mowday, Steers and Porter (1979). Job satisfaction was measured with the 20 items of Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Dais, England and Loquats (1967). An overall satisfaction measure was computed from the 20 items (a = .88); the same response scale mentioned above was also used for the MSQ. Tenure in the organization was obtained from the participants questionnaires. Job performance rating was obtained from the immediate supervisor of each scientist and engineer one year after the independent variables were measured. This study found that job involvement was a strong predictor of one year later job performance measures for R and D scientist than for engineers. The scientist – engineer’s distinction was not found to be a
moderator of organizational commitment – job performance relationship and no moderate effect was found for an interaction team of job involvement – organizational commitment, on the performance measure.

**Gallia and Felted (1997)** conducted a study to assess whether there was a significant increase in British employee’s organizational commitment to their organizations in the 1990s, using comparative data from two large-scale and nationally representative surveys carried out in 1992 and 1997. They concluded that there was no evidence of an increase in commitment over a period. As in the early part of the decade, employees had only a weak level of attachment to their organization.

**Meyers et al. (1989)** examined relations between the performance of first level managers in a large food service company and their affective commitment, continuance commitment and job satisfaction. The study was conducted on 114 managers of 27 districts in Canada. Commitment was measured using the scale of Meyer and Allen (1989), Allen and Meyer (1987) and McGee and Ford (1987). Job satisfaction was measured by using the Index of Organizational Reactions (Smith, 1976). The data was analyzed using correlation technique. There was however a significant difference on the performance composite, \( t, (89) = 2.03, P < .05 \) and on the rating of overall performance \( t, (89) = 2.03, P < .05 \). Of greatest interest to
this study were the correlation between the work attitudes expressed by unit managers and performance rating made by their supervisors. The correlation between affective commitment and the three performance measures were all positive and were significant for overall performance ratings. In contrast the correlation between continuance commitment and the three performance measures were all positive and were significant for, overall performance. Job satisfaction score did not correlate significantly with the performance ratings.

2.2 STUDIES RELATED TO ORGANIZATIONAL COMMITMENT OF TEACHERS:

Baig, Rehman and Khan (2012) conducted a study on the relationship of organizational commitment participation in decision making, procedural justice and organizational citizenship behaviour in teachers of “Not for- Profit Schools” of Lahore, Pakistan. With realization of changing perspective of education from a one distinctive field to support function for all fields, the present study examined the nature, strength, predictive value and significance of the unique associations of Organizational Commitment (OC) with procedural justice (PJ), Participation in Decision Making (PDM) and Organizational Citizenship Behavior (OCB) of school teachers. The data were collected from 243
teachers of 35 “Not-for-Profit” and privately managed high schools of Lahore, Pakistan. The results of statistical analysis confirm a substantially strong, positive and significant correlation among the variables. PJ & PDM have been found to account for 36.6% variation in OC. Furthermore, it was discovered that OC singularly explains 14.3% variation and 23.3% jointly with PJ & PDM in OCB. The results of the study augmented conceptual models presented by Scholl (1981) and Weiner (1982), which proposed that since commitment maintains behavioral direction when there are low expectations of formal rewards for performance, commitment is likely to affect OCB. Specifically, results suggest that OC and OCB are not only strongly, positively and significantly correlated but OC can also account for reasonable amount of variation in OCB, as a single factor.

Yusof (2011) conducted a study on school climate and teachers commitment. The purpose of this study was to analyze the relationships between school climate and teachers’ commitment. The study tested the following hypotheses 1) There is no significant relationship between the four dimensions of climate. 2) There is no significant relationship between the dimensions of school climate and the level of teachers’ commitment. 3) There is no significant relationship between school climate and teachers’ commitment. 4) There is no significant predictors of school climate dimensions for teachers' commitment. The study attempted to investigate
the predictability of key dimensions of school climate related to collegial leadership, professional teacher behaviour, achievement pressure and institutional vulnerability towards teacher commitment. The population for this study consisted of teachers from five national primary schools in the island of Penang, Malaysia. Quantitative data were collected from two instruments by Hoy, Smith and Sweetland (2003) and Organizational Climate Index (OCI) that related the four dimensions of the school climate and the instrument by Cevat Celep (2000) teachers’ organizational commitment in educational organizations which was used to measure Organizational Commitment. The data was analyzed to determine the overall openness of the school climate in selected national Primary schools in Penang, Malaysia and to find out the commitment level of these teachers. Furthermore, (i) the study was focused to find out whether there is a significant relationship between the four dimensions of school climate,(ii) whether there was a significant relationship between dimensions of school climate and the level of teachers’ commitment,(iii) whether there was a significant relationship between school climate and teachers commitment and lastly whether there is any significant predictor of school climate dimensions for teachers’ commitment. The study found that the level of school climate openness and overall teachers’ commitment of the selected five primary school was high. As for correlation between
school climate dimensions, it was determined that they were positively correlated with the teachers’ commitment. The regression analysis showed that only professional teacher behaviour made a significant contribution to teachers’ commitment.

**Lishchinsky and Rosenblatt (2010)** conducted a study on “school ethical climate and teachers’ voluntary absence” to offer a theoretical framework for linking school ethical climate with teachers’ voluntary absence. The paper attempted to explain the relationship using the concept of affective organizational commitment and ethical climate. The study tested the following hypotheses 1) Teachers perceptions of ethical climate (caring/formal) in school will be negatively related to voluntary teacher absence. 2) The relationship of teachers perceptions of ethical climate (caring/formal) in school with work absence will be fully mediated by affective commitment so that: (a) ethical climate will be positively related to affective commitment and (b) the latter will be negatively related to work absence. The sample comprised 1,016 school teachers from 35 high schools in Israel. Data was collected by self-report questionnaires and tested against archival data. The GENMOD procedure of SAS was applied. This procedure enabled regression models for variables which were not necessarily normally distributed – such as absence – to be fit and also to account for the infraclass-correlations within schools. Absence was
measured by frequency of absence events, and ethical climate was measured by two dimensions: caring and formal. Results showed that caring and formal ethical climates are both related to teacher absence. Affective commitment was found to mediate the relationship between formal ethical climate and absence frequency. This was not true for the ethical climate of caring. Practical implications – school principals may reduce voluntary absence by creating an ethical climate focused on caring and clear and just rules and procedures. Whereas past research on work absence focused primarily on personal antecedents, the present study addressed factors embedded in school ethics. The results contribute to knowledge of the influence of organizational context on absence behavior.

Cokluk and Yılmaz (2010) conducted a study on the relationship between teachers’ organizational commitment and school administrators’ leadership behavior. The data was collected through a scale returned by a sample of 200 teachers in Turkish primary schools. The data was gathered by “Organizational Commitment Scale” (Mowday et al. 1974) and "Leadership Behaviour Scale" (Yılmaz 2002) The study also attempted to determine the relationship between leadership behaviour and organizational commitment. Results revealed that there was a moderate positive relationship between the teachers’ perceptions about organizational commitment and supportive leadership behavior of school
administrators. There was a moderate negative relationship between organizational commitment and directive leadership behavior of school administrators. Significant relationships were also determined between sub-dimensions of organizational commitment and directive leadership behavior of school administrators.

**Sezgin (2009)** conducted a study on the relationships between teachers’ organizational commitment perceptions and their psychological hardiness and some demographic variables in a sample of Turkish primary schools. – A total of 405 randomly selected teachers working at primary schools in Ankara participated in the study. Personal Views Survey III-R and the Organizational Commitment Scale were used to gather data. Findings supported the argument that psychological hardiness is a meaningful construct predicting the perceptions of primary school teachers on organizational commitment. Results revealed that psychological hardiness is positively and significantly related to both identification and internalization components of teacher commitment, whereas it is negatively and significantly correlated to the commitment predicated on compliance. Teacher compliance commitment is negatively associated with both identification and internalization. Although gender and years of experience were significant predictors of identification and internalization, the variables of subject specialization and age did not significantly predict
all three subscales of teacher commitment. This study represents a different approach to organizational commitment by examining teacher commitment under three components – compliance, identification, and internalization. The study also explored the relationships between organizational commitment and teacher psychological hardiness which is a personality style reducing the negative effects of stress.

Mehmet and Aslan (2009) conducted a study to determine high school teachers’ organizational commitment levels, their commitment focuses and variables to which their commitment were related. A survey-based descriptive scanning model was used. The study was carried out in Elazig city on teachers working in public and private high schools. Taking in the whole population, the questionnaire was administered to 1,017 teachers. The results showed that teachers’ commitment focuses, their types and levels of commitment to these focuses vary according to their personal characteristics such as gender, marital status and tenure. Although female teachers were more affectively and normatively committed to the teaching profession than their male counterparts, they had low levels of normative commitment to the work group and low levels of continuance commitment (based on lack of investments) to the school in which they worked. Married teachers were less affectively and normatively committed to the teaching profession than unmarried ones. However, married
teachers’ continuance commitment levels to the teaching profession and to the school in which they worked were higher. As tenure increased, perceptions of investments having been made in schools increased and therefore teachers’ continuance commitment levels to the focus of the school in which they worked increased. Although one-to-five year tenured teachers have the highest levels of normative commitment to the teaching profession, they are the least affectively and normatively committed to the focus of work group. The focus of the study was teachers working in high schools. Teachers working at various school levels may be committed to different focuses or to the same focus at different levels. More profoundly, keeping in mind the importance of teachers’ commitment to various focuses and its effects on school effectiveness, educational leaders should take necessary measures to remedy the troubles which cause teachers’ lack of commitment. In this context, school leaders may attempt to strengthen: female teachers’ weak normative bonds to the work group, married teachers’ weak affective and normative bonds to the teaching profession, and new teachers’ weak affective and normative bonds to the work group. The findings revealed the need for more supportive and integrative managerial actions to raise teachers’ levels of commitment. School leaders may be more concerning and develop special strategies contingent on their
employees’ personal characteristics to create high commitment workplaces.

**Well (2006)** conducted a study on understanding teacher commitment in Times of Change. Teacher commitment is one of the key elements in education and is arguably becoming an increasingly important factor. The work teachers engage in on a daily basis is complex and demanding and requires a level of personal engagement and commitment. With the escalating demands and new challenges inherent in the current educational climate, what it means to be a committed teacher is also changing. It has become imperative to gain further insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher attention, organizational ‘health’ of the school, and student attitudes and learning outcomes. This multi-method study examined the phenomenon of teacher commitment as it is perceived by the teachers themselves. The research used a multi-method enquiry approach that employed two rarely connected qualitative methods of phenomenography and case study. It combined the two methods in an effort to extrapolate and enhance the results from one method (phenomenography) with the results from another method (case study). The combined methodology was considered to be appropriate to investigate the complex phenomenon of teacher
commitment, specifically the multi-dimensional nature of teacher commitment, which is an area that had not previously been fully explored. In the phenomenographic investigation of this study, 30 experienced classroom teachers were interviewed. Participants worked in schools that represent the diverse education settings and contexts of Queensland. Geographically the range included teachers from suburban (Brisbane), regional (Rockhampton) and remote (Longreach) settings. Schools that participated in the research included special schools, primary schools, high schools and schools of distance education. This interview data were analyzed to identify categories of description and develop a conceptual ‘map’ of teacher commitment. The school site of Willowbark state school, a small inner city school was then investigated as a caste study. The case study elaborated on the phenomenographic categories of teacher commitment identified by this study. Caste study data were collected from a range of sources that included the school website, school documents, anecdotal evidence collected from observations and informal discussions and formal interviews with five educators with extended teaching experience. One of the significant outcomes of the study was an informed conceptualized Model of Contemporary Teacher Commitment that illustrated the relationship between the key categories of description and as such demonstrated the ‘collective mind’ of the teachers in the study. The
study identified six categories of description of teacher commitment. These categories included teacher commitment as a passion, investment of extra time, a focus on the students, maintaining professional knowledge, engagement with the school community and transmitting knowledge and values. These categories are integrated into the model by the use of two summarizing dimensions, a ‘personal dimension’ and a professional ‘enactment dimension’. Another key finding that emerged from the study was the centrality of passion within teacher commitment. This finding challenged the position that teacher commitment can be discussed merely in terms of external factors such as students and subject areas. What the findings of this study do indicate is that a passionate connection to teaching is fundamental to any discussion about teacher commitment and this has implications for school and system leaders.

Joiner and Bakalis (2006) conducted a study to examine the antecedents of organizational commitment among casual academics working in the tertiary education sector in Australia. The study tested the following hypotheses 1) Personal characteristics of casual academics (gender, partner, status, family responsibilities, education) will be associated with continuance and affective commitment. 2) Favorable job-related factors (supervisor support, co-worker support, role clarity and resource availability) will be associated with higher casual academics'
commitment. 3) Job involvement factors (tenure and post-graduate study at the employing university) will be associated with higher affective and continuance commitment. 4) The job involvement factor, second job, will be associated with lower affective and continuance commitment. The sample comprised of 275 casual academics in a public Australian university. The Organizational Commitment scale by Meyer and Allen (1997) Job Related Supervisory Support by Gaertner and Nollen (1989) and Taylor and Brown (1972) were used. Analysis of the data revealed that personal characteristics (gender, marital status, family responsibilities and education), job-related characteristics (supervisor support, co-worker support, role clarity and resource availability) and job involvement characteristics (tenure, second job and post-graduate study at the employing university) all impact on organizational commitment. Australian tertiary institutions are prominent employers of casual workers, however, very little is known about the work behaviour of this group of academics. The results of this study highlighted important directions for implementing strategies to increase casual academic’s organizational commitment. Organization commitment is important because of its known association with other important organizational variables such as turnover, absenteeism and work effort. Given the increasing reliance on casual academics in tertiary institutions, this study provides the first step in better
understanding the factors that affect the organization commitment of casual academics.

Crosswell Leanne and Elliott Bob (2004) conducted a study on “committed teachers, passionate teachers, the dimension of passion associated with teacher commitment and engagement”, Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers’ work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students’ achievement in, and attitudes toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Nias, 1981; Tsui & Cheng, 1999). However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995). The sample of the study consisted of thirty teachers who were interviewed with teaching experience ranging from nine to twenty seven years. Their teaching experience was mainly in Queensland State schools. The interview lengths ranged from forty five to up to our hour each. A semi structured interview format was used, using a standard set of questions. The collected data was analyzed in order to identify each teacher’s
conception of commitment and any factors that impacted on their levels of commitment across the course of their career. One significant findings of the study was the way in which the teachers appear to be conceptualizing commitment teacher commitment as a passion which identifies the strong connection between passion and teacher commitment. Amongst this sample of teachers there existed a wide spread connection between the notion of being passionate and the conceptualization of teacher commitment. Thus a conclusion could be drawn that there is a very intimate connection between a passion for the work and teacher commitment. The funding support the growing view that, which teachers do articulate a commitment to external factors (such as students) they also make significant links to personal passions which have clear values and beliefs. These findings have significant implications for both school leaders and systems of education. The findings support the growing view that, while teachers do articulate a commitment to external factors (such as students), they also make significant links to personal passions which have clear articulations with ideology, values and beliefs (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995; Nias, 1996).

Salim, Kamarudin and Kadir (2000) studied affecting organizational commitment among lecturers in Higher Educational Institution in Malaysia. A study was conducted to determine MARA
Professional Colleges lecturers’ perception on organizational commitment. The study builds on social exchange theory and organizational model to identify the factors influencing the organizational commitment of these lecturers. The study analyzed whether or not there is a significant relationship between job satisfaction, job involvement, perceived organizational support and organizational commitment among lecturers in MARA Professional Colleges. Data were collected via questionnaires from 132 lecturers of three different MARA Professional Colleges. The study utilized correlation and regression statistics to analyze the data. The findings of the survey showed that there was a significant relationship between job satisfaction \((r=0.307)\), job involvement \((r=0.536)\) and perceived organizational support \((r=0.489)\). Job involvement contributed the most which is 28.8\%, followed by perceived organizational support 23.9\% and job satisfaction contributed 9.4\% towards organizational commitment among MARA Professional College lectures. The study focused on MARA Professional Colleges and concentrated only on the organizational commitment among academicians. The results suggested an improvement of social change by increasing job involvement, perceived organizational support and job satisfaction is an efficient way of obtaining highly committed human resource. The results of the study have valuable
implications for policy makers in MARA Higher Education Division, college administrators and educators.

**Muller et al. (1999)** conducted a study to examine the effect of the school racial composition of teachers and the school racial composition of students on the job satisfaction, school commitment and career commitment of teachers in 405 schools in a large urban school system. It was hypothesized that homogeneity of members in a group, produced positive sentiments on the part of the group members sharing the homogeneous characteristic. In addition, these positive sentiments were expected to increase the satisfaction of these members and increase their commitment to the group (Jackson, 1991; Tzu, Egan and O’Reilly, 1992; Tzu, Egan and Porter, 1994). A group member who does not exhibit the homogenous characteristic (there is a mismatch), however, is found to have less positive sentiments and thus reduced satisfaction and commitment to the group. Although the characteristics defining homogeneity have varied considerably across studies, probably those receiving the most attention are gender) e.g. Kantar, 1977; Tzu et al., 1992; Wharton and Baron, 1987) and race (erg. Murray and Tzu et al., 1992), both of which are known to be crucial segmenting characteristics in the formation of groups (Tzu et al., 1992, 1994). The focus of this study was race homogeneity and its effect on the satisfaction and commitment of
group members. The second issue concerned the process whereby group composition affected member satisfaction and commitment. Research consistently showed a relationship between group composition and member behaviors and attitudes, but there is much less empirical examination of the processes operating to account for the relationship. The third issue has received more attention but the findings have been mixed. It concerns what is referred to as the non-symmetry hypothesis. For example, Whites in Black-dominant settings often do not react as negatively. The main hypothesis was that teachers working in schools where their own race was dominant will be more satisfied with their jobs and committed to that school than teachers in schools where another is dominant. However, as described for the non-symmetry argument, Black teacher satisfaction and commitment will not be reduced in a non-Black-dominant context to the degree they are for a White teacher in a non-White-dominant setting. Also, based on the claims about mediating variables and non-symmetry, investigators hypothesized that White teachers in schools where teachers of their own race are dominant will (relative to all other settings) experience and perceive more support from other teachers (coworker support), less conflict in job expectations (role conflict), more adequate resources for doing one’s job and fewer constraints on how to do one’s job (greater autonomy). Teachers
(regardless of race) in schools where the plurality of the students are ethnic or racial minorities (culturally defined) will perceive lower quality students and this will result in lower job satisfaction and school commitment. Finally, it was expected that racial composition of teachers and students to have only a weak (or no) effect on career commitment to teaching. There were two reasons for hypothesizing this effect. First, teaching represents an occupational labor market in which teachers are relatively free to move from school to school within a particular school district, or to another district. The racial composition of the current school cannot be expected to have much of an influence on commitment to the teaching profession as a whole when such mobility is possible. Second, following Lawler’s (1992) argument about commitment to nested organizational units, work conditions (racial composition) associated with the more immediate (nested) unit (the school) should have weaker effects on commitment to the more distant unit (the profession). Lawler argues that positive (or negative) attachments were created by the immediate work conditions associated with the local unit (school) rather than the more distant unit (profession). The data came from one of the largest public school systems in the United State. Both survey data on individual teachers and data on schools from state and city records were used. The sample represented 1,482 classroom teachers hired between 1988 and 1990 in a city public school system in
USA, a system that includes about 600 elementary and secondary school.
The teachers were mailed a questionnaire in January 1991. A total of 838 teachers returned questionnaires, representing a 57% response rate. Although the response rate was not high, the sample was representative on gender by type of school characteristics. In the population of elementary teachers, there were 18% males and 82% females; the corresponding sample percentages were 15% and 85%. Among secondary school teachers, the population mix was 46% male and 54% female; the corresponding sample percentages were 48% and 52%. The organizational structure of the school system was decentralized in that the schools have considerable autonomy from the city school system. Each school is a separate physical entity with its own principal, office staff, teaching staff and elected local school council. The 838 teachers who responded to the survey represent 405 different schools in the system. The small number of teachers relative to the number of schools was due to the fact that these are newly hired teachers across the entire district. Data about the schools were obtained from the State Board of Education 1989-1990 school year “Report Card” and the Racial/Ethnic Survey prepared by the staff of the Department of Research, Evaluation and Planning of the city school district. These school data were matched with the teacher data in the study. Because of missing data the list wise-deletion of the N in the
analysis was 710. The following tools were used in the study, Bayfield and Roth Job Satisfaction Questionnaire and School Commitment Scale measured by four items from Porter, Steers, Mowday and Botulin, and Career Commitment Scale by Porter et al. The teachers (and student) racial composition of the schools was measured by information from a series of variables from state and city records indicating the percentage of teachers (and students) in the school in each racial category. Results of the study indicated the White teachers in White-teacher and White-student dominant schools (the reference category) have higher job satisfaction than White teachers in schools where both White teachers and White students are in the minority and in schools where White teachers are dominant, but White students are in the minority. However, there were no job satisfaction differences among Black teachers across schools with different racial compositions. School commitment results indicated that there are no differences in school commitment for black teachers in school with different racial compositions. As with job satisfaction, there was support for the non-symmetry argument that the degree of racial homogeneity was not translated into differences in school commitment for Blacks. White teachers in White-teacher and White-student dominant schools (the reference category) were more committed to their schools than White teachers in other racial composition configurations. Career commitment
results indicated White teachers in “mostly White” schools (reference category) were more committed to their teaching careers than white teachers in schools where White teachers were dominant but White students were not, however, once teacher characteristics and contextual factors were controlled, these White teachers had the same level of career commitment as other White teachers across other school racial compositions.

**Fresco, Kfir and Nasser (1997)** conducted an empirical investigation to predict commitment to teaching as measured by the extent to which teachers expressed an unwillingness to change careers. Predictor variables included personal variables as well as job-related factors. Data were reported from 175 teachers who had completed their preserve training at an Israeli teachers college over a ten-year period. Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was unrelated to other variables in this study.

**Menznis, Teresa Virginia (1996)** conducted a study to examine teacher commitment in the business, health and technology faculties within
three colleges of applied arts and technology (CAATs) in Ontario. A 127-item questionnaire was administered to 555 full-time teachers in the three faculties in the three CAATs with a 60% response rate. Results indicated both moral and pragmatic reasons as a source of teacher commitment. A ranking of commitments based on the questionnaire results were commitment to teaching, student learning, professional commitment, extra work commitment and organizational commitment. Active commitment practices were mostly related to commitment to teaching and to students. Teachers were positive about internal motivation and capability beliefs, collegial relations and having a professional, dynamic teaching role and learning climate. Negative influences on commitment were reported as aspects of collegial relations, non-alignment of personal and organizational goals and values and government financial cutbacks. Immediate leadership, the administration and the behavior and motivation of students were perceived positively by some teachers but negatively by many others. Comparison of questionnaire results by college, faculty, age, length of tenure and gender indicated significant differences and influences on commitment.

**Mohan Raja and Srivastava, (1994)** conducted a study on the contributing factors and constituent variables affecting commitment of teachers. The following objectives were formulated: (1) to identify
psychosocial variables and factors which are likely to contribute to commitment to the teaching profession. (2) To distinguish more committed from less committed teachers based on factors and variables contributing to commitment to the teaching profession and to develop a profile of committed teachers. The following tools were used in the study: (1) Commitment to the teaching profession was measured by a combination of adapted scales of: Goal Congruence Commitment and Affective commitment. (2) Adopted versions of Intrinsic Motivation by Lawler and Hall; (3) Overall Job Satisfaction by O’Reilly and Caldwell and the (4) Inner Direction Scale by Shasta. The tools were administered to a sample of 454 teachers selected randomly from 28 senior secondary schools of Delhi. Results revealed that all the five factors and their constituent variables were found to play a significant role in teachers’ commitment to the teaching profession. The study also revealed that there was a significant difference between the scores of the more and the less committed teachers on each of five factors and their constituent variables. Results of stepwise discriminate function analysis revealed that more committed teachers were significantly discriminated from less committed teachers. Among these factors, the perceived characteristics of the profession (Factor II) was the strongest discriminator (discriminate coefficient = 0.81397), and work-related personality (Factor I) followed by
the desire for skill improvement (Factor V) were the two other discriminating factors in that order (discriminate coefficient being 0.2612 and 0.1534 respectively). When both groups of teachers were subjected to discriminate analysis on the 18 psychosocial variables which were constituents of the five factors five of the six variables belonging to Factor II, three of the six variables belonging to Factor I, and the sole variable constituting Factor V emerged as discriminating variables. The results indicated more committed teachers were those who: (1) perceived that the teaching profession enjoys a high social status and feel proud of being teachers; (2) generally showed more interest in teaching and professional activities; (3) considered there was scope for vertical mobility within the profession; (4) found more conducive and positive attitudes to teaching among their colleagues and other teachers; (5) received both direct and indirect support in their teaching endeavor from significant others. Results also showed that more committed teachers: (1) perceived that others have expectations of them as teachers; (2) were intrinsically motivated to do their job well; (3) had feeling of accountability to others/authorities. The desire for skill improvement was another important characteristic which discriminated more committed teachers from less committed teachers. These psychosocial conditions were found to account for nearly 54 per cent of variance in the commitment score (square of canonical correlation
of 0.736) and the combination of these variables can be used to identify committed teachers correctly to the extent of 8.6 per cent, which was considerably high. Thus, for the majority of the perceived characteristics of the profession, some of the work-related personality characteristics, the desire to learn new skills and more subject matter for the sake of teaching and professional competencies could be taken as the characteristic features of more committed teachers. Thus the best indicators were the perception that the teaching profession has high status, social support from their significant others and the expectations of parents of their students of their behavior including teaching activities, and the support the teacher received from the principal and colleagues. The second best indicator was the intention to do one’s work well. The third best indicator of the committed teacher was the desire for improving one’s own teaching skills and knowledge which may manifest in efforts towards further learning and in attending to such activities which are directly related to improvement of the teaching-learning process. Implicit in these findings of discriminate analysis was a strong relationship between satisfaction and commitment.

2.3 STUDIES RELATED TO ORGANIZATIONAL SUPPORT:

Perryer and Jordan (2010) examined the relationship between organizational commitment, perceived organizational support (POS) and
turnover intentions. The objective was to identify practical as well as theoretical implications of the relationships. This research was undertaken via a questionnaire in a large Australian public sector organization. The interaction between perceived organizational support and organizational commitment was a significant predictor of turnover intention. Employees with low levels of commitment, but high levels of support from the organization, are less likely to leave the organization. As perceived organizational support was found to influence turnover, this provides an avenue of approach for managers struggling to retain valuable employees whose commitment alone may not be enough to prevent them from leaving. The study examined the impact of POS, a neglected variable in the study of turnover intention, and in particular in its interactive effect between commitment and turnover.

Doğan Ucar and Ayşe Begüm Otken (2010) examined the relationship between perceived organizational support (POS) and organizational commitment and the mediating role of organization based self-esteem between these variables. 148 white collared employees participated to the study. Results indicated a significant relationship between POS and affective commitment and normative commitment, but a negative relationship between POS and continuance commitment. Results revealed that organization based self-esteem (OBSE) has a partial
mediating role between perceived organizational support and affective commitment and full mediating role between perceived organizational support and continuance commitment. Findings also indicated that OBSE has no mediating role between perceived organizational support and normative commitment.

Çelik and Findik (2010) conducted a study to determine the effects of perceived organizational support on organizational identification. Data was obtained by means of 131 family physicians in Konya from survey method. According to the results of correlation analysis, positive relationship between perceived organizational support, organizational identification and supervisor support was revealed. According to difference analysis results of the research, significant differences between organizational identification and gender variable were determined. However, significant differences were not determined between demographic variables and perceived organizational support.

Butts et al. (2009) conducted a study on individual reactions to high involvement work processes, role of empowerment and perceived organizational support. This study sought to understand how high involvement work processes (HIWP) are processed at the employee level. Using structural equation modeling techniques, the authors tested and
supported a model in which psychological empowerment mediated the effects of HIWP on job satisfaction, organizational commitment, job performance, and job stress. Furthermore perceived organizational support (POS) was hypothesized to moderate the relationships between empowerment and these outcomes. With exception for the empowerment-job satisfaction association, support was found for our predictions. High involvement work processes (HIWP; Lawler, 1996) are one such system, and like most participatory initiatives, HIWP seek to expand employee autonomy and participation in work-related decision making. The popularity of these work systems is an important reflection of how work organization is changing in modern industrial economies, particularly the trend toward flatter organizational structures (National Institute for Occupational Safety and Health [NIOSH], 2002). Because participatory work systems are often viewed by managers as being beneficial for both workers and organizations (Leana & Florkowski, 1992), they are a particularly relevant research topic for occupational health psychology. However, this duality of benefits idea is not without controversy, as some have argued that the beneficial effects for workers can sometimes be more symbolic than substantive in nature (Landsbergis, 2003). Using HIWP as the case in point, the present study examined two basic questions about participatory work systems. The first question concerns how or why these
systems produce positive changes in employee attitudes and job performance. Most research has been limited to showing direct statistical associations between participatory work systems and employee outcomes, whereas very little is known about the process by which they lead to desired outcomes (Bowen & Ostroff, 2004). Therefore, in an attempt to uncover the “how” of participatory work systems, researchers suggest that psychological empowerment (Spreitzer, 1995) is a proximal outcome of HIWP and serves as an important intervening variable for the relationship between HIWP and employee outcomes. The second question addresses the role of organizational support in the success or failure of participatory work systems. In essence, individual outcomes of HR initiatives (i.e., employee empowerment) cannot be completely understood without also examining organizational factors, particularly those informal aspects of the organization.

Allen et al. (2008) investigated factors impacting perceived organizational support of IT employees. Organizations today face shortages of IT personnel. The study investigated workplace factors influence perceived organizational support (POS) within an IT work environment. A combination of job characteristics (challenging job and perceived workload), job stressors (work exhaustion, role conflict, and role ambiguity), and the organization’s discretionary actions (pay-for-
performance and mentoring opportunities) were measured and hierarchical regression was used to determine the relationships. Four control variables were also included (age, gender, organizational tenure, and professional versus administrator status). Role ambiguity, role conflict, work exhaustion, career mentoring, and pay-for-performance together explained 62% of the variance in the IT employees’ POS. Career mentoring and role ambiguity explained most of the variance.

Vandenbergh et al. (2007) conducted a study to examine the relationships between perceived organizational support, organizational commitment, commitment to customers, and service quality in a fast-food firm. The research design matched customer responses with individual employees’ attitudes, making this study a true test of the service provider–customer encounter. On the basis of a sample of matched employee–customer data hierarchical linear modeling analyses revealed that perceived organizational support had both a unit-level and an employee-level effect on 1 dimension of service quality: helping behavior. Contrary to affective organizational commitment, affective commitment to customers enhanced service quality. The 2 sub dimensions of continuance commitment to the organization—perceived high sacrifice and perceived lack of alternatives—exerted effects opposite in sign: The former fostered service quality, whereas the latter reduced it.
Lee and Peccei (2007) conducted a study on perceived organizational support and affective commitment: the mediating role of organization-based self-esteem in the context of job insecurity. Research on the relationship between perceived organizational support (POS) and affective organizational commitment (AC) has primarily adopted a social exchange perspective. In this study complementary socio-emotional explanations of the perceived organizational support –and affective organizational commitment (AC) affective organizational commitment relationship was considered. The study tested the following hypotheses 1) The effect of perceived organizational support on affective organizational commitment will be partially mediated by organization-based self-esteem. 2) The greater the sense of job insecurity, the less pronounced the positive association between perceived organizational support and organization-based self esteem will be. 3) The greater the sense of job insecurity, the less pronounced the positive association between perceived organizational support –and affective organizational commitment will be. The study focused on the mediating role of organization-based self-esteem (OBSE) and tested competing models of the POS–OBSE–AC relationship separately on data from two Korean banks that experienced different levels of downsizing following the 1997 Korean financial crisis. Further the extent to which the relationship between POS and OBSE and AC,
respectively, was affected by employees’ perceived sense of job insecurity in the two banks was examined. The results showed that OBSE was a significant mediator of the POS–AC relationship in both organizations. POS, however, also retained a strong independent direct effect on commitment. Moreover, as expected, perceived job insecurity tended to attenuate the POS–OBSE relationship, but augmented the direct relationship between perceived organizational support and affective commitment.

Liu (2004) conducted a study on perceived organizational support: linking human resource management practices with important work outcomes. It was hypothesized that employee perceptions of the HR practices implemented that demonstrate organizational recognition of employee contribution and caring about employee well-being will increase employee POS, which in turn, will lead to positive employee attitudes and behaviors. Further, it is also proposed that employees’ professional commitment will interact with POS to influence the outcomes. Survey data were collected from 193 information technology workers and their direct supervisors within a large corporation. Structural equation modeling was used to examine the hypothesized model, and hierarchical regression analysis was conducted to test the interaction effects. As expected, it was found that employee perceptions of HR practices, including pay level,
career development opportunities, work-family support, and relationships with the leader, were positively related to their POS. Higher levels of POS, in turn, resulted in lower turnover intention, and a sense of obligation within the individuals to reciprocate the organization with better job performance and increased OCBs, as well as stronger organizational commitment. In addition, the effects of POS on turnover intention, felt obligation, and organizational commitment were found to be moderated by professional commitment. The findings of this study shed some light on the process through which the implementation of appropriate HR practices may influence employee attitudes and behaviors.

Anika Geodic and Lois Tetris, (2003) conducted a study on employees who attending classes at a local university who responded to measures of perceived organizational support, the content of their psychological contracts, social and economic exchange, the level of fulfillment of both employee and organizational obligations, and organizational commitment. Part time employees (N=319), reported higher levels of perceived organizational support and stronger economic exchange relationships, while full-time (N=282) employees reported higher levels of continuance commitment – sacrifice and greater relational and transactional obligations to their organizations. There were no significant differences between the two groups in terms of the strength of
social exchange relationships, the levels of their organizations’ relational and transactional obligations to them, the level of continuance commitment – perceived alternatives, affective commitment, and normative commitment. There were no differences in the strength of the relations between perceived organizational support and the other exchange variables depending on work status. Overall the findings suggested that social exchange processes operate similarly for part-time and full-time employees.

Yoon and They (2002) conducted a study to examine the dual process model of organizational commitment on job satisfaction and organizational support, work and occupations. The theoretical model was estimated with a sample of employees drawn from two large Korean organizations. The main findings were that feelings of job satisfaction and perceptions of organizational support operate through independent channels to mediate the impact of work experiences on organizational commitment.

Rhoades and Eisenberger (2002) reviewed more than 70 studies concerning employees’ general belief that their work organization values their contribution and cares about their well-being (perceived organizational support; POS). A meta-analysis indicated that 3 major
categories of beneficial treatment received by employees (i.e., fairness, supervisor support, and organizational rewards and favorable job conditions) were associated with POS. POS, in turn, was related to outcomes favorable to employees (e.g., job satisfaction, positive mood) and the organization (e.g., affective commitment, performance, and lessened withdrawal behavior). These relationships depended on processes assumed by organizational support theory: employees' belief that the organization's actions were discretionary, feeling of obligation to aid the organization, fulfillment of socio emotional needs, and performance-reward expectancies.

Moideenkutty et al. (2001) conducted a study on the role of perceived organizational support as a mediator of the relationship between perceived situational factors and affective organizational commitment. Perceived situational factors examined were: procedural justice, distributive justice, communication satisfaction with supervisor, and labor-management relationship climate. Analysis of data from a sample of 185 pharmaceutical sales representatives from India indicated that perceived organizational support fully mediates the relationship between each of these perceived situational variables and affective commitment to the organization.
Esenberger et al., (1990) conducted three studies on perceived organizational support. These studies investigated the relationships among employees’ perception of supervisor support, perceived organizational support and employee turnover. The Wiesenberger et al (1990) scale was used in the study to test the sample. Study 1 found, with 314 employees drawn from a variety of organizations, that perception of supervisor support was positively related to temporal change in perceived organizational support, suggesting that perception of supervisor support leads to perceived organizational support. Study 2 established, with 300 retail sales employees, that the perception of supervisor support- perceived organizational support relationship increased with perceived supervisor status in the organization. Study 3 found, with 493 retail sales employees, evidence consistent with the view that perceived organizational support completely mediated a negative relationship between perception of supervisor support and employee turnover. These studies suggested that supervisors, to the extent that they are identified with the organization, contribute to perceived organizational support and ultimately, to job retention.
2.4 STUDIES RELATED TO WORK LIFE BALANCE

Xiao and Cooke (2012) conducted a study on work–life balance in China and investigated major sources of work–life conflicts encountered by workers in China against a context of mercerization of the economy, the rapid growth of the private sector and a trend of work intensification across occupational groups. The study adopted a qualitative approach to data collection. Interviews were conducted with 122 informants including 13 CEOs, 28 senior managers, 46 mid-ranking managers and 35 employees. The study showed that Chinese organizational leaders and workers tend to accept work–life conflicts as a fact of life. Individuals adopt various coping strategies on their own. While organizations are more likely to introduce human resource initiatives to cushion the negative effect of long working hours on their key employees and their families, managers are far less willing to adopt practices to accommodate childcare needs. The institutional and cultural contexts of work–life conflict and solution in China are significantly different from those found in developed economies and that the understanding of these issues has particular implications for western multinational firms operating in China.

Sakthivel and Jayakrishnan (2012) studied on work life balance and organizational commitment for Nurses. The intent of the study was to
find out the relationship between work life balance and organizational commitment among the nursing professional, because nurses are playing an important role in the organization performance and family well being. This study utilized descriptive research procedure to accomplish the purpose of the objective. The variables of the study are work life balance and organizational commitment experienced by nurses. The target population is defined as nurses who had completed five years of experience and who are all working in Cuddalore district, Tamilnadu, India. In this district 3286 nurses were working in public and private hospital. From this population, ten percent of subject 328 samples are approached to participate in this study. The degree of work life balance was measured with 13 statements which included the perception of work life balance, degree of work interfering with family and degree of family interfering with work. Organizational commitment was measured with 11 statements. Participant were asked to rate themselves on the seven point scale. Where seven stands for strongly agree one stands for strongly disagree. Descriptive statistics and correlation analysis were applied. It was found that nurses were able to manage their work and family effectively. They also felt that work was interfering with their family life at higher level. But, they perceived family interfering with their work life at lower level. Work life balance and organizational commitment were positively
related. Work life balance was an indicator of organizational commitment for the nursing profession.

**Rania, Kamalanabhanb and Selvarania (2011)** studied study on work/life balance reflections on employee satisfaction. The aim of this research is to analyze the relationship between employee satisfaction and work/life balance. The construct used for this research consisted of career opportunity, recognition, work tasks, payments, benefits, superior subordinate relationship, employee satisfaction, and work/life balance. The study was conducted on a total of 210 respondents working in IT organization. Findings suggested that high correlation existed between work task and employee satisfaction with a mediator variable namely work-life balance.

**Noor (2011)** examined the relationship between perceived work-life balance, satisfaction of academics in Malaysian public higher education institutions and their intentions to leave the organization. The study tested hypotheses: 1) There will be a significant negative relationship between perceived work life balance satisfaction and intention to leave. 2) The relationship between perceived work life balance satisfaction and intention to leave will be fully mediated by job satisfaction and intention to leave. 3) The relationship between perceived work life balance satisfaction and
intention to leave will be fully mediated by organizational commitment. The study used an on-line survey of academics from three public universities in Malaysia. A total of 1078 usable responses were received for a response rate of 37.2 per cent. The responses from the sample were used to test the hypotheses that job satisfaction and organizational commitment will mediate the relationship between work-life balance and intention to leave. The following tools were used in the study namely Work Life Balance policy instrument proposed by Beehr, Walsh and Taber (1976) and Pare, Tremblay and Lalonde (2000). Job Satisfaction -Job Descriptive Index (JDI) by Mohd Noor, Stant and Young (2009), Organizational Commitment questionnaire by Meyer and Allen (1997) and Intent to Turnover scale by Camman, Fichman, Jenkins and Klesh (1979) was used. The results indicated that perceived work-life balance satisfaction was correlated negatively with intention to leave the organization among academics. The results of the simple mediation analysis indicated that job satisfaction and organizational commitment are partial mediators for the relationship between work-life balances.

Ford and Collinson (2011) conducted a study on work-life balance and managerial work. Work-life balance debates continue to proliferate but give relatively little critical attention to managerial workers. This research draws on the experiences of managers in a local government
organization revealing an intricate, multifaceted and heterogeneous picture of fragmentation, conflicting demands, pressures and anxieties. The study highlights the importance of paid work for public sector managers; the concomitant difficulties in controlling working hours for those in managerial roles and the extent to which shifts in work orientation occur during managers’ careers. The study was undertaken within a large UK district council. In public sector and local government employees are more likely to have access to a wide range of flexible working arrangements. A qualitative in-depth approach was adopted. The research sought to explore how senior and middle managers within the council described their experiences of work in relation to rest of their lives. Interviews were guided by semi-structured format, which sought to explore managers ‘biographical accounts of their working lives, career progression and how they made sense of their work. The research was based on interview data of 25 managers. (Executive Directors, Heads of Service and Principal Officers). Research findings suggest three major themes which are referred to as prioritizing work, addicted to work and rebalancing work and life. The research findings suggest that in practice work-life balance initiatives may only serve to increase managerial anxieties and pressures, the very opposite outcome to that intended. These themes do not feature in many work-life balance debates, which tend to assume the perfect manager who
is able and willing to create a symmetrical balance between different spheres of life

**Crutchfield (2010)** explored the relationships between agriculture teachers’ work engagement, work-life balance, and occupational commitment as related to the decision to remain in the teaching profession. The accessible population consisted of those experienced agricultural educators in the southern region of the United States: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The study sought responses from a stratified random sample of those teachers to ensure geographical and gender representation. This study employed descriptive-correlational research procedures. The instrument was constructed utilizing portions of four studies to measure the variables of interest. Independent samples t-tests revealed there were no statistical differences between genders on any responses. A regression analysis revealed a 25% variance in occupation commitment attributed to work-life balance and work engagement.

**Malaterre (2010)** conducted a study on contributions of work life balance and resilience initiatives to the individual /organizational relationship. Despite much research, it remains unclear whether and how organization work–life and resilience initiatives (WLRI) enhance
employee commitment. To open this black box, this theory-building research analyses 73 in-depth interviews in a multinational pharmaceutical company. WLRI foster desirable outcomes for almost two-thirds of the sample (loyalty, pride, calculated appreciation and use as management tools), yet may have negative outcomes (disappointment, obligation to stay) or no outcome (indifference). To understand the processes implied, this research analyses employees’ awareness, need, access and judgment of the initiatives. A decision tree was built. Key success conditions lie in three layers of context: personal, work environment and national. This research argues for a new theoretical foundation of work–life research, combining classic individual-centred perspectives with relational theories, which remain under-investigated in work–life research. Practitioners and researchers strive to establish the business case for work–life and resilience initiatives (WLRI). However, this case remains under-demonstrated both theoretically and empirically. Do these initiatives really foster desirable outcomes for the Individual/Organization (I/O) relationship? If so, then how, and in which context? Given the lack of clarity despite decades of research, this research takes a theory building stance to uncover the range of outcomes, understood as incremental contributions to the I/O relationship that is also shaped by other antecedents such as pay, career development and human relations.
Daud (2010) investigated the relationship between quality of work life and organizational commitment amongst employees in Malaysia firms. The quality of work life (QWL) of employees is an important consideration for employers interested in improving employees’ job satisfaction and commitment. The study was conducted to investigate the relationship between quality of work life and organizational commitment among a sample of employees in Malaysia. Specifically, the objectives of the study were to achieve the following: 1) to identify and determine the extent of quality of work life of employees in Malaysian scenario and 2) to investigate the relationship between the QWL and organizational commitment in Malaysian firms. This study was guided by two research questions: 1) What are the dimensions that represent the QWL; and 2) Are there any relationships between QWL and organizational commitment? Seven Quality of Work Life variables were examined namely growth and development, participation, physical environment, supervision, pay and benefits and social relevance were examined to determine their relationship with organizational commitment. The results showed that there was a positive relationship between quality of work life (QWL) and organizational commitment. Growth and development has been indicated by respondents as a significant antecedent of all the four types of commitment under study; affective, normative, continuance (alternatives)
and continuance (cost). Participation has significant positive relationship with affective, continuance (alternatives) and continuance (cost) commitments. As participation leads to involvement in the workplace, employees who perceive that they are given such opportunities would be more committed. Supervision has a significant positive relationship with continuance (alternatives) and continuance (cost) commitments. Pay and benefits has also been shown to have a significant positive relationship with affective, normative and continuance (alternatives) commitments. Fairness and the adequacy of their pay and benefits spur the employees to be more committed to their organization. Likewise, social integration has also been shown to have a significant relationship with affective, normative and continuance (alternatives) commitments. Strong relationships and cohesiveness among employees in the workplace improved their sense of commitments. The results of this research showed that QWL and OC are a multidimensional construct and a product of the evaluation of one’s work place. This study provided valuable information about how employees in organizations view their work environment. The results of the survey were considered to be significant because they were intended to assist decision makers in identifying key workplace issues in order to develop strategies to address and improve the quality of working conditions in each organization.
Kinman and Jones (2008) conducted a study on “effort-reward imbalance, over-commitment and work life conflict” The study aimed to test an expanded ERI model in predicting work-life conflict (WLC) in university employees. Three hypotheses relating to the ERI were tested. It was also predicted that lower organizational support for work-life balance, less schedule flexibility and lower levels of separation between work and home life will lead to increased work-life conflict. In this cross-sectional study, 1,108 employees working in UK universities completed questionnaires assessing effort reward imbalance, work life conflict, schedule flexibility, employer support and work-life separation/integration. The results revealed strong main effects of job-related efforts, rewards and over-commitment on work life conflict. A significant two-way interaction (effort x reward) and some evidence for a three-way interaction effort x reward x over-commitment) were observed. Perceived schedule flexibility and work-life integration also made significant contributions to the variance in work life conflict. The final model explained 66 per of criterion variance. This study extended the knowledge of the ERI model as a predictor of WLC. More research is required into ways in which effort-reward inequity and over-commitment might threaten work-life balance, together with the working practices and organizational factors which might modify this threat.
Gnanayudam and Dharmasiri (2008) conducted a study on the Influence of quality of work-life on organizational commitment. The main objectives were to investigate the relationship between the Quality of Work Life (QWL) and organizational commitment as well as the Human Resource Development Climate (HRDC) prevailing in the apparel industry. Based on the literature review, the conceptual framework was developed and two hypotheses were formulated. The first hypothesis was stated as QWL prevailing in the apparel industry of Sri Lanka positively influences the worker commitment. The second hypothesis was that the HRDC prevailing in the organization moderates the relationship between QWL and commitment. The empirical study included a sample of eighty seven workers from twenty five factories in Sri Lanka, selected through a convenient sampling technique. Both hypotheses were accepted and recommendations made based on the findings.

Verschoor (2007) study showed that work-life balance also promoted ethical behavior in the workplace. Although much has been written about the need for greater attention to the ethics and compliance (E&C) aspects of the risk management portion of organizational governance little research has emerged that documents what organizations are actually doing in this important area. The Integrity Interactive Survey, Global Attitudes & Best Practices in Ethics & Compliance Risk
Management were administered to 133 respondents in the US. The study found that respondents employ a variety of techniques to assess their E&C risk. This study reinforces that respondents employ a variety of techniques to assess their E&C risk. This study reinforces the conclusion that instilling and maintaining a value oriented approached to ethics and compliance, together with giving greater attention to related work-life balance issues, should remain at the top of the agenda of boards of directors and senior management.

Smith and Gardner (2007) conducted a study on “factors affecting employee use of work-life initiatives using a sample of 153 employees in a large New Zealand organization. Analysis of company policies identified sixteen WLB initiatives currently being offered. Employees were surveyed to determine the extent of their awareness and use of currently offered initiatives. Factors influencing WLB initiative use and employee outcomes for initiative use were investigated. Female employees and younger employees used more WLB initiatives while employees reporting higher levels of management support and supervisor support, and perceiving fewer career damage and time demands also used more WLB initiatives. No support was found for the role of co worker support on WLB initiative use. Initiative use was related to reduce work-to-family conflict. Work-to-family conflict, family-to-work conflict, and commitment to the
organization were related to intention to turnover. The results highlighted the importance of workplace culture in enabling an environment that is supportive of WLB and consequently use of initiatives that are offered by the organization.

Messersmith (2007) conducted a study on managing work-life conflict among information technology workers. As organizations continue to emphasize information technology (IT) to help them compete, IT professionals are being asked to overcome a growing list of challenges. This unrelenting emphasis on IT initiatives often results in longer working hours and around-the-clock support, placing IT workers at risk of suffering from work-life conflict. Human resource managers must skillfully manage this issue, with a particular focus on mitigating the consequences associated with work-life conflict. This article provides an analysis of the antecedents to work-life conflict in the IT profession, as well as solutions that organizations may implement to increase the work-life balance of IT professionals.

Lambert et al. (2006) examined the impact of supportive communication and autonomy on work-family balance and satisfaction. Survey data were obtained from 95 employees of a biotechnology company. Results indicated that central participation was positively related
to both job satisfaction and organizational commitment but not to life satisfaction. Supportive communication was associated with job satisfaction but not associated with life satisfaction. The participants in this study were employees of a large biotechnology company located in southern California. Over 400 employees (n=404) were given the opportunity to respond to the survey and 95 of them completed the survey (23.5% response rate). The majority of respondents (63.2%) were male with a mean age of 38.22 years (SD = 9.35). Over half of the respondents were married (66.3%) and almost half occupied salaried, but below mid-manager, positions (48.4%). The most common position held was in research and development (29.5%). Participants earned an average yearly salary of $72,752 (SD = 34,524) and were employed with the company an average of 5.88 years (SD = 3.96). The typical respondents reported to have no more than one child per family (M = .86, SD = 0.94). Participants were recruited via company email and completed an electronic survey. A Likert-type response format, were designed to measure a variety of variables including: work-family conflict, central participation, supportive communication, life satisfaction, work satisfaction, and organizational commitment. The items used to assess work-family conflict, central participation, and supportive communication were selected from Carlson, Kacmar, and Williams’ (2000) Work-Family Conflict Scale, Clark (2001),
and Kopelman et al. (1983). Items used to assess life satisfaction, work satisfaction, and organizational commitment were derived from Clark (2001), Hill et al. (2001), Carlsson and Hamrin’s (2002) Life Satisfaction Questionnaire, Ironson, Smith, Brannick, Gibson, and Paul’s (1989) Job in General Scale, and the work of O’Reilly and Chatman (1986). As expected, work-family conflict was inversely related to scores on life satisfaction (r = -.46, p < .01). There was also a positive correlation found between work-family conflict and the number of children respondents reported living at home (r = .31, p < .01). However, the correlation between work-family conflict and job satisfaction, expected to be inversely related, was not significant (r = -.01, p > .05). Partial support for the notion that increased levels of central participation (higher autonomy and influence) would be associated with higher levels of family and work satisfaction was also found. The results showed a positive correlation between central participation and job satisfaction (r = .58, p < .01), organizational commitment (r = .54, p < .01), and number of years employed (r = .23, p < .05). This indicated that high levels of central participation are associated with increased levels of work satisfaction and commitment. However, the predicted positive correlation between central participation and life satisfaction was not significant (r = .20, p > .05). The relationships between supportive communication and life and job satisfaction were also
examined. The results showed a weak, but significant positive correlation between levels of supportive communication and job satisfaction (r=.22, P<.05). Supportive communication and life satisfaction was similarly correlated, however that correlation did not reach significance (r=.21, P>.05). This research also examined correlates of organizational commitment. The results showed a significant positive correlation between job satisfaction and organizational commitment (r=.59, p<.01). In addition, a significant positive correlation was found between organizational commitment and salary (r=.32, p<.01), number of children (r =.37, p< .01), and number of children reported living at home (r=.35, p<.01). This suggested that increased levels of organizational commitment are associated with not only greater financial rewards for work, but also greater demands at home.

Lyness and Kropf (2005) conducted a study on the relationships of national gender equality and organizational support with work–family balance: among European managers. Prior research about employees’ work–family balance has examined relationships to organizational characteristics or individual characteristics, but ignored the larger national context in which these relationships occur. The study tested the following hypotheses namely 1) National gender equality will be positively related to perceived organizational work-family support i.e., supportive work-family
culture and flexible work arrangements. 2) The proportion of women in senior management and organizational size will each be positively related to perceived organizational work-family support, i.e. supportive work-family culture and flexible arrangements. 3) Perceived organizational work-family support i.e., supportive work family culture and flexible work arrangements, will be positively related to managers' work-family balance. 4) Perceived organizational work-family support i.e., supportive work family culture and flexible work arrangements, will mediate the relationship between national gender equality and managers' work family balance. A model was developed suggesting that the degree of national gender equality is an important contextual variable that is positively related to organizational work–family supports (i.e. supportive work–family culture and flexible work arrangements), which are in turn related to individual managers’ balance of their work and family responsibilities. The study tested the model using survey responses from 505 managers and professionals from 20 European countries and United Nations’ Gender Development Index scores of national gender equality for their countries, and found some support for the predicted relationships. The following tools were used in the study Work Family Balance questionnaire by Hill et al.(2001). Work-Family Culture by Thompson et al (1999). Flexible Work Arrangements proforma. National Gender Equality. Organizational
characteristics and individual characteristics were measured as two self-reported open-ended items. These results highlight the importance of considering the larger context, and especially a nation’s standing in terms of its gender equality, for understanding work–family balance.

Sturges and Guest (2004) conducted a study on Working to live or living to work? Work/life balance early in the career. This study reports the findings of research that explored relationships between work-life balances, work/non-work conflict, and hours worked and organizational commitment among a sample of graduates in the early years of their career. The sample was drawn from two complementary research studies of graduate career and graduate retention. It concluded that, although graduates seek work/life balance, their concern for career success draws them into a situation where they work increasingly long hours and experience an increasingly unsatisfactory relationship between home and work. The study discussed the causes and potential consequences of this predicament and in particular how work/non work conflict was linked to hours worked, the state of the psychological contract and organizational commitment. It highlighted the role of organizations’ policy and practice in helping to manage the relationship between work and non-work and the development of organizational commitment through support for younger
employees’ lives out-of-work and effective management of aspects of the psychological contract.

**Thompson (2002)** conducted a study on managing the work life balancing act. Given the increasing attention to work-life issues at a growing number of organizations, it is not surprising that the topic is beginning to turn up in organizational behavior textbooks (e.g., Gordon, 1999; Johns & Saks, 2001; Moorhead & Griffin, 2001; Robbins, 2001). Johns and Saks (2001). The objective of the study was 1) Increase awareness of typical work family or work life dilemmas. 2) To encourage more realistic expectations about the difficulty of balancing work and family. 3) To increase awareness of the tensions between employees ‘needs and the organizations needs and the importance of organizational support and flexibility in facilitating balance. 4) To inform students about workable solutions to work-life balance problems.
2.5 STUDIES RELATED TO ETHICAL LEADERSHIP

BEHAVIOUR:

Kalshoven and Boon (2012) conducted a study to examine the link between ethical leadership, human resource management (HRM), employee wellbeing, and helping. Based on the Conservation of Resources Theory, they proposed a mediated moderation model linking ethical leadership to helping, which includes well-being as an intermediary variable and HRM as a contextual moderator. The study tested the following hypotheses namely, 1) Ethical Leadership is positively related to employee well-being. 2) HRM moderates the relationship between ethical leadership and employee well being, such that the relationship between ethical leadership and employee well-being is stronger when employees perceive HRM as low than when employees perceive HRM as high. The sample was collected from 493 employees and 247 managers working in both profit and nonprofit sectors across countries (Netherlands, Germany, Austria and Greece). The following tools were used in the study namely Ethical Leadership Scale by Brown et al., (2005). Employee Helping Scale by Podsakoff et al. (1990). HPWS Scale developed by Lepak and Snell (2002) and Job Related Affective Well-being Scale by Warr (1990). Results from 221 leader-employee dyads revealed that the relationship between Ethical Leadership and helping occurs through well-being only.
when HRM was low, but not when HRM was high. Job-related well-being fully mediated the relationship of the interaction between Ethical Leadership with HRM and employee helping.

**Bello (2012)** conducted a study on Impact of Ethical Leadership on Employee Job Performance. Despite the growing concern of researchers in the field of business ethics, cases of unethical practices have continued to manifest in corporate organizations. Corporate leaders engage in decisions that have resulted in lack of trust in the organizations leadership; and lack of commitment to organization’s goals. This study examined the concept of ethical leadership, the characteristics of an ethical leader, ethical leadership and its impact on employee job performance and how organizations can develop leaders that are not only sound in character but sound in action. Corporate business leaders are expected to be persons of “strong characters” and serve as role models to their employees; which without, the organization’s goals may be undermined. Two important variables; trust and commitment were discussed for better understanding of ethical leadership and employee job performance. The study concludes with some suggestions from the literature. To develop ethical leaders, ethics codes need to be clear; proper guidelines to be in place to ensure that all employees understand what are expected of them. Also, organizations need to demonstrate ethical leadership within the culture of hiring, training
and development; and to promote and reward those employees who will embrace the ethical standards.

**Palomino, Amaya and Knorr (2011)** using 525 respondents from the banking and insurance sectors in Spain, examined the relationship of employee job satisfaction, affective commitment, and organizational citizenship behaviour. Consistent with social exchange theory, SEL was directly and positively associated with both job satisfaction and affective commitment. The relationship between ethical leadership and employee organizational citizenship was best represented by a model where the effect was fully mediated by job satisfaction and affective commitment.

**Martin et al. (2011)** conducted a study on ethical leadership across cultures: a comparative analysis of German and US perspectives. This study examined beliefs about four aspects of ethical leadership—Character/Integrity, Altruism, Collective Motivation and Encouragement—in Germany and the United States using data from Project GLOBE (Global Leadership and Organizational Behavior Effectiveness) and a supplemental analysis. Within the context of a push toward convergence driven by the demands of globalization and the pull toward divergence underpinned by different cultural values and philosophies in the two countries, the study focus on two questions: Do middle managers from the United States and
Germany differ in their beliefs about ethical leadership? And, do individuals from these two countries attribute different characteristics to ethical leaders? Results provided evidence that while German and US middle managers, on average, differed in the degree of endorsement for each aspect, they each endorse Character/Integrity, Collective Motivation and Encouragement as important for effective leadership and had a more neutral view of the importance of Altruism.

Watson (2010) studied leader ethics and organizational commitment. Public examples of corruption and wrongdoing by managers have led to an increase in interest about ethically sound behaviors and decision making within organizations. One question asked is whether or not an employee’s perception of a leader’s values will impact their relationship with the organization? This study references findings by Brown, Trevino, and Harrison (2005), Mayer et al. (2008), Peterson (2002), and White and Lean (2008). The study, based on a study conducted by Herrbach and Mignonac (2007), examined employees’ perceptions of a leader’s values of courtesy, consideration, fairness, moral integrity, and social equality as perceptions of ethical leader values and examined the impact of these perceptions on the employees’ level of organizational commitment. Results indicated an employee’s perception of a leader’s ethical values has the potential to impact the employee’s level of
organizational commitment. The results contribute to the body of research examining employees’ perceptions about their leaders’ ethics and the potential impact on the organization itself.

**Meierhans, Rietmann, and Jonas (2008)** examined the influence of fair and supportive leadership behavior on employees’ self-reported organizational citizenship behavior (OCB). The model tested assumed that the impact of fair and supportive leadership on OCB was mediated by employees’ commitment to the organization as well as their commitment to their supervisor. A total of 260 bank employees completed a questionnaire in which they rated their supervisor’s behaviour, the two commitment foci (organization and supervisor) and the degree to which they engaged in OCB. As a whole, results of structural equation modeling provide support for the hypotheses and indicate that fostering fair and supportive leadership can be worthwhile for organizations.

**Baker, Hunt and Andrews (2006)** conducted a study on a model of antecedents and outcomes of ethical behavior in work organizations. Antecedents included were corporate ethical values, organizational justice, and organizational commitment. The outcome of organizational citizenship behaviors was also examined. Data were gathered from 489 members of a regional chapter of the National Association of Purchasing Managers
Structural equation modeling was used to test the model. Results indicated that the data fit the model well.

**Zhu, May and Avolio (2004)** conducted a study to address the following two questions. First, what role does psychological empowerment play in the relationship between ethical leadership behaviour and employees’ attitudinal outcomes (i.e., organizational commitment and trust in leaders)? Second, how do employee perceptions of the authenticity of leaders’ ethical behaviour influence the relationship between ethical leadership behaviour and employee outcomes? Results revealed that when ethical behaviour was aligned with authentic moral intentions, employees respond in an overwhelmingly positive manner (Lucas, 2000) such authentic leaders engage in authentic moral behaviors (May et al. 2003) that were consistent with their transparent moral evaluations. Employees were able to trust and commit such leaders because they can rely on them to do what they say they will do and believed them to be individuals with high moral development. Such authentic ethical leaders inspire employees to feel psychologically safe and be authentic themselves at work (Kahn, 1990; May et al., 2004) such leaders display undistorted communication of the moral intentions which encourages trust among associates (Mishra, 1996). Authentic ethical leaders display the highest level of integrity, which serves as the strongest determinant of trust among its antecedents
(Butler, 1991). Results further revealed that employees respond more positively to a leader’s ethical behavior when that behavior was perceived as genuine or authentic. However, when the moral intention behind a leader’s ethical behavior became suspicious, the strength of the relationship between such behaviors and employees.

**STUDIES RELATED TO GENDER AND ORGANIZATIONAL COMMITMENT:**

With respect to the study of gender and organizational commitment, some ambiguity has occurred because of the manner in which this subject has been studied. Gender, as a topic in organizational commitment literature, has been approached from both the gender-model and the job model (Aven, Parker and McEvoy, 1993). The gender approach to the study of women and organizational commitment was described as one where the basic belief was that, “women accept family roles as a chief source of their identity and fulfillment, leading to a different orientation to work from men, for whom work is paramount” (Loscocco, 1990). In contrast, proponents of the job-model view concerning the study of organizational commitment and women indicated that there were no differences in the work attitudes of women and men and that work attitudes of both sexes developed in similar ways.
Aven, Parker and McEvoy (1993) completed a meta-analysis of studies of the relationship between gender and organizational commitment. Following a comprehensive search procedure, these researchers identified 26 studies with samples that concerned organizational commitment. There was a total of 14,081 subjects in the samples. In the studies that were reviewed, sample size ranged from a low of 65 to a high of 2,164. There were both positive and negative correlations identified during the research process, the range of correlations was -.37 to .29. Correlations were categorized as follows: negative, 17 samples; positive, 9 samples; and zero, one sample. The mean correlation of all studies was .02. These overall results negated the argument that there are gender differences with respect to organizational commitment. Aven, Parker and McEvoy (1993) concluded that similar commitment can be won from both males and females when organizations treat all employees fairly.

In another meta-analytic study, researchers Mathieu and Zajac, (1990) discovered a correlation that indicated a stronger, although weak, advantage for female employees with respect to organizational commitment. Mathieu and Zajac reviewed 14 studies involving gender and organizational commitment. There was a total of 7,420 subjects involved in these studies and a mean uncorrected correlation of -.089 was obtained for organizational commitment and gender. The mean weighted correlation
was -.145 after corrections were made for attenuation. Correction for attenuation allows a researcher to estimate what a correlation between variables might be if the instruments used to measure the variables had perfect reliability (Gall, Borg and Gall, 1996). Ratings for males were coded with higher values.

**Kushman (1992)** used the job-model research approach in a study involving urban elementary and middle school teachers. In the job-model approach, one assumes that gender is not a determinant of commitment. Results of the study indicated that gender was not a factor that influenced organizational commitment. There was no statistically significant relationship between sex and organizational commitment for subjects in the 63 schools of the sample for this study. The foregoing research suggested that gender is not a determinant of commitment. Job-model research indicated that men and women are similar with respect to organizational commitment.

**Singh and Shifflette (1996)** concluded that although background variables—gender, education and experience had relatively smaller effects, all three variables showed significant effects on professional commitment. Among the background variables, gender had the strongest effect (b = .16), indicating that female teachers feel more committed to the profession than
do male teachers. Education had a very small indirect negative effect on professional commitment (b= -.04). Because the magnitude of this effect was very small, it is reasonable to conclude that education had no meaningful effect on professional commitment of teachers. Experience also exerted a negative effect (b= -.10), which suggests that more experienced teachers reported lower professional commitment.

In a gender effect study, Aranya, Kushmir and Valency (1986) collected data from a sample of 1,040 Canadian Charter Accountants (equivalent of American Certified Public Accountants) and Certified Public Accountants from the California Society of Certified Public Accountants. The sample consisted of 1,000 men and 40 women; the purpose of the research was to test the commitment level of women in a male-dominated profession. The female accountants in this study demonstrated less organizational commitment than male accountants. The Pearson correlation between organizational commitment and gender was -.13 (p ≤ .01. Aranya, Kushmir and Valency (1986) conducted some important analyses of their own research. First, they reported that the male accountants in their study were older than the female accountants (M = 38.6, SD = 10.65; M = 33.9, SD = 10.75, respectively). Also the males in this study tended to rank higher in the organizational hierarchy than the females. However, when the study’s results were analyzed by
covering age and organizational level, male accountants still ranked higher than females with respect to organizational commitment.

**Judy (1998)** conducted a study to examine sex differences in the continuance component of organizational commitment. A total of 192 male and 347 female human resource professionals completed, Allen and Meyer’s (1993) Continuance Commitment Scale, assessing one of three components of organizational commitment. Women reported higher levels of continuance commitment than men. The sex differences in continuance commitment can be regarded as small to moderate following J. Cohen’s (1977) rules of thumb regarding effect sizes. Regression analysis confirmed the relationship between sex and continuance commitment and revealed a positive relationship between tenure and continuance commitment and a negative relationship between two other variables: education level and level in the hierarchy and continuance commitment. Findings are discussed in terms of women perceiving fewer alternatives to their current employer than men.

**Scandura, Terri and Melenie (1997)** investigated the relationships of gender; family responsibility and flexible work hours to organizational commitment and job satisfaction of 160 matched male and female managers. Organizational commitment was measured by using Mowday et
al’s, 15 item Organization of Commitment Questionnaire and job satisfaction by the Minnesota Satisfaction Questionnaire (MSQ) Weiss et al., A proforma was used to gather the other relevant data. A multivariate analysis of variance (MANOVA) procedure was performed for the dependable variable organizational commitment and job satisfaction, gender (Male and female) by family responsibility (no/yes) by perception of flexible work hours in the organization(yes/no). Result from the MANOVA revealed a significant effect for the multivariate for the perceptions of flexible hours. Individual who perceived the organization offered a flexible work hour programme reported a significantly high level of organizational commitment (mean = 60.33) than individuals who perceived that their organizational did not have such a policy (mean = 55.58). Also those who perceived they had flexible work hours were more satisfied (mean = 82.63) than those who did not (Mean = 77.38). Further results indicated that female managers who perceived that the organization offered flexible work hours reported significantly higher level of commitment than females who did not perceive the availability of flexible work hours in their organization.
2.6 OVERVIEW:

The following are some of the salient inferences stemming from the review of available related literature on Organizational Commitment. It has been researched extensively in management and other related areas rather than in the field of education.

Research on Organizational Commitment:

Organizational commitment has an important place in the study of organizational behavior. Organizational commitment plays an important role in analyzing organizational life. This is in part due to the vast number of works that have found relationships between organizational commitment and attitudes and behaviors in the workplace. Furthermore, the reasons for studying organizational commitment are related to (a) employee behaviors and performance effectiveness, (b) attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee’s job and role, such as responsibility and (d) personal characteristics of the employee such as age, job tenure.

The researcher has concluded that only a small amount of organizational commitment research has been conducted in education related settings. Studies on the relationship between organizational commitment and perceived organizational support, organizational
commitment and work life balance and organizational commitment and ethical leadership behaviour are very few and limited.

**Research on Organizational Support**:  
Support for the relationship between perceived support and organizational commitment is encouraging for the development of commitment. If employees are treated well and feel they are supported by their employer, they may return the favour in the form of increased commitment. Further work is needed to understand the reciprocal nature of this relationship. Witt (1991) has examined exchange ideology, a concept similar to equity and reciprocity. Research in this area may provide a clearer picture of the relationship between organization support and organizational commitment.

**Research on Work Life Balance**:  
Research on work life balance and organizational commitment is limited. Work life balance research is an emerging area that needs proving in view of job challenges faced by teachers.

**Research on Ethical Leadership Behaviour**:  
Much has been written about ethics and leadership from a normative or philosophical perspective, suggesting what leaders should do. But, a more descriptive and predictive social scientific approach to ethics and
leadership has remained underdeveloped and fragmented, leaving scholars and practitioners with few answers to even the most fundamental questions, such as “what is ethical leadership?” Therefore, a comprehensive review of the relevant social scientific literatures that have linked ethics and leadership in order to clarify current understanding and point the way for future research is very necessary.

This is a fertile area of research that needs to be explored in depth. Therefore the present study is a humble attempt to seek answers to the research questions in this study.