employee turnover and strengthen the level of commitment in Private Banking sectors leading to effective quality service to the customers.

CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

There are a number of similar studies in the field of Organisational Commitment in many industries. But, so far, no attempt has been made to study the organisational commitment in the banking sector, which covers all private banks including old and new generation banks. The previous study in the field of organisational commitment and the various studies relating to organisational commitment in other industries are analysed and presented below.

Buchman (1974) have examined organizational commitment between Government managers and business executives using a sample of 279 managers in three industrial and five governmental organizations. The results of the study indicated that managers who felt they were making a real contribution to organizational success were more likely to develop commitment, and the experience had the greatest impact on commitment. Business executives typically reported more
positive attitude towards their organization than comparable government executives. This trend shows that business organizations are more successful in stimulating commitment to their purposes than government agencies.

**Currivan, and Douglas Brain** (1998) have analyzed the casual relationships in a model of organizational commitment. The studies present a model emphasizing the casual relationships among workplace structures and organizational commitment. Among the various workplace structures, the analysis reveals routinization, co-workers support, supervisor support, and distributive justice exert the strongest influences on teacher commitment to their schools. Environmental conditions like job opportunities and union participation consistently influence school commitment. The findings support a basic assumption that structural, environmental, and dispositional factors combine to shape employees commitment to school.

**Nortcraft and Neale** (1996) have concluded that organizational commitment is determined by a number of factors, including personal factors (e.g. age, tenure in the organization, disposition, internal or external control attributions); Organizational factors (job design, age of the organization, status of organization, number of employees and the leadership style of one’s supervisor) and non-organizational factors (availability of alternatives). All these factors affect subsequent commitment.
Leong (1994) study shows that, overall, employees with a strong commitment to organization work harder at their jobs and perform better than those with a weak commitment. Significant positive relations have also been reported between employees’ commitment and their supervisors’ rating of their potential for promotion and their overall performance on the job.

Bourants and Papalexandris (1992) have studied the differences in organizational commitment between managers in the private sector and in the public sector. The study results show that the commitment of managers decreases along a continuum from private to publicly-owned organizations. Managers report the existences of a gap between the perceived and the desired organizational culture in their firm, and this cultural gap tends to appear more in the public sector. Organizational commitment appears to be influenced negatively by the cultural gap. Therefore, this gap offers a plausible explanation for the lower commitment in public sector firms.

Yuch-Yun (1995) has studied the relationships among teachers’ perceptions of empowerment, job satisfaction, and organizational commitment in public schools. The researcher surveyed 1114 teachers from 39 public schools. Pearson product moment correlation coefficients, stepwise multiple regressions and analysis of variance were used to analyze the data. The results indicated that teachers’
perceptions of empowerment were significantly related to their job satisfaction and organizational commitments. The teachers who perceived a higher level of empowerment had higher levels of organizational commitment. Among demographic variables gender was found to be positively related to teachers’ job satisfaction and their commitment to the organization, although the relationship is very weak. Finally, the teaching position also had a weak and negative relationship with teacher empowerment, job satisfaction and organizational commitment. Mayer and Allen (1991), in an exploratory and confirmatory analysis of factors that can significantly predict organizational commitment among blue collar workers have reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange along with extrinsic and intrinsic rewards matter much.

Glisson and Derrick (1999) in their study of 319 human service organization workers have analyzed the effects of multiple predictors on commitment. They showed that leadership and organization’s age are the best predictor of commitment.

2.2 AFFECTIVE COMMITMENT

Several studies have reported that the organizational structure variables influence affective commitment.
Bateman and Strasser’s (1984) study has revealed that decentralization of authority has been related to higher affective commitment. However the evidence regarding these links is neither strong nor consistent.

Konovsky and Cropanzano (1991) have found out that the manner in which an organizational policy is communicated has also been linked to affective commitment. Higher affective commitment is found among employees who believed that the organization provided them with an adequate explanation for a new policy, amount of information given and the sensitivity shown in organizational communication.

Mathieu and Zajac (1990) by giving their meta-analytic evidence have suggested that age and affective commitment are significantly, albeit weekly related, although some studies have reported gender difference in commitment.

Aven (1993) by giving results of meta analysis study has shown that gender and commitment are unrelated. Studies on commitment have provided strong evidence that affective and normative commitments are positively related and continuance commitment is negatively connected to organizational outcomes such as performance and citizenship behaviour (Hackett, Bycio, and Handsdoff 1994).

Mayer and Allen (1997) have found that age is positively correlated with affective and normative commitment, but not with continuance commitment. As
with employee age and gender, it is difficult of offer an unequivocal interpretation of the finding. Employees need to acquire a certain amount of experience with an organization to become strongly attached to it or retrospectively develop affective commitment to their organization.

Cohen (1993) by giving his meta analytic study has revealed that a positive relation exists between organizational tenure and affective commitment. Alternatively however, the correlation between tenure and affective commitment might simply reflect the fact that, overtime those who do not develop strong affective attachment to the organization choose to leave it, and thus only the more highly committed employees among the longer-tenured group remain.

Buchanan’s (1974) study has shown that employees with a high need for achievement and a strong work ethic have a stronger affective commitment.

2.3 CONTINUANCE COMMITMENT

Allen and Meyer (1990) in their study have shown that continuance commitment has been related to employee’s perceptions about the transferability of their skills and their education to other organizations. In this study, employees who thought their educational and training investment were less easily transferable elsewhere expressed stronger continuance commitment to their current organization.
According to Lae (1992) employee’s perceptions of employment opportunities that are available to them have been correlated with continuance commitment. His finding shows that employment opportunity negatively correlated with continuance commitment. His finding suggests that employees evaluate alternatives not only in terms of their availability but also in terms of their viability for them personally.

Ferris and Aranya (1983) have used time based variables (e.g. age, tenure) as antecedent measure of continuance commitment. Their study reveals that the perceived costs associated with leaving an organization will increase as they get older and increase their organizational tenure.

2.4 NORMATIVE COMMITMENT

Mayer and Allen (1991) have defined Normative commitment as “an employee’s feeling of obligation to remain with the organization”. Thus, employees with strong normative commitment will remain with an organization by virtue of their belief that it is the “right and moral” thing to do. It has also been suggested that normative commitment develops on the basis of a particular kind of investment that the organization makes in the employee- specifically, investment that seem difficult for employees to reciprocate. These might include such things as organization sponsored tuition payments made on behalf of the employees.
Rousseau (1995) has stated that Normative Commitment might also be developed on the basis of the “psychological contract” between an employee and the organization. Psychological contracts consist of the beliefs of the parties involved in an exchange relationship regarding their reciprocal obligations.

Robinson (1994) has found out that unlike more formal contracts, psychological contracts are subjective and, therefore, might be viewed somewhat differently by the two parties. Psychological contracts are also subject to change over time as one or both parties perceive obligations to have been fulfilled or violated.

Ashforth and Saks (1996) in a study of newly hired school graduates, have reported that normative commitment was related to organizational socialization tactics that provided employees with a more institutionalized (rather than individualized) set of early experiences.

Mowday, Porter, and Steers (1982) have defined organizational commitment as “the relative strength of an individual’s identification with and involvement in a particular organization.” Conceptually it can be characterized by at least three factors: (a) a strong belief in and acceptance of the organization’s goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization” (Mowday, Porter, and
As earlier researches have highlighted, the problem of conceptual and operational ambiguities in the organizational commitment literature, the definition leads to consistency of the study of organizational commitment (Reichers, 1986).

Mathieu and Zajac (1990:179) have found a medium positive correlation (n = 0.207) between skill variety and organizational commitment. One way that individuals may develop a sense of competency is by working in a job with high skill variety (Hackman & Oldham, 1975, 1976). Skill variety relates to feelings of belonging and a sense of attachment to the organization (Meyer & Allen, 1991). Skill variety is thus more related of attitudinal commitment than continuance commitment because of the increased feelings of belonging:

Tomilnson (2002) has suggested it is critical that organizations keep the leading edge by having their employees well trained in the latest technologies. Employees stay at companies that promote career opportunities through learning, and the ability to apply their newly acquired skills (Cataldo et al., 2000; Jiang & Klein, 2000).

Tsui and colleagues (1995) and Agarwal and Ferratt (1999) have argued that job rotation programmes, mentoring and training convey to employees that the
organization considers human resources to be a competitive advantage and that it is seeking to establish a long-term relationship with them.

Employee training is intended to provide an opportunity for advancement and might be perceived as “the organization values them and bolster their sense of self worth, therefore building a stronger affective commitment” (Meyer and Allen, 1997:69). Training, if put to use on the job, should increase affective organizational commitment through its link to increased job scope. This response can be a function of closer psychological attachment to the organization and its goals (McElroy, 2001). Pare and colleagues (2001:24) have found training to be positively related to affective commitment (r=0.384).

Chang (1999) has stated that company-provided training might affect the psychological states of employees. When employees believe that the company is doing a good job of providing proper training, they feel that the company is concerned with improving its employee’s skill and ability, making them attached to their company. If training is perceived as providing organization-specific skills that contribute to status or economic advantage within the company, but will not transfer to jobs outside the organization, a stronger continuance commitment will develop. Extensive training should have little effect on continuance commitment, unless the training involves organization-specific skills. Pare and colleagues (2001:24) have found training to be negatively related to continuance commitment (r = -.02).
Employees who are aware of the expense of training, or appreciate, the skills they have acquired, might develop a sense of obligation (normative commitment). This will hold them in the organization at least long enough to “reciprocate”. The employees might develop a moral obligation to give the organization its money’s worth (normative commitment), particularly if the company funds the training (McElroy, 2001).

Kochanski and Ledford (2001) have argued that high technology employees value the feedback from their co-workers and supervisors. Providing sufficient performance feedback to employees (Greenhaus, 1987) helps bolster positive attitudes toward the organization, and helps prevent early intentions to leave the organisation.

According to Eisenberger and associates (1990) affective commitment may be enhanced under conditions of high feedback. As individuals are provided with praise and feedback, stronger feelings of loyalty to the organization may develop.

2.5 ORGANIZATIONAL COMMITMENT AND SUPERVISOR SUPPORT

Eby and Colleagues (1999) have indicated that a work environment is characterized by participation in important work related decisions, supervisory
feedback and support and rewards, that are perceived as fair and equitable (Bandura, 1986). This provides individuals with the chance to make a difference on the job, try out new skills, exercise discretion and receive feedback on their performance. These work conditions are expected to increase individuals’ intrinsic motivation by providing affirmation that their efforts are worthwhile and valued (Thomas & Velthouse, 1990). The proposed outcome of this mastery-based motivation is affective commitment to the organization and general job satisfaction. In turn, these affective work reactions are expected to impact outcomes such as turnover and absenteeism.

Pare and colleagues (2001:24) have indicated that recognition from the supervisor was found to be related to affective commitment (r = 0.424) but not to continuance commitment (r=0.030). The reason for this might be that high technology employees explore new solutions and get feedback and recognition from supervisors, which increases their feelings of selfworth, and not their obligation to stay at the company.

Igbaria and Greenhaus (1991) have found out that employees whose career orientations were compatible with their job settings reported high job satisfaction, high career satisfaction and strong commitment to their organizations and low intention to leave the organization.
Grover and Crooker (1995) empirically tested the effects of work and family benefits on organizational commitment. These benefits include parental leave, flexible schedules, childcare assistance and childcare information. Employees who had access to work/life policies showed significantly greater organizational commitment and expressed significantly lower intention to quit their jobs.

Work/life policies were reported by Pare and colleagues (2001:24) to be minimally related to affective commitment ($r = -0.074$), and negatively to continuance commitment ($r = -0.195$). This might be the result of the individual being forced to stay at the organization to increase investments rather than to have less work/life conflict.

Mowday, Steers, and Porter (1979) defined Organizational Commitment (OC) as a multidimensional concept embracing an employee’s desire to remain in an organization, willingness to exert effort on its behalf, and belief in and acceptance of the values and goals of the organization. A committed employee is described as the one who stays with the organization through thick and thin, attends work regularly, puts in a full day’s work, protects company’s assets, shares company’s goals, etc.

The relationship between an organization and its employees has been studied primarily in the form of job involvement, loyalty, motivation, etc. and was used in different contexts to explain the terminology. The term commitment could be
referred to as a force that binds a person towards an object, a goal or a role and named after it. In the beginning, commitment was studied in social and religious organizations. Later on, with the increase in strained relationship between employees and their organization, the concept of commitment was applied to the industry considering labor as the important factor for the continuous economic development. Commitment involves both performance and acceptance. Researchers have given different constructs, definitions, meanings and interpretations of the term OC. This paper is an effort to review the development of OC in the last six decades chronologically.

Researchers have studied the relationship between an employee and the organization with different perspectives. Cantril (1941) has discussed the concept of institutionalized awe to meet individuals’ need for a meaning. Tolman (1943) while describing the development of psychological attachment has suggested the process of identification, which meant an attachment to an individual or organization based on values or goals.

Hartman (1952) has explained the concept of ‘surrender’, which involves attaching a person’s prerogative for decision making to a greater power, leading to a total involvement with the higher system of authority. This provides a sense of correctness, certainty and conviction that promote moral-evaluative commitment and surrender to collective authority. Blumer (1953) has explained the term ‘communion’
and defined the membership of a social movement as a collectivity of individuals characterized by a ‘we’ feeling.

**Becker and Carper** (1956) have studied commitment, mainly in professions and have found out that professional organizations develop commitment to their values over a lengthy socialization period and that adequate attention has not been paid to the development of OC. Festinger (1957) has predicted that, by and large, persons who have a central life interest in work (CLI) show a higher level of OC than those who have a CLI away from work. CLI is a person’s expressed performance for doing his activities in a given organizational setting. Turner and Killian (1957) after studying the function that communion processes serve for group cohesion, observed that a social movement must weld members into a group creating a strong in-group sense and eagerness for fellowship of the movement, which, in turn, provides them with determination to continue in the face of obstacles.

**Kelman** (1958), while investigating the grounds for attitudinal change related commitment to social roles like cognitive continuance commitment, has observed that people are likely to be influenced in three ways, firstly as compliance or exchange, secondly as identification or affiliation and thirdly through internalization or value congruence. Compliance occurs when attitudes and behaviours act as a source to gain specific rewards and not because of shared beliefs. When an individual accepts influence to set up a satisfying relationship, identification occurs
and when the person’s values and the organization’s values are the same, internalization is stated to occur. The person may feel proud to be part of a group respecting its values and accomplishments. These concepts gave a distinct foundation to the concept of OC in the subsequent years. March and Simon (1958) have observed that attitudinal commitment often encompasses an exchange relationships in which individuals attach themselves to the organisation in return for rewards or payments from it. While studying oc, orzack 1959 has focused on the values of the organizational employees.

**Becker** (1960) has viewed commitment as a tendency to engage in activity resulting from his recognition of the cost or lost side bets associated with the discontinuance of that activity. The study also has described commitment as the unanticipated involvement of other sources of rewards or other aspects of a person.

Thus it can be concluded that in this decade, commitment was viewed as more relevant to industries rather than to other social system. Researches, by and large, focused on the supremacy of organization and individual’s attitudinal inclination towards it due to shared beliefs, values or rewards.

**Parsons and Shills** (1962) in their social action theory have discussed the concept of commitment in a broader sense, wherein actors become committed not only to norms but also to different aspects of social systems. On the basis of social
action theory they proposed that cognitive, cathectic and evaluative orientations from the personality system acts of commitment and stated that each of these personal orientations would seem to be able to support a particular social system area. Cognitive-continuance commitment is commitment to social roles or to position in social systems and no evaluation is attached to the role. Cathetic-cohesion commitment is attachment to social relationship and does not have internal moral imperatives attached to them. Evaluative-control commitment is commitment to norms, values and inner convictions that make an individual obligated. These were found to be similar to Kelman’s (1958) terms, “compliance”, “identification” and “internalization”.

The terms ‘investment’ and ‘sacrifice’ got evolved during this period. Investment is a process whereby the individual gains a stake in the organization, and commutes profits to it making him continue in the organization to get the returns. Sacrifice seeks members to give up something as a price of membership and their motivation to remain as participants increase.

Protestant work-ethic endorsement defined by Blood (1969) is the belief that hard work is intrinsically good and an end in itself. Personal worth of one’s moral stature is to be gauged by the willingness to work hard. One’s job, career, organization or union is stated to be merely a backdrop in which to exert high levels of effort. The psychological literature contains ample evidence that classical
conditioning influences affective reactions to a wide variety of stimuli (Byrne & Clore, 1970). Hall, Schneider and Nygren (1970) have concluded that OC involves the individual’s incorporation of organizational values and goals into his own identity. Brown (1969) and Patchen (1970) have studied employees of large public bureaucracies and determined that job characteristics like opportunities for achievement, participation in decisions etc., were correlated with identification.

During the eighties great strides were observed in the construct clarity and definition of OC was observed. A distinction was also made between attitudinal and behavioral commitment. Greenhaus (1971) has defined related concept career salience as the importance of work and a career in one’s total life. It is one of the few commitment concepts that attempt to capture the notion of devotion to a craft, occupation or profession apart form any specific work environment over an extended period of time. Kiesler (1971) has found considerable support for behavioural commitment predictors in laboratory settings and has concluded that individuals who freely choose a course of action are likely to be more committed to it. Sheldon (1971) has described commitment as a positive evaluation of the organization and the intention to work towards its goals. Commitment in Sheldon’s study was seen as an affective orientation and defined commitment as an attitude or an orientation towards the organization, which links or attaches the identity of the person to the organization.
and found that social involvements increase the commitment of the professionally competent men to the organization, reinforcing the effect of investments.

**Gupta, Sharma and Rahman** (1971) have made a study on scientists and their commitment to organization’s goals with the main operative variables as recognition, professional freedom and researcher supervisor relationship. The study has revealed that scientists with less experience and those with high recognition are highly committed. The freedom of scientists to select the field of research work does not seem to influences the commitment whereas an increment in the harmony of researcher-supervisor relationships shows an increment in the degree of commitment.

**Hrebinia and Alutto** (1972) have viewed commitment as cost-based and defined it as a structural phenomenon which occurs as a result of individual-organizational transactions and alterations inside bets or investments over time furthering Becker’s (1960) views and have suggested that the lack of extensive examination of OC of professionals might be due to the difficulty of making that concept operational and of deriving indexes amenable to empirical testing and validation. **Hrebinia and Alutto** (1973) have considered commitment as the willingness to leave the organization for increments in pay, status or professional freedom or for greater colleagueal friendship.
Buchanan (1974) has viewed commitment as a partisan, affective attachment to the goals and values of the organization for its own sake, apart from its purely instrumental worth. Feldman (1976) has stated that full commitment of labor force is important for continuous economic development. Commitment there involved both performance and acceptance of behavior appropriate to an industrial way of life. Hall (1976) has observed that the initial period of employment in an organization is critical and important in shaping employees’ subsequent attitudes and behaviours. Steers (1977) has studied the attitudinal commitment by the measurement of commitment or the mindset along with the variables presumed to be its antecedents or consequences. The study was carried out with the objective to prove that a high level of commitment was associated with desirable outcomes such as lower absenteeism, turnover and higher productivity. Contribution of the causal factors like personal characteristics and situational conditions to the development of higher commitment was also studied.

Attitudinal commitment focuses on the process by which people come to think about their relationship with the organization mainly as a mindset in which individuals consider the extent to which their own goals and values are congruent with those of the organization. Here, commitment is developed prospectively. Prospective view is individual’s psychological bond as a function of his involvement, loyalty and belief in its values.
Salancik (1977) has explained the behavioral approach to commitment wherein overt manifestations of commitment are shown representing sunk costs in the organization where individuals forego alternative courses of action and chose to link themselves to the organization. Behavioral commitment relates to the process by which individuals become locked into an organization and how they deal with the problem. Marsh and Mannari (1977) have found out that the committed employee considers it morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives him over the years. Wiener and Gechman (1977) have opined that commitment behaviors are socially accepted behaviors that exceed formal and/or normative expectations relevant to the object of commitment.

Sinha (1977) in a survey of Indian organizations has found out that a large percentage of studies on OC considered commitment of managers to be one of the important issues facing organizations. Punekar and Haribabu (1978) have noted that adequate study has not been done on value orientation and suggested that commitment is basically a value orientation of the individual or group and it comprises values such as ‘performance value’ and ‘discipline value.’

Kidron (1978), while investigating the relationship between OC and work values, has discussed the protestant ethic of the worker and commitment to the organization. In the study, a distinction between moral and calculative commitments
was observed indicating that work values are related more to moral than calculative commitment.

Hofstede (1980) has found out that affective commitment is the most desirable form of commitment but ethnocentric and normative commitments might be better predictors than affective commitment in collectivist cultures that emphasize strong social ties (and obligations) and in cultures characterized by uncertainty avoidance where loyalty is considered a virtue. Wiener and Vardi (1980) have observed the presence of personal sacrifice and lack of alternatives for the development of OC.

Welsch and La Van (1981) in their study on inter-relationship between OC and job characteristics, job satisfaction, professional behavior and organizational climate have concluded that OC is an important evaluation measure of the level of attachment between the employee and the employing organization. Amsa and Punekar (1981) have stated that socialization causes commitment values and these values cause work commitment. The values can be termed as one of the strong determinants of a person’s behavior and the value-based commitment model can explain the behavior of a committed person more effectively than most other models proposed in terms of job rewards and organizational culture. Padaki and Gandhi (1981) have reported positive relation between organization climate and identification with the organization.
Wiener (1982) has described commitment as the totality of internalized normative pressures to act in a way that meets organization interests. Distinguishing between normative and instrumental processes as behavioral determinants a model of work attitudes serves as a framework within which commitment is conceptualized. Organizational identification and generalized values of loyalty and duty are viewed as immediate determinants. Thus commitment can be influenced by both personal dispositions and organizational interventions. He has also identified three qualitatively different types of loyalty like ‘blind loyalty’, ‘moral obligation’, and ‘balanced commitment’. Cascio has (1982) associated turnover with high cost and has emphasized that focusing exclusively on turnover is not correct and what the employees do on the job is actually important.

Morrow (1983) has developed a facet design describing the theoretical and empirical inter relationships among five forms for work commitment (Protestant work ethic, Career salience, Job involvement, organizational commitment and Union Commitment). The analysis has revealed that these concepts are partially redundant and insufficiently distinct and warrant continued separation. The study has emphasized that though OC itself is a multi-dimensional construct it is distinct form other forms of work place commitments. Fukami and Larson (1984) in their study have suggested that OC might have an impact on job performance, absenteeism and turnover.
O’Reilly and Chatman (1986) have focused on the underlying dimensions of psychological attachment which could be predicated on compliance, identification and internalization. Although the term commitment is broadly used to refer to antecedents and consequences as well as the process of becoming attached and the state of attachment itself, it is the psychological attachment that seems to be the construct of common interest.

Randall (1987) in a study has concluded that blind commitment could be damaging. Colarelli, Dean and Konstans (1987) have stated that commitment is positively related to job challenge, degree of autonomy and variety of skills the employee uses. Sharma (1987) has found scope of advancement, grievance handling, participative management, objectivity and rationality, recognition and appreciation, safety and security, and training and education to be significantly correlated with OC.

Koys (1988) has found out that HRM practices were more likely to influence employees’ commitment when they were seen as motivated by a concern for the employees. Balaji (1988) has viewed commitment as an affective attachment to the organization. Singh (1988) has found out grievance, safety and security to be positively related to commitment. Folger and Konovsky (1989) have stated that commitment is more closely related to perceptions of fair treatment than to satisfaction with personal outcomes. Romzek (1989) while studying the effect of
employee commitment on individual’s non-work and career satisfactions has concluded that the individual consequences of employee commitment are positive and supported the belief that psychological attachment to a work organization yields personal benefits to individuals. Putti, Aryee and Liang (1989) studying the relationship between communication relationship satisfaction (CRS) and OC have found out that top management relationships relate more closely to OC than either to global CRS or to supervisory relationship.

Singh (1990) has found out that supportive leadership, professional management, group cohesiveness and standardization have been found to be positively related to OC. The study has also reported commitment to be negatively related to employees’ perception of inequality.

Caldwell, Chatman and O’Reilly (1990) have argued that commitment reflects the psychological bond that the employee has to the organization but the nature of bond can differ. The psychological bond between an employee and the organization can take three distinct forms labeled as compliance, identification and internalization which is in congruence with Kelman’s (1958) work on attitude and behavioral changes.

Mathieu and Zajac (1990) have supported the two-dimensional conceptualization of OC using active commitment characterized by involvement and identification, and passive commitment characterized by intention to stay. The study
also has acknowledged links between commitment and employee behaviors that might be moderated by situational factors. It was also concluded that the education level has a low negative correlation with OC, while age shows a medium positive correlation whereas women show higher OC than men.

**Randall, Fedor and Longnecker** (1990) in a study of the complexity of the OC construct and respondent have generated behavioral manifestations of the job attitude, and have found that each dimension of commitment relates in varying forms to work outcomes.

Thus, the decade witnessed some important developments with respect to industrial approach to job, profession and organizational climate factors and psychological approach concentrating on normative and instrumental beliefs. Facet analysis of work commitment and concept of different foci of commitments were some important developments. The attitudinal and behavioral approaches were also formulated. Allen and Meyer (1990) have developed a three-component model of commitment measuring affective, continuance and normative commitment components.

**O’Reilly, Chatman and Caldwell** (1991) have argued that commitment reflects the psychological bond that lies between the employees and the organization, but the nature of bond can differ and the ‘identification’ and ‘internalization’ can be
combined to explain normative commitment more or less closely similar to affective commitment discussed by Allen and Meyer (1990). In the development of OC, there is a potential source of confusion, where different labels like calculative commitment and continuance commitment are used to describe the same construct. Similarly, same labels are used to describe different constructs as the normative commitment.

Meyer and Allen (1991) have found out that commitment has been viewed by researchers as reflecting an affective orientation towards the organization, recognition of costs associated with leaving the organization and a moral obligation to remain with the organization. In order to acknowledge these differences, they have given different labels addressing them as affective, continuance and normative natures of commitment. Affective commitment refers to the employee’s emotional attachment to, identification with and involvement in the organization. Continuance commitment refers to an awareness of the costs associated with the organization and normative commitment is stated to reflect a feeling of obligation to continue employment. The study also has suggested that affective, continuance and normative commitments should be considered as components rather than types of commitment as the employee’s relationship with an organization could reflect varying degrees of all the three. Sharma and Singh (1991) in a comparative study of one public sector and another private sector organization in Western India to find the factors involving affective commitment of Indian managers, have observed that situational factors such
as job characteristics and various dimensions of organizational climate have a decisive role to play in influencing OC in conjunction with certain personal attributes.

Becker (1992) preferring the multi-constituency approach similar shown that employees’ commitment to top management, supervisors and workgroups contributed significantly beyond OC in the prediction of certain consequences like intention to quit, prosocial behaviors etc. Grover (1992) in a study of the relation between the level of education and professional commitment and behavior similar found that attitudinal commitment to the profession did not differ significantly among nurses holding different levels of education. Bourantas and Papalexandris (1992) have studied variables affecting OC in a comparative study of private versus publicly owned organizations in Greece and found that OC among managers in the public sector was lower than that of private sector. The study has revealed that both the type and size of an enterprise as well as the organization culture could affect the OC of the managers. Vanderberg and Lance (1992) have carried out a longitudinal study of the causal relationship between OC and job satisfaction. The results supported the commitment causes job satisfaction model. Brockner (1992) has found evidence for escalation of commitment to tailing course of action as decision makers have shown to persist in a course of action even when they have objective evidence that it is not prudent to do so.
Becker and Billings (1993) have discussed OC in terms of four dominant profiles – ‘locally committed’, ‘globally committed’, ‘committed’ and ‘uncommitted’. Newman and Krzystofiak (1993) have studied the negative impact of mergers / acquisitions and have found out in part because of misinformation. Cameron (1994) has studied the effects of lay-off and downsizing on OC and similar found out that the results were based on the perception of the fairness of lay off. Hunt and Morgan (1994) have suggested that commitment to specific constituencies like top management, supervisors, workers etc actually contribute to employees’ OC. Dunham, Grube and Castaneda (1994) have found out that perceived job characteristics, organizational dependability and participatory management contribute to creating favorable situations conducive to the development of affective commitment.

McCaul, Hinsz and McCaul (1995) have found out that OC could be conceptualized as employee’s global attitude towards the organization. The study supported the view that attitudinal commitment is related to retention and behavioral commitment is related to performance. Huselid (1995) and MacDuffie (1995) have studied the effects of HRM systems on OC. Mignerey, Rubin and Gordon (1995), and Ashforth and Saks (1996) have studied the effects of socialization and training on OC. It is suggested that commitment can be affected by training experiences, which, in turn, can influence employee’s motivation for future training. Biswas and
Balaji (1996) in a study of belief in co-operative values congruence was positively related to behavioral intentions and satisfaction measure but not to OC measure. The direction of value congruence is more important in reflecting positive employee attitude. Lund and Barker (2004) have conducted a study on OC of expatriate managers in China. OC was found to be increased most likely as the expatriates improve their managerial effectiveness through promoting organizational and cultural harmony, maintaining supportive spousal/familial relationship within the organization.

Rai and Sinha (2000) have found out that the supervisors’ transformational style has significant relationship with OC and the facilitating climate enhances the strength of association of leadership with OC.

Camilleri (2002) has found out that the higher the position tenure in the organization, the higher will be the degree of overall OC, continuance and normative commitments. The study also has concluded that the degree of the individual, level of ambiguity, conflict and overload role states.

Vashishta and Mishra (2004) have studied the relative contribution of social support and occupational stress to OC of supervisors and reported that social support and occupational stress significantly predict the degree of OC.
Gautam, Dick and Wagner (2004) have studied the conceptual differences between OC and identification. Identification was found to be distinguishable from four related commitment concepts (i.e., affective, continuance, normative and attitudinal commitments).

Muthuveloo and Rose (2005) in a study on antecedents and outcomes of OC among Malaysian engineers focusing on the three components of OC like affective, continuance and normative commitments, have concluded that positive employee perception enhances OC, which, in turn, leads to positive organizational outcomes. Vanitha, Vasanthi, Kamalanabhan and Sivasubramanian (2006) in a study of sex impact on OC and stress among Information Technology (IT) professionals failed to find any significant difference between male and female IT professionals.

Smeenk, Eisinga Teelken and Dooewaard (2006) in their study on the effects of HRM practices and antecedents on organizational commitment among university employees have observed that the separatist faculty decentralization, compensation, training/development, positional tenure and career mobility have significant effects. Age, organizational tenure, level of autonomy, working hours, social involvement and personal importance significantly affects the employees’ organizational commitment in the hegemonies faculty. Participation, social interactions and job level are factors that are important in both faculties. The
findings indicate that the set of factors affecting the organizational commitment of employees differs between the separatist and hegemonies faculties.

2.6 CONCLUSION

Though organisational Commitment studies indicate strong evidence in favour of the psychological relationship of an employee with the organization, there is still a need for further corroborative studies across cultures as the various dimensions studied indicate a strong leaning towards culture and thus, influence the work pattern in a country-specific organization. There is also a need to standardize terminologies reflecting Organisational Commitment and the study of antecedents and consequences as well as the processes requires a different perspective keeping in mind the impact of human resources management measures to improve both the employee and the organization for a better Organisational Commitment. Thus, Organizational Commitment (OC), in a broader sense, can be viewed as an employees’ psychological wedding to the organization i.e. an employee continues to serve the same organization throughout his work life.

CHAPTER III

ORGANISATIONAL COMMITMENT

3.1 INTRODUCTION