Chapter-2

Literature Review
Having given an exhaustive description about the meaning and concepts of different criterion and predictor variables, the present chapter is aimed to present and review the available research studies which are directly or indirectly related to different variables concerned to the present study. Such effort is necessary because research is a part of broad endeavour for search and generation of knowledge in which each individual research has a contributory role. Therefore, before undertaking research, it is imperative to review research studies which have already been done in the field. The presentation of survey of literature will follow the same sequence which was adopted in Chapter-1 started with the description of criterion variables and then predictor variables. Hence, the studies related to different variables follow:

Organizational Commitment

Since the past several decades, it has been witnessed that the construct of employees’ commitment towards the organization occupied an important place in organization behaviour research. Organizational psychologists are of the opinion that employees’ commitment with organization is recognized as one of the major determinants of job satisfaction, absenteeism, turnover intension, organizational performance and effectiveness (Steers, 1975; Mowday et al., 1979; Angle and Perry, 1981; Mathieu and Zajac, 1990; Allen and Meyer, 1996; Mowday, 1998; Lok and Crawford, 2001; Yousef, 2000; Chen and Francesco, 2003; Schwepker, 2001 and Wasti, 2002). Moreover, there are studies which have reported positive relationship between organizational commitment and organizational citizenship behaviour (Meyer, Stanley, Hercovitch and Topolnytsky, 2002), willingness to share knowledge and engagement in extra-role behaviour (Storey and Quintas, 2001; McKenzie, Truch and Winkelen, 2001). Studies have also shown that components of commitment i.e.,
affective and normative commitment are positively related and continuance commitment is negatively connected with performance and citizenship behaviour (Hackett, Bycio and Handsoff, 1994; Shore and Wagner, 1993) in the line with Meyer and Allen’s (1991) findings.

The development of organizational commitment is strongly associated with personal, organizational and work characteristics (Mowday et al., 1979; Nijhof et al., 1998). Personal factors such as age, tenure, gender, family status and educational level, need for achievement are found significantly associated with commitment (Thornhill, Lewis and Saunders, 1996). In contrast, organizational characteristics such as organizational structure, organizational culture, policies and practices (Meyer and Allen, 1991 and 1997), organizational support, organizational dependability and instrumental communication (Colbert and Kwon, 2000) were found significantly related with organizational commitment. Thornhill et al. (1996) found that communication with employee in terms of flow up and flow down in the organization is significantly related to the organizational commitment. In a survey on N=1147 teachers, Billingsley and Cross (1992) determined the predictors of teacher’s commitment. Their results advocated that work related variables such as leadership support, role conflict, role ambiguity and stress are the best predictors of teacher’s commitment. They also concluded that increasing administrative support and their managerial behaviour such as feedback, encouragement, acknowledgment, use of participative decision-making and collaborative problem solving are important in building a committed and satisfied teaching staff. This study seems to be very useful to explain some of the findings of the present study as commitment with the organization is an important behavioural dimension which can be utilized for evaluating employees’ commitment through strength of attachment with work. Keeping in view the
importance of highly committed employees, Welsch and LaVan (1981) had made an effort for identifying those variables that are related to organizational commitment, in order to design strategies that maximize commitment level, especially of employees in not-for-profit firm. Results of their study indicate that role conflict and role ambiguity are detrimental to commitment, while a participative climate, power, team work, satisfaction with work and promotional opportunities, age, tenure and length of professional employment are positively related to organizational commitment. Similarly, Meyer and Allen (1991) reported promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic reward, as significant predictors organizational commitment among blue collar workers. Dornstein and Matalon (1998) described eight variables that explain 65% of variance in organizational commitment. These are interesting work, coworker’s attitudes towards the organization, organizational dependency, age, education, employment alternatives, attitude of family and friends.

Angle and Perry (1983) compared two models leading to organizational commitment. The member-based model (which holds that commitment originates in the actions and personal attributes of the organization member) and the organization-based model (which is based on the premise that commitment reflects a member’s having provided resources that satisfy important needs). Finding revealed that both models explained significant amount of variance in commitment but organization-based model received more support from the data. Research finding also revealed that extrinsic aspects of satisfaction were more strongly associated with organizational commitment than were intrinsic aspects. It looks from the findings that extrinsic aspects have always been important for any work related behaviour, although, intrinsic one seems to be the inherent aspect.
Sharma (1987) 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 organizational commitment.

Koys (1988) found that HRM practices were more likely to influence employees' commitment when they were seen as motivated by a concern for employees. Research studies have found a positive relationship between HRM practice and organizational commitment (Wright, Gardner, and Moynihan, 2003 and Paul and Anantharaman's, 2004).

Folger and Konovsky (1989) stated that commitment is more closely related to perceptions of fair treatment than to satisfaction with personal outcomes. The above studies were seen very important in quest of discussing the findings of the present endeavour.

Wittig-Berman and Lang (1990) studied on the influences of individual value system, organizational investments and personal constrains on organizational commitment directly or indirectly through job satisfaction. They had used hierarchical regression analysis on data obtained from N=270 students employed full-time in managerial or professional positions. Results show that organizational investment and the protestant work ethics both exert significant direct effects on organizational commitment whereas, personal constraints showed a negative relationship with values commitment and the effect of the materialistic work ethics was found non-significant. However, job satisfaction showed a substantially higher correlation with value commitment than did any other antecedents.

Dunham, Grube, and Castaneda (1994) conducted a study collecting data on N=2,734 persons to examine how participatory management and supervisory feedback
influenced employees’ levels of affective, continuance, and normative commitment. The researchers found that when supervisors provided feedback about performance and allowed employees to participate in decision-making, employee’s level of affective commitment was stronger than in both the aspects of continuance and normative commitment. It was also reported that employee’s intention for staying with the organization was more related to wanting to, rather than needing to or feeling they ought to.

Loui (1995) examined the relationship between the broad construct of organizational commitment and the outcome measures of supervisory trust, job involvement, and job satisfaction. Loui (1995) reported positive relationships of all work related aspects with organizational commitment.

Irving, Coleman, and Cooper (1997) investigated the relationship between affective, continuance, and normative commitment and the outcome measures of job satisfaction and turnover intentions. Results revealed that job satisfaction was positively related to both affective and normative commitment. However, job satisfaction was negatively related to continuance commitment. All three types of commitment were negatively related to turnover intentions, with continuance commitment having the strongest negative relationship.

Meyer, Irving and Allen (1998) explored the effects of work values and early work experiences on organizational commitment. Regression analyses revealed that values and experiences had influenced in the prediction of affective and normative commitment, but the nature of interaction was different for different work value/experience combination. The finding also revealed that positive work experiences have strong significant influence effect on commitment among those who most value
such experiences. It is found that, favourable work experiences are powerful

Young, Worchel and Woehr (1998) examined the factors associated with
organizational commitment among blue-collar workers. The results indicate that
promotional satisfaction, job characteristics, communication, leadership satisfaction,
job satisfaction, extrinsic and intrinsic rewards were positively and significantly related
to commitment. Contrary to expectations, pay satisfaction did not correlate significantly
with commitment.

Harrison and Hubbard (1998) examined the commitment levels among
Mexican employees. Results indicate that job satisfaction, participative decision
making, and age were predictor of organizational commitment. However, leader
behaviour, tenure and perceived organizational effectiveness were found to be
significantly correlated with commitment.

Vashishtha and Mishra (1999) conducted a study on N=200 supervisors (aged
40-45 yrs) employed at Scooters India Limited, Lucknow to examine the relationship
between social support and organizational commitment. The results of the study
advocated significant positive correlations between (1) affective commitment and
overall organizational commitment with social support; (2) appraisal support and
organizational commitment; (3) belonging support and organizational commitment; (4)
tangible support and organizational commitment. Results confirm that social support
has positive and significant relationship with organizational commitment of
supervisors.

Cheung (2000) analyzed commitment to the organization in exchange for
support from the organization. Data were collected on N=927 employees from 8 high-
technology companies of Taiwan. They found that employees organizational
commitment and perceived organizational support exhibited strong reciprocal and positive relationships, with control for a number of background characteristics. In addition, a significant positive effect of organizational support averaged for the job on the employee's organizational commitment was detected. Moideenkutty and his colleagues (2001) examined the role of perceived organizational support as a mediator of the relationship between perceived situational factors and affective organizational commitment. Analysis revealed the fact that perceived organizational support fully mediates the relationship significantly between perceived situational variables and affective commitment to the organization.

Chiu and Ng (1999) studied on, whether women-friendly organizations have more committed employees. Data was collected from companies located in Hong Kong and the result indicates that women friendly HRM policies have a positive impact only on women and their affective commitment and not on their continuance commitment. Findings also indicate that employees who are more likely to get benefit directly from progressive policies that symbolize concern for them become psychologically more attaché to their organizations than those who perceive little value in the policies for their work lives. The findings of this study highlight to the fact that organizational practices are more important factors for enhancing identification with the work and the organization and that may subsequently lead to experience employees more satisfied and to develop more sense of commitment with the work and at large with the organization.

Hochwater et al. (1999) reported two of their studies. The aim of their study was to test organizational commitment as moderator of the relationship between perceived politics and the outcomes of intent to turnover and job tension. The sample of the 1st study were N= 146 middle and upper level managers which were taken from hotel
industry while for second study the sample size was $N=1,234$ which were taken from university employees. Both studies demonstrate that the positive relationship between organizational politics and job tension decrease as organizational commitment increases. Furthermore, the positive relationship between organizational politics and intent to turnover decrease as organizational commitment increases in study 1 but not in study 2.

Coleman, Irving and Cooper (1999) studied the relationship between locus of control (LOC) and two different forms of organizational commitment viz., affective and continuance on a sample of $N=232$ employees which were collected from Canadian government agency. They found that internal LOC was associated with affective commitment and external LOC was associated with continuance commitment.

Rai and Sinha (2000) investigated the relationship between transformational leadership, organizational commitment and facilitating climate undertaking the sample of $N=261$ middle level male executives working in banks. Multiple regression analysis reveals the fact that supervisors' transformational leadership style had significant relationship with commitment. Further, it was found that facilitating climate enhanced the strength of association of leadership with commitment. Some of the dimension of superiors' leadership and commitment were also found to be significantly correlated with the aspect of financial performance.

Finegan (2000) investigated the impact of person and organizational values on organizational commitment. The results of hierarchical multiple regression analyses found that commitment was predicted by the employees' perception of organizational values. Furthermore, affective, normative and continuance commitment were predicted by different clusters of values.
Heffner and Rentsch (2001) employed a multiple constituencies approach and hypothesized that work group social interaction would influence work group affective commitment. The model was tested using survey responses from 154 employees. The path analytic results supported the hypothesized relationship between social interaction and affective commitment. Comparative analyses showed the employee’s focus of commitment was significantly related to differences between affective and continuance commitment.

Enriques, McBride and Paxton (2001) examined the impact of improving knowledge of strategic goals on organizational commitment. Results from a total of 551 surveys indicated that respondents remembered significantly more strategic goals after program implementation, respondents who had personal involvement in achieving goals remembered significantly more goals than those without involvement. These findings suggest that organization may be able to strengthen employee’s commitment by increasing awareness of organization’s strategic goals and encouraging employees to become personally involved in the achievement of those goals.

Cho and Lee (2001) examined public and private manager perceptual and attitudinal differences associated with organizational commitment in South Korea. Data were collected on 548 local government managers and on about 200 private bank managers. Researchers found that Korean public managers scored high on perceived job prestige and perceived centralization than their counterparts in the private sector. There were no significant differences in the dimension of commitment to stay, job satisfaction, and perceived inequity between the 2 sectors. It is concluded that one of the powerful antecedents of organizational commitment in Korean public sector is job prestige perceived by public managers.
Somech and Bogler (2002) analyzed the distinctive relationships of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behaviour (OCB). The data were collected on N=983 middle school teachers in Israel and it was found that participation in the managerial domain was positively related only with teachers’ professional commitment. Professional commitment was positively associated with OCB towards the students, whereas organizational commitment was positively associated with all three dimension of organizational citizenship behaviours.

Camilleri (2002) found that higher the position tenure in the organization, higher will be the degree of overall organizational commitment, and with continuance and normative commitments. The study also concluded that the degree of organizational commitment is dependent on the personality of the individual, level of ambiguity, conflict and overload role states.

Lam and Zhang (2003) collected data on N=203 fast food industry employees and their result shows that job characteristics, training and development, and compensation and fairness are related to satisfaction and commitment of new employees.

In a study conducted by Bogler and Somech (2004) on a sample of 983 teacher’s found that out of six aspects of empowerment—professional growth, status and self-efficacy were significant predictors of organizational and professional commitment. On the other hand, decision making, self efficacy and status were significant predictors of organizational citizenship behaviour. While, autonomy and impact were not found as significant predictors of any of the facets of commitment.

Mottaz (2005) conducted a study on 1,385 workers. Analysis advocated that individual characteristics have little impact on either satisfaction or commitment. While
work rewards are found to be a better predictors of satisfaction then commitment. Moreover, data indicate that satisfaction and commitment have reciprocal effects. However, it appears that satisfaction has a significantly greater effect on commitment than the reverse.

Harris and Cameron (2005) studied three component models of organizational identification and commitment as predictors of turnover intentions and psychological well-being (self-esteem, satisfaction with life, and self-efficacy) on employees (N= 60) of a small organization. Although these having high organization identification tend to have high commitment, but different dimension of each construct were specifically linked to various criteria. They also reported that affective components of both identification and commitment were negatively associated with turnover intentions, and positively associated with perception of self-efficacy, while, continuance commitment was negatively related to self-esteem and self-efficacy. The study of Harris and Cameron have taken both the phenomena of identification and commitment as they tend to perceive these work related behavioural phenomenon as different to each other and findings remove the anomaly of the two as these have similar pattern of effect and relationship. Moreover, their reported finding that continuance commitment is found to have negative relationship with self esteem and self efficacy is unique, interesting and highly unusual for which there must be the difficulty in giving logical explanation. Hence, direction of result poses challenge for researchers.

Muthuveloo and Rose (2005b) did a study on antecedents and outcomes of organizational commitment among Malaysian engineers, focused on the three components of organizational commitment—affective, continuance and normative commitments and concluded that positive employees’ perceptions enhance
organizational commitment which in turn may most likely lead to positive organizational outcomes.

Shahnawaz and Juyal (2006) explored various HRM practices in two different organizations—consultancy/research based organization and fashion industry. Regression results showed that performance appraisal and attitudes towards HRM department were the significant predictors of organizational commitment in both organizations.

Erdhein, Wang and Zickar (2006) explored the linkages between five factors model of personality and Meyer and Allen’s (1991) model of organizational commitment. Results highlighted that extraversion was significantly related to affective, continuance and normative commitment. Neuroticism, conscientiousness, and openness to experience were all significantly related to continuance commitment. Lastly, Agreeableness was significantly related to normative commitment.

Smeenk, Eisinga Teelken and Dooewaard (2006) in their study on the effects of HRM practices and antecedents on organizational commitment among university employees observed that in 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 are found significantly affecting employees’ organizational commitment in the hegemonist faculty. Participation, social interactions and job level are important factors in both faculties. The findings indicated that the set of factors affecting the organizational commitment of employees differs between the separatist and hegemonist faculties.

Brammer, Millington and Rayton (2007) investigated the relationship between organizational commitment and employee perceptions of corporate social responsibility
(CSR). Specifically they examined the impact of three aspects of socially responsible behaviour i.e., 1) employees perceptions of corporate social responsibility in community, 2) procedural justice in the organization and 3) the provision of employee training on organizational commitment of 4,712 employees, drawn from financial service company. The results advocated that the external CSR is positively related to organizational commitment and the contribution of CSR to job satisfaction is as important as for organizational commitment.

Sezgin (2009) studied the relationship between teacher’s organizational commitment perceptions and both their psychological hardiness and some demographic variables on a sample of 405 randomly selected primary school teachers. Here, perceptions of organizational commitment were examined under three components—compliance, identification, and internalization. Results revealed that psychological hardiness is positively and significantly related to both identification and internalization components, whereas, it is negatively and significantly correlated to the commitment predicted on compliance. Teacher’s compliance commitment is negatively associated with both identification and internalization. Although gender and years of experience are significant predictors of identification and internalization, the variable of subject specialization and age did not significantly predict all three components of teacher commitment.

Hulpia, Devos and Van Keer (2009) studied the effects of a cooperative leadership team, distributed leadership, participative decision-making and context variables on teacher’s organizational commitment. The multilevel analyses on data from 1522 teachers revealed that presence of a cooperative leadership support played a significantly positive key role in predicting teacher’s organizational commitment. Also, participative decision-making and distribution of supportive leadership function had a
significant positive impact on teacher’s organizational commitment. In contrast, distribution of the supervisory leadership function and teacher’s job experience had a significant negative impact.

Warsi, Fatima and Sahibzada (2009) analyzed general behaviour of private sector employees that shows positive and significant relationship between work motivation, overall job satisfaction and organizational commitment. Although, the impact of job satisfaction on organizational commitment is relatively stronger than that of work motivation.

Nammi and Nezhad (2009) examined the existence of relationships between components of psychological climate including autonomy, trust, pressure, cohesion, support, recognition, fairness and innovation and teacher commitment to school, teaching occupation and work group. Correlation analyses support the relationship and multiple regression analysis showed that trust, innovation, support, fairness and recognition have significant effects on organizational commitment.

Ziauddin, Khan, Jam and Hijazi (2010) investigated the impact of job stress on commitment from a sample of 151 public and private sector employees of oil and gas sector in Pakistan. The results revealed that stress is positively related to overall organizational commitment. Additional analysis shows that affective and continuous commitments are positively related to job stress, while they did not found significant link between normative commitment and job stress.

Ponnu and Chuah (2010) investigated the relationship among organizational justice, organizational commitment and turnover intention of Malaysian employees. Using a sample of 172, collected from employees across organizations in the country, both procedural and distributive justice perceptions were significant contributors in explaining organizational commitment and turnover intention.
Amiri, Mahmoudi, Matin, and Esfahanian (2011) studied the relationship and impacts of various function of performance assessment including training, promotion, award and wage increase on organizational commitment in Isfahan Training and Education Organization. The results show that there is a considerable and significant relationship between various functions of performance assessment system and organizational commitment. Moreover, findings also showed that among various aspects of performance assessment functions, training plays the greatest role in organizational commitment.

Savaneviciene and Stankeviciute (2011) wrote a paper on human resource management practices linkage with organizational commitment and job. Their empirical research showed that skill-enhancing, motivation-enhancing and engagement-enhancing HRM practices have positive relations with affective human resource reactions, organizational commitment and job satisfaction.

A bird’s eye over the literature related to organizational commitment has clearly indicated that the phenomenon of organizational commitment has been extensively studied from varied perspectives. It is important to mention at this juncture that the work on commitment was revolutionized after the concerted efforts made by Meyer and Allen (1991) and since then it had attracted the attention of managers, supervisors, psychologists and other behaviourist scientists who considered the phenomenon of organizational commitment as the hallmark of employees’ efficiency and organizational effectiveness at large. Moreover, it is also very important to mention that although organizational commitment have been extensively studied but have never been studied as a consequence of employee’s self-concept and their organizational identification. This fact highlights the novelty as well as the relevance of the present endeavour.
Another criterion variable which were taken for an empirical investigation is of the phenomenon of job satisfaction which is seen as a very common variable under taken by researchers specially since the formal work initiated by Hoppock in 1935 but it still continuing and maintaining its relevance as, satisfaction is an ultimate goal of all working class across various hierarchical level.

Now ongoing discussion as have already being mention earlier will be pertaining to the relevant available research studies on the phenomenon of job satisfaction that follows:

**Job Satisfaction**

Job satisfaction has always been considered as an important phenomenon to be studied as job satisfaction attitude exerts considered influence on various aspects of behavioral outcome at work place like efficiency, productivity, employee’s relation, absenteeism and turnover (Baron, 1986, Maghradi, 1999). Job satisfaction studies are the outcome of Taylor scientific study (1903) and thereafter Mayo’s (1924) study. Earlier Taylor’s study was considered as management centered where as Mayo’s outcome reflects to employees centered. The later approach viz., employees centered has dwelled upon the very important notion of human relations in the form of a movement namely “Human Relation Movement”. Human relation movement was a turning point in the history of industrial psychology that leads to the various theories on job motivation and job satisfaction. It is, indeed, true that prior to 1920’s or 1930’s no motivational and job satisfaction theories were propounded. Similarly, it is also true that job satisfaction studies also started coming from 1935 after the work of Hoppock (1935) thereafter scores of studies were witnessed and stilled it is occupying a very
crucial phenomenon which is being studied by psychologist and other behaviour scientists.

In view of the above factual observation and contentions, the for-going description pertaining to job satisfaction from different context. However, relevant available research studies are being presented that could have helped in conceiving the present research endeavour. These studies follow:

D'elia (1979) identified those factors which are highly related to job satisfaction among 228 librarians. The data analyses indicated that job environment, supervisory climate which permits a librarian to exercise initiative and professional judgment in the performance and intrinsic characteristics of the job are the most important determinants of job satisfaction. Brown and Peterson (1993) highlighted factors that positively affect employees' satisfaction, such as supervisors' treatment of them, salary, relationship between co-workers and customers, and so forth.

Hellman (1997) determined the generality of the relationship between job satisfaction and intent to leave. The result shows that the relationship between job satisfaction and intent to leave was significantly different from zero and consistently negative. Subsequently analysis also showed that age and tenure to have moderating effect on the relationship between job satisfaction and intent to leave.

Simmons, Cochran and Blount (1997) analyzed the effect of job related stress and job satisfaction on 186 probation officers inclination to quit. They found that job satisfaction was significantly and inversely related to probation officers inclination to quit, while job related stress was indirectly related to such inclinations.

Wadud and Shome (1998) examined the relationships between job satisfaction and some socio-demographic variables among 100 female employees. They found that
older subjects have higher expectations and better adjustment to their work situation as compared to younger subjects.

Pearson (1998) measured job satisfaction, leisure satisfaction and psychological health of 189 men (mean age 39 yrs). Stepwise regression analyses indicated that job satisfaction was the better predictor of psychological health, but leisure satisfaction added significantly to the prediction.

Roberts and Foti (1998) evaluated the interaction between self-leadership and work structure in predicting job satisfaction. They found that satisfaction was higher for employees with high (low) self-leadership who worked in low (high) structure environments. These results suggest that affective response to the job may be influenced by specific combinations of person and situation variables.

Johnson and McLutye (1998) analyzed organizational culture and climate are correlates of job satisfaction. Data were collected on N=8,126 employees and correlation analysis indicate that organizational culture and climate most strongly associated with job satisfaction.

Lum et al. (1998) studied the relative impact of job satisfaction, pay satisfaction, and organizational commitment upon the turnover intentions of 361 pediatric nurses. The results suggest that job satisfaction has an indirect influence on the intention to quit, whereas, organizational commitment has the strongest and most direct impact. They also found that pay satisfaction had both direct and indirect effects on turnover intention.

Mishra and Srivastava (1999) aimed to find out the moderating effect of mental health on the organizational commitment and job satisfaction relationship on a sample of 250 physicians in a government college. The moderated and subgroup analysis show that mental health has moderating effect on organizational commitment and job
satisfaction relationship. The relationship between organizational commitment and job satisfaction is higher for doctors with higher mental health rather than doctors with lower mental health.

Ma and MacMillan (1999) investigated the influences of work place conditions on teacher's job satisfaction. Results show that female teachers were more satisfied with their professional role as a teacher than their male counterparts. Teachers who stayed in the profession longer were less satisfied with their professional role. They also found that work place conditions positively affected teacher's satisfaction.

Shaw, Duffy, Ali and Singh (2000) tested an interaction between positive affectivity (PA) and job satisfaction among 172 bank employees (mean age 35 yrs). Hierarchical regression analysis found that job satisfaction was strongly and negatively related to frustration and intention to quit among high PA, but not with low PA individuals.

Chen (2001) in his study investigated the relationship among loyalty to supervisor and job satisfaction and intention to stay. The results of 333 employees indicate that loyalty to supervisor is positively related to job satisfaction and intention to stay. The results also confirm that only 3 extended loyalty to supervisor dimension (dedication, effort, and following supervisor) were significantly associated with job satisfaction and intention to stay, while the 2 original loyalty to supervisor dimensions (identification and internalization) were not.

Sanghi (2001) investigated motivational climate in relation to job satisfaction and organizational commitment on 346 employees (aged 18-60 yrs) in the workshop of railway unit. Result shows that the higher the level of motivation, the higher the job satisfaction and organizational commitment of employees.
Daftuar (2001) compared job satisfaction among 3 levels of government officers. He found that top level officers scored highest on job satisfaction followed by lower and middle level officers. Middle level officers were most satisfied in the area of supervision, pay and people. Top level executives were most satisfied in area such as work, promotion and working condition.

Malhotra and Sachdeva (2001) studied the effect of work motivation, ranks, and job anxiety on job satisfaction of 740 bank employees. A 3(work motivation) × 2(ranks) × 3(job anxiety) analysis of variance revealed significant effect of work motivation and job satisfaction but not of rank on job satisfaction of employees. A significant work motivation by ranks interaction effect indicated that job satisfaction was highest among managers (high ranks) with low motivation.

Jemigan, Beggs and Kohut (2002) examined the influence of dimensions of work satisfaction (autonomy of interaction, pay, professional status (PS), organizational policies, and task requirements) on types of organizational commitment (moral, calculative, or alienative) among 154 hospital nurses (aged 21-65 yrs). The result indicated that satisfaction with PS was a significant predictor of moral commitment. Dissatisfaction with organizational policies, autonomy, and PS were found significant predictors of alienative commitment. None of the dimensions of work satisfaction were found predictors of calculative commitment.

Ganzach (2003) saw the relationship among intelligence, education and facets of job satisfaction. He found that intelligence has strong negative effect on intrinsic satisfaction but a negligible effect on pay satisfaction. Ganzach reported that education has a strong negative effect on pay satisfaction but a small effect on intrinsic satisfaction because education is positively associated with expected pay.
A structural equation model was proposed to analyze the impact of employee participation and job characteristics on job satisfaction (Wright and Kim, 2004). The study found that participative decision making has a significant positive effect on performance feedback, task significance, and career development support. Performance feedback was positively related to job specificity and career development support. Task significance and career development support were, in turn, positively related to job satisfaction. These findings suggest that participation has an important indirect, effect on employee job satisfaction through its influence on job characteristics.

Williams (2005) investigated the impact of 302 nurse job satisfaction on organizational trust. Organizational trust was significantly and positively correlated with each component of nurse satisfaction (pay, autonomy, professional status, task requirements, organizational policies, and interaction). A multiple regression analysis produced four significant predictors of organizational trust: professional status, autonomy, organizational policy, and interaction.

De Cuyper and De Witte (2006) investigated the role of autonomy and workload in explaining responses of temporary employees (N=189) compared with permanent employees (N=371) on job satisfaction, organizational commitment, life satisfaction, and performance. Results based on regression analyses suggest that the effects of contract type are not mediated by autonomy or by workload. Rather, this study partially supports hypotheses on the differential reactions of temporaries and permanents to autonomy or workload; autonomy was not predictive for temporaries’ job satisfaction and organizational commitment, and workload was not predictive for temporaries’ life satisfaction, whereas they were predictive for permanents’ responses.

Smerek and Peterson (2006) surveyed 2,700 employees and tested Herzberg et al. (1959) theory of motivations and hygiene factors and the impact of personal and job
characteristics on perceptions of work environment and job satisfaction. The results offer inconclusive support to Herzberg’s theory, although after controlling both personal and job characteristics work itself found as a strongest predictor of job satisfaction.

Dawal and Taha (2007) examined the effect of organizational factors on job satisfaction of 171 employees in two automotive industries in Malaysia. Five job organizational factors were tested in the study including job rotation, work method, training, problem solving and goal setting. The results showed that job organization factors were significantly related to job satisfaction. Job rotation, work method, training and goal setting showed strong correlation with job satisfaction while, problem solving had intermediate correlation in the first automotive industry. On the other hand, most job organization factors showed intermediate correlation with job satisfaction in the second automotive industry except the training factor which had low correlation with job satisfaction. These results highlight that job rotation, work methods, problem solving and goal setting are outstanding factors in the study of job satisfaction for automotive industries.

Ng, Sorensen and Yim (2009) interested to examine whether culture moderates the relationship between job satisfaction and job performance. Meta-analytical moderator test found support for their hypothesis that job satisfaction and job performance relationship is likely to be stronger in individualistic (Vs. collectivistic) culture, in low-power-distance (Vs. high-power-distance) culture, in low-uncertainty-avoidance (Vs. high--uncertainty-avoidance) cultures, and in masculine (Vs. feminine) cultures.

Alam and Mohammad (2010) suggested that nursing staffs of a public sector hospital were moderately satisfied with their job in all six facets of job satisfaction i.e.,
satisfaction with supervisor, job variety, closure, compensation, co-workers and HRM/management polices and exhibited a perceived lower level of their intention to leave the hospital.

Khalifa, El-Din and Troung (2010) investigated the relationships between employee’s perception of equity and job satisfaction in the Egyptian private universities. Data were gathered using a face-to-face survey of 80 teaching staff members at three Egyptian universities. Findings revealed positive relationships between perceptions of equity, where a "motivator" was the outcome in the comparison, and job satisfaction. The study also revealed that there was no relationship between perceptions of equity and job satisfaction where a "hygiene factor" was the outcome in the comparison.

Sowmya and Panchanatham (2011) found that supervisor behavior, coworker behaviour, pay and promotion, job and working condition and organizational aspects influenced job satisfaction of banking sector employees in Chennai, India.

Çetin (2011) explored the effects of hope, resilience, optimism and self efficacy sub-dimensions of the psychological capital on the attitudes of organizational commitment and job satisfaction. The results showed that organizational commitment has positive relationship between hope and optimism dimensions and job satisfaction has positive relationship between resilience, hope and optimism dimensions of the organizational psychological capital. Ultimately, organizational psychological capital was found a significant predictor of the employee’s attitudes of organizational commitment and job satisfaction.

A model of job satisfaction integrating economic and work environment variables was developed and used for testing interactions between rewards and work environment hazards (Lea Sell — Bryan Cleal, 2011). Results indicated that
psychosocial work environment factors, like information about decisions concerning the work place, social support, and influence, have significant impacts on the level of job satisfaction. Maximizing rewards did not compensate public employees to an extent that ameliorated the negative effects on job satisfaction of experiencing low levels of any of these factors whereas, influence did not show impact on job satisfaction of private sector employees.

An exhaustive available literature pertaining to job satisfaction in the preceding description have clearly highlighted that job satisfaction is a phenomenon which has been relevant in all time and places but the focus of job satisfaction studies have been very less as a function of self-concept and organizational identification which has certainly been the objective of the present endeavour. Terminating our further assertion pertaining to job satisfaction, now, our discussion will move forward to predictor variables viz. self-concept and organizational identification as these were presumed to be the important determiners of organizational commitment and job satisfaction. Hence, firstly the studies pertaining to self-concept will be highlighted and then related to organizational identification. Hence, available relevant research studies on self-concept follow:

**Self-Concept**

Self-concept is one of the most important personality attribute which determine ones success and failure in life. In the forgoing description, it is aimed to describe relevant studies pertaining to self-concept. However, it is highly important to mention and clarify the anomalies that different researchers have differently denoted to the notion of realistic and unrealistic self-concept. These two classification have also been denoted as positive-negative, high-low self-concept. Although, the later connotation has
been widely used as synonym to realistic-unrealistic self-concept but in view of the present researcher realistic-unrealistic self-concept may not be synonym to either positive-negative or high-low self-concept. This clarification was necessary at this juncture because most of the studies have not used the terms like realistic-unrealistic self-concept and have used other connotations viz. positive-negative and high-low self-concept. Inspite of these different approaches to the meaning of self-concept, we have literally undertaken the meaning of the concept in the same line as people have thought of it for our convenience too. Hence, fore-going description will highlight the studies on self-concept irrespective of the connotations used by researchers in their studies.

Self-concept is a psychological construct that affects thoughts, emotions, and behaviours (Byrne, 1996; Harter, 1990; Marsh, 1990). The significance of this construct lies in the development of a specific and consistent framework in which individual interact with our personal self knowledge and experience of the external environment (DeSteno and Salovey, 1997). Self-concept has a critical goal in itself, as well as it means to facilitate other desirable outcomes in a diversity of settings. A positive or high self-concept is important because it leads to a sense of self worth, self confidence, self respect, a positive self evaluation, self esteem and self acceptance (Arthur 1992). A high self-concept can help a person to perform at a superior level and utilize their learning experiences in an optimal manner. Apart from that it is also considered as an important mediating factor that influences other important psychological and behavioural outcomes such as job satisfaction and workplace retention (Cowin, 2002) stress, burnout and attrition (Beeken, 1997; Dewe, 1987; Hackett and Bycio, 1996; Harvey and McMurray, 1997; Moore, Lindquist and Katz 1997). Conversely, unrealistic or low self-concept implies negative self evaluation, self
hatredness, inferiority and the absence of feelings of personal worth or self acceptance (Arthur, 1992).

Judge, Erez and Bano (1998) interested to see the power of being positive. So, they studied the relation between positive self-concept and job performance. Positive self-concept or core self evaluations is an important personality trait in the prediction of job performance. Positive self-concept consist of 4 specific traits i.e., self esteem, generalized self efficacy, locus of control, and (low) neuroticism or emotional stability. Data analyzed from 12 samples revealed that self-concept and its components are strongly correlated with job performance. It is because of the fact that employees possessing positive self-concept are more motivated to perform their jobs. Similarly, Judge and Bono (2001) presented a meta-analysis showing that the components of positive self-concept construct were the best predictors of job performance and job satisfaction.

Gardner and Pierce (1998) examined the intervening role of organizational based self esteem in the relationship between generalized self efficacy and explored two outcomes -employees job performance and job related affect (job satisfaction). Results show that organizational based self esteem emerged as the stronger predictor of ratings of performance and employees satisfaction, and it appears to act as a mediator in the relationship between generalized self efficacy and satisfaction.

Choi and Kim (2000) explained the relationship of professional self-concept, self efficacy and job satisfaction among nurses of nephrology. The sample consisted of 84 nephrology nurses who work at 17 hospitals in Kwangju, Chonnam, Chonbuk and Cheju-do. A significant positive correlation between professional self-concept and self efficacy was found and similar result between professional self-concept and job satisfaction was also found. Hence, professionals’ self-concept may be regarded as
important factor for job satisfaction of nephrology nurses which can be generalized in case of the other section of the population too.

Cowin (2002) studied self-concept of nurses and its relationship to job satisfaction and retention on a sample of 506 student nurses. The result revealed that self-concept has a stronger effect upon retentions plans than the job satisfaction.

Piccolo et al. (2005) tested the relative effect of core self-evaluation (CSE) on job satisfaction, life satisfaction and happiness. The traits that comprise CSE are –self esteem, generalized self efficacy, locus of control, and neuroticism that indicate higher correlations with the dependent variables.

Johnson and Chang (2006) studied the interaction of employees self-concept with their organizational commitment and organization citizenship behaviour (OCBs) on 243 employees. Regression analysis revealed that the level of self-concept moderated the relationship between commitment and OCBs directed towards individuals (OCBI) and towards organizations (OCBO). Specifically, the relationship between continuance commitment and OCBI was stronger for employees reporting high levels of individual self-concept (i.e., motivation driven by a concern for one's own advantage and well-being), while the relationship between affective commitment and OCBO was stronger for employees with high levels of collective self-concept (i.e., motivation that is concerned for the well-being of one's group). The most pertinent findings for the present research are that employees with high levels of collective self-concept reported more of both OCBI and OCBO; moreover, no relationship was found between individual self-concept and either form of OCBs.

In two studies, Johnson, Selanta and Lord (2006) examined the joint effects of employee’s self-concept levels and perceptions of fairness on organizational attitudes and citizenship behavior intentions. They examined the effects of chronic self-concept
activation in Study 1, whereas working self-concept in Study 2. The results of both the studies advocated support for hypotheses that particular self-concept levels and organizational justice dimensions interact to predict various work-related outcomes. Specifically, they observed interactions between the relational self-concept and interactional justice, and between the collective self-concept and procedural justice, such that the justice-outcome relationships were stronger for those experiencing higher activation on the relevant self-concept level. Thus, justice information is supported differently depending on the particular level of self-concept that is active. Moreover, study also revealed a significant correlation between the level of relational self-concept reported by the employee and both OCBI and OCBO.

Cowin and Hengstberger-Sims (2006) explored the development of multiple dimensions of nursing self-concept and examine their relationship to graduate nurse retention plans. A descriptive survey design with repeated measures was utilized to assess nurse self-concept and retention plans. The key findings suggest that multiple dimensions of graduate nurse self-concept rise significantly in the second half of their graduate year and that nurse general self-concept is a strong predictor of graduate nurse retention. The implications of this study are that monitoring of self-concept throughout the transitional period for new nurses can lead to early detection and appropriate intervention strategies thereby improving retention rates for new nurses.

Johnson and Change (2008) examined the relevance of self-concept for organizational commitment and its antecedents. Using an experimental design they found that relationship between affective commitment and its antecedents (organizational support, procedural justice, and company and supervisor satisfaction) were more pronounced for employees with salient collective self-concepts. Alternatively, relationships between continuance commitment and its antecedents
(outcome and supervisor satisfaction) were stronger for employees with salient individual self-concepts.

Tamini (2008) ascertained the relationship between job satisfaction and organizational commitment, personality type and self-concept on a sample of N=800 employees working in bank. The findings of the study exhibited that organizational commitment and self-concept had contributed 21.5% of variance on job satisfaction but personality types are not found a significant predictor of job satisfaction.

In quest of examine causal model of nurses self-concept, job satisfaction, and retention plans Cowin et al. (2008) selected a sample of 332 nurses from the state registering authority listing. Finding of the study revealed that self-concept was found to have a stronger association with nurses’ retention plans than job satisfaction. They argued that aspects of pay and task were not significantly related to retention plans, however, professional status, and to a lesser extent, organizational policies were significant factors. Nurses’ general self-concept was strongly related to retention plans.

Hassan (2009) investigated the determinants of occupational stress using gender, self-concept and occupational status among bank workers. Results indicated no significant difference in occupation stress of male and female bank workers and in the research of workers of different occupational status. However, significant difference exists between workers with high self-concept and those with low self-concept.

Since last one decade, scores of studies have been done but these are mostly related to academic performance. Among these, a few relevant researches seem relevant to be quoted in quest of providing present status of self-concept related studies.

In two longitudinal studies Skaalvik and Skaalvik (2009) examined self-perception with regards to mathematics (self-concept and self-efficacy) as to be predicting subsequent achievement over and above the prediction that could be made
by prior achievement. They also tested if the impact of self-perception on subsequent achievement could be explained by students' goal orientation, interest, or self-esteem. The participants in study 1 were 246 middle school students whereas the participants in study 2 were N=484 high school students. The analyses advocated that students' self-perceptions strongly predicted subsequent achievement over and above the prediction that could be made from prior achievement. Thus, both studies indicated that self-concept and self-efficacy are important mediators of academic achievement. However, there was no evidence that the effect of self-perception on subsequent achievement was mediated through students' interest in mathematics or through students' goal orientation or their self-esteem.

Demaray et al. (2009) studied the relationship of perceive frequency and importance of social support with self-concept among youths. The results indicated relationship between social support from parents, teachers, classmates and closed friend with self-concept.

Yahaya (2009) tried to conduct an empirical study to explore the relationship between self-concept and interpersonal skills to school achievement. The results indicated that the majority of students possess moderate level of self-concept and interpersonal communication skills and moreover, self-concept was found significantly correlated with interpersonal communication skill but self and academic achievement was not obtained significantly correlated.

In the recent past Mucherah et al. (2010) in their concerted effort examined the relationship between self-concept and academic achievement. It was reported that as these students progress through each grade level, their perception of self also increased.

Marsh and Martin (2011) examined support for the reciprocal effects model (REM) that posits academic self-concept (ASC) and achievement are mutually
reinforcing, each leading to gains in the other – and its extension to other achievement domains. A comprehensive meta-analysis on REM research shows that prior academic self-concept has direct and indirect effects on subsequent achievement, whilst the effects of self-esteem and other non-academic components of self-concept were found negligible. The research findings also demonstrate that increase in ASC leads to increase in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. Despite this study, numerous other studies have also documented strong relations between academic achievement and academic self-concept (Marsh, Byrne, and Shavelson, 1988; Marsh and Yeung, 1997a; Shavelson and Bolus, 1982; Skaalvik and Hagtvet, 1990; Skaalvik and Skaalvik, 2004).

Having highlighted available survey of literature pertaining to self-concept, our next endeavour is to lay stress upon the last predictor variable of our concern namely, organizational identification. Organizational identification seems to be a very important work related behavioural phenomenon that is likely to have a deep influence on organizational commitment and job satisfaction. It is usually considered that organizational identification is a prerequisite work related behavioural phenomenon that affects most of the work related behavioural outcomes, especially here organizational commitment and job satisfaction. There are paucity of organizational identification related studies hence, present researchers were highlighted both direct and indirect studies focusing on organizational identification.
Organizational Identification

Organizational identification has been considered as an important work related behavioural phenomenon which seems to be prerequisite and necessary for employees to develop a psychological relationship with the organization. Since past several decades it has been seen that employees who are identified strongly with their organization express positive attitudes and behaviour towards the organization for which they work. That means, strong identification of employees with their organization can result in greater job/work satisfaction, lower rate of absenteeism, significant decrease in employees' turnover and high cooperative behaviour (e.g. Bartel, 2001; Dutton, et al., 1994; Riketta, 2005; Smidts, et al., 2001; Van Dick et al., 2004), high involvement in work (Van Knippenberg and Van Schie, 2000), supportive attitude and pro-social behaviours called organizational citizenship behaviour (OCB) (Ashforth and Mael, 1989; Tyler and Blader, 2000) enhancing organizational performance (Podsakoff et al., 2000), and help motivating employees to make decisions that are consistent with organizational objectives (Reade, 2001; Edwards, 2005 and Chan, 2006).

Several other positive attitudinal and behavioural outcomes are linked to organizational identification, most often correlate are intention to leave the organization, extra-role behaviour, in role and extra-role performance (Riketta, 2005; Riketta and Van Dick 2005). Stronger organizational identification influences employees' willingness to strive for organizational goals (Elsbach and Glynn, 1996) and have lesser intention to leave the organization (Van Dick et al., 2004 and Van Dick, Wagner and Lemmer, 2004). A large number of researches have shown that job satisfaction is strongly and positively correlated with organizational identification (e.g. Hall, 1971; Begley and Czajka, 1993; Van Knippenberg and Van Schie, 2000; Feather
and Rauter, 2004, and Van Dick, Ullrich and Tissington, 2006). Furthermore, studies have also advocated that if employees are identified strongly with their organization, they are willing to spread a positive image of the organization (Bhattacharya et al., 1995) and help to increase social support and helping behaviour in times of work stress and when people are in need (Haslam, et al., 2005; Levine et al., 2005). Despite positive outcomes, researchers also recognize the potentially negative outcomes of identification for organization. Study conducted by Rotondi (1975) revealed that organizational identification in a research-and-development setting was inversely related to effectiveness and creativity. Other negative outcomes which have been identified include resistance to organizational change (Bouchikhi and Kimberly, 2003), antisocial behaviours arising out of threats to an employee’s identity (Aquino and Douglas, 2003 in Ashforth et al., 2008). Dukerich, Kramer, and McLean Parks (1998) suggested various problems arising from over-identification that means developing an automatic trust in other members that could lead to less creativity, less perceived need for intervening in questionable behavior, suppressing dissent when doubt is called for, impeded organizational learning and adaptation, an inability to question the ethicality of organizational behavior, and behaving unethically on behalf of the organization (in Ashforth et al., 2008).

There is strong empirical evidence that the perceived distinctiveness of the organization shows positive correlations with organizational identification (Mael and Ashforth, 1992). Thus, the more employees see their organization as different from others, the stronger they will identify with this organization. In other words, organizational identification is higher among employees who believe that their organization has high reputation (Mael and Ashforth, 1992), is successful (Fisher and Wakefield, 1998), and is prestigious (Riketta, 2005) because these beliefs enhance self-
esteem, organizational perceived status and exclusivity of employees who identify more strongly with the organization (Albert and Whetten, 1985; Ashforth and Mael, 1989). When employees have strong identification then their focus is likely on the task that benefits the whole organization rather than purely self-interested objectives. There are researchers who argue that as organizational identification increases, employees not only perform tasks that contribute to the well being of the organization but also demonstrate increased cooperation with other organizational members (Festinger, 1957). Organizational identification also seems to be stronger when managers frequently discuss the organization’s successes and accomplishments (Fisher and Wakefield, 1998; Smidts, Pruyn, and Van Riel, 2001).

The above cited studies have emphasized the importance of organizational identification and have also highlighted the determining factors of organizational identification. There have been scores of studies which have mentioned employees’ positive attitude, person-organization fit as determinants of organizational identification. Moreover, social support/helping behaviour, job satisfaction have been highlighted as the outcome of organizational identification. There is a study which has been cited above to highlight congruency between organizational and employees identity as predictor of organizational identification. In addition to the above a good number of studies are witnessed during the last two decades. From amongst the available literature, a few more relevant studies are being described in quest of identifying and judging the relevance and novelty of the present piece of research work. The studies follow:

Brown (1969) has found that organizational identification is positively related to ‘autonomy-as-to-means’ and ‘autonomy-as-to-ends’ equally strong. A positive relationship was noted when the opportunities for achievement and skill utilization
were present. The relationship with task independence was quite weak. An interesting finding in this study was the fact that organizational identification was likely to be high under close supervision. While, organizational identification had a negative relationship with personal variables such as the need for affiliation and organizational variables like group cohesiveness, task interdependence and union concern. The study as a whole seems to be quite unique in a sense that it generally highlights uncommon results pattern.

Hall, Schneider, and Nygren (1970) in their study on 141 professional foresters of the eastern region of the U.S. enumerated that identification grows as a function of length of service and is affected by length of service rather than position. Furthermore, identification with the Forest Service is, in turn, related to satisfaction of the forester's higher-order needs i.e., esteem, autonomy and self fulfillment needs. Whereas, Pratt (1998) has reported that organizational identification is instrumental in satisfying basic human needs (e.g., for belongingness and affiliation). Wieseke et. al., (2007) finding was in line with Pratt’s (1998) finding.

In a study conducted on professional scientists, Lee (1971) found that scientists with higher organizational identification showed greater efforts in the job than those with lower organizational identification. In addition, organizational identification served as a motivator for scientists' performance.

Gandhi (1992) made an effort to examine the impact of job enrichment characteristics on work and organizational identification. The sample comprised of N=71 junior and middle level managers taken from three textile mills situated at Ahmadabad. Job enrichment scale developed by Hackman and Oldham (1975) measuring seven characteristics i.e., skill variety, task identity, task significance, autonomy, feedback from job, feedback from others, and dealing with others were used
while, work and organization identification were assessed through work and organizational identification scale developed by Shrivastava and Dolke (1978) respectively. Multiple regression analysis revealed that organizational identification is significantly determined by job enrichment factors, but these job characteristics on the whole have no significant predictor of overall organizational identification. Job autonomy and skill variety also emerged as significant predictors of organizational reputation while task identity emerged as significant predictor of organizational involvement. On the other hand, job characteristics did not predict work identification in total and any of its aspects. Shrivastava and Dolke (1978) had reported that job factors i.e., job autonomy and job challenge determining significantly organizational identification. Although, they also found that organizational factors as significant determinants of organizational identification.

Ansari (1997) examined the influence of job level on work identification and its two facets i.e., importance attached to work and satisfaction of needs through work on the sample group of engineers taken from thermal power plant. Results indicate that satisfaction of needs through work was influenced by job level.

Wan-Huggins, Riordan and Griffeth (1998) on the basis of their study proposed and tested a theoretical model of organizational identification process using a sample of N=198 electric utility employees. This model integrates perceived motivating job and role-related characteristics and construed external images as contributing factors to the development of organizational identification. Based on a longitudinal design, results indicated that the antecedents of perceived role-related characteristics and construed external image were related to employee’s identification with their organization, while perceived job characteristics were not. Moreover, organizational identification was found positively related to employee’s intention to remain within the organization.
Patel (1999) examined the impact of age on job involvement and organizational commitment of 100 nationalized and 100 co-operative bank employees in India. Results show that younger employees (less than 35yrs) of both banks exhibited less job involvement and organizational commitment than did middle aged (aged 35-45 yrs) and older employees (aged > 45yrs). Additionally, middle-aged nationalized bank employees were found significantly more commitment than middle-aged employees of co-operative banks.

Van Knippenberg and Van Schie (2000) investigated relationship of identification with job satisfaction, turnover intentions, and job involvement. Results indicated the work group relationship of work identification with the other variables.

Bhattacharya and Elsbach (2002) conducted a mail survey and found that identification is related to people’s personal experiences, while disidentification is related to their values surrounding the organization.

A study of Witt, Patti and Farmer (2002) examined the moderating effect of work identity on organizational politics and organizational commitment relationship. Results indicate that employees who identified primarily with their occupation were less affected by the level of perceived politics in the organization in the consideration of their commitment than were employees who identified primarily with their employing organization.

Van Dick and Wagner (2002) conducted two studies on German School teachers and they found in their first study that general identification of the participants with their occupational group was associated with work-related attitudes and self-reported behaviors. Teachers who identify them-selves more strongly with their occupational group reported more physical well-being, more job satisfaction, more job motivation, and they perceived their jobs as more motivating and meaningful compared
to those who possess less identification. In the second study, van Dick and Wagner differentiated cognitive, evaluative, and affective occupational identification, team identification, and contribution to the team. Results showed that affective occupational identification was the best predictor of physical well-being, intentions of early retirement, and self-reported citizenship behaviors, whereas team identification was associated with absenteeism.

Lee (2004) examined the role of individual competence-based trust and organizational identification in employees' continuous improvement efforts. The results show that trust is positively related to continuous improvement efforts when employees' organizational identification was strong. For individual whose organizational identification was weaker then trust was not found positively related to continuous improvement. Organizational identification not only moderated the relationship between trust and continuous improvement efforts but also had a strong and positive impact on employees' continuous improvement efforts.

Van Dick, Christ, Stellmacher, Wagner et al. (2004) in their study examined the relationship of turnover intentions with organizational identification and job satisfaction. In organizational world, social identity and self categorization theories state that a strong organizational identification is associated with low turnover intentions because identification is the perception of shared fate between employee and organization. Hence, in the present study the relationship between identification and turnover was found to be mediated by job satisfaction.

Feather and Rauter (2004) studied organizational citizenship behaviours (OCBs) in relation to job status, job insecurity, organizational commitment and identification, job satisfaction and work values relating to influence, variety and skill utilization. Results highlighted that contract teachers reported more job insecurity and more OCBs
compared to the permanent teachers. OCBs were also found positively related to perceived job insecurity and negatively related to opportunities to satisfy influence and skill-utilization work values for the contact teachers, and positively related to organizational commitment, organizational identification and to opportunity to satisfy variety and skill-utilization work values for the permanent teachers.

Gautama, Van Dick and Wagner (2004) empirically examined the conceptual differences between organizational commitment and organizational identification. In order to conduct their study data were collected on N=450 employees from five different organizations in Nepal. The confirmatory factor analyses found that identification was distinguishable from four related commitment concepts i.e., affective, continuance, normative, and attitudinal commitment.

In a study on Dutch university faculty, van Knippenberg and Sleebos (2006) explored the difference between organizational identification and commitment and advocated that identification and commitment were distinct constructs by using confirmatory factor analysis.

Kreiner and Ashforth (2004) in their concerted efforts tested four dimensions of the expanded model: identification, disidentification, ambivalent identification, and neutral identification. Survey results from 330 employed adults support the discriminability of the four dimensions. This exploratory study also begins to establish the criterion-related validity of the model by examining organizational, job-related, and individual difference variables associated with the four dimensions of the model, and tested four hypotheses with the help of hierarchical regression analysis. Results of the study support the hypotheses: as posited in Hypothesis 1, identification was positively associated with need for organizational identification (NOID) and positive affectivity. However, contrary to the hypothesis, identification was not associated with
organizational reputation and Organizational identity strength. As Hypothesis 2 predicted, disidentification was negatively associated with organizational reputation and—only with the less stringent test—NOID, and positively associated with negative affectivity, cynicism (less stringent test), and psychological contract breach. As predicted in Hypothesis 3, ambivalent identification was found positively associated with Organizational identity incongruence and intra-role conflict. As Hypothesis 4 predicted, neutral identification was positively associated with individualism; however, neutral identification was not obtained as associated with Organizational identity strength.

Van, Wagner, Stellmacher and Christ (2005) examined three-fold objectives, viz., (1) the effect of increased salience on three work-related identities (i.e., career, school, and occupation), (2) whether these effects had an impact on extra-role behaviour, and (3) whether identification mediated these effects. Data were collected on N=465 school teachers. As was expected, teachers identified more strongly with their school when their school-type was made salient; they identified more strongly with their occupation when they were told that they were compared with other professional groups. Higher salience of the school membership identity was associated with higher levels of self-reported extra-role behaviours. This effect was mediated by school identification.

Bellou, Chitiris and Bellou (2005) surveyed 140 doctors and nurses and they reported that organizational identification and self esteem were positively related to organizational citizenship behaviour.

Herrbach (2006) examined the relationship among the variables, namely, organizational commitment, identification and self reported affect at work. The study was conducted on N=365 engineers, the result highlighted that affective organizational
commitment was correlated with experiencing more positive affective states while, continuance commitment was not characterized as involving significant negative affects. Organizational identification was correlated with the frequency of both positive and negative affective states, but the correlation with positive affect was no longer significant when controlling for affective commitment.

Beyth-Marom et al. (2006) focused on two sets of variables i.e., role perception (job importance and job richness) and organizational attachment that serve as possible predictors of identification, satisfaction, and motivation. They conducted their study on N=71 tutors at Open University in Israel. Regression analysis and path analysis revealed that identification and job satisfaction were well predicted by job importance and organizational attachment, while work motivation was not.

Carmeli, Gilat and Weisberg (2006) examined the influence of organization’s prestige (i.e. perceived external prestige) regarding organizational members’ cognitive identification and affective commitment. The results show that perceived external prestige is positively related to member cognitive identification, which, in turn, results in enhanced affective (love and joy) commitment.

Wegg et al. (2006) conducted two studies on call centre agents (N =211, N = 161) to see the relationship between work motivation, organizational identification, and well-being. In both the studies, it was found that employees experiencing a high motivating potential at work reported more organizational citizenship behaviour (OCB), higher job satisfaction, and less turnover intentions. Moreover, organizational identification was found independent predictor of job satisfaction, turnover intentions, OCB, and well-being. Employees having high organizational identification reported higher work motivation and better well-being. Additionally, interactions between the motivating potential and organizational identification was also found significant.
Mignonac, Herrbach and Guerrero (2006) tested the interactive effects of perceived external prestige and need for organizational identification on turnover intentions. The result revealed that perceived external prestige was significantly related to turnover intentions, such that employees with positive perceptions of the external image of their organization were less willing to quit. On the other hand, need for organizational identification was not correlated with turnover intentions.

Lee, Lee and Lum (2008) reported that positive employees attitudes arising from the provision of employees services were the result of a positive construed external image of the organization. It also shows that, when employees perceived that outsiders viewed their organization positively, their level of identification with their organization increased.

Cheung and Law (2008) examined through the mediating effect of perceived organizational support (POS) that how distributive, interpersonal and informational justice affects the extent to which employees identify with an organization. This assumption was tested on N=159 employees working in several service organizations. Results revealed that the positive effects of interpersonal justice and informational justice on organizational identification were fully mediated by POS. Unexpectedly, distributive justice was unrelated to POS, but directly linked to organizational identification.

Lee, Wu, and Lee (2009) undertook the sample of bank employees examined factors that influence employees’ organizational identification. Results from multi-regression show that pre-merger organization identification, trust in the merger, and procedural justice all have a positive influence on post-merger organizational identification. Trust in the merger had the most significant influence for both acquiring
and acquired employees. Only the expected utility in merger failed to have a significant influence on post-merger identification for both groups.

Hakonen and Lipponen (2009) in their study aimed to test the hypotheses that the identification-effectiveness link should be stronger under high-trust than under low-trust conditions, and that the relationship between trust and effectiveness should be stronger when team members identify strongly with the team. Hakonen and Lipponen found clear support for their hypotheses.

DeMoura et al. (2009) proposed two models in which either job satisfaction or organizational identification was treated as a mediator of the other’s relationship with turnover intention. The organizations varied in terms of culture (Japan vs. UK), and institutional domain (academic, business, health, mail, legal). Within each organization, and meta-analytically combined across the seven samples, organizational identification mediated the relationship between job satisfaction and turnover intention more than job satisfaction mediated the relationship between organizational identification, and turnover intention. Organizational identification also had the larger overall relationship with turnover intention. This pattern remained true when gender, age, type of organization, culture, and length of tenure were accounted for, although the direct relationship between job satisfaction and turnover intention was found stronger in private than public organizations and when the ratio of men was higher.

Edwards and Peccei (2010) in their study tried to find out perceived organizational supports (POS), organizational identification, organizational involvement and turnover intention. The finding revealed that POS had a positive effect on identification which in turn predicts outcomes.

Kwon, Han, Koh and Han (2010) in their concerted effort examined the relationships among three variables of female dancers’ organizational identification, job
satisfaction, and organizational commitment. This study developed three competing models based on theoretical background. Model 1 was developed based on the notion that organizational commitment and job satisfaction are not related. Thus, Model 1 included a causal relationship from organizational identification to job satisfaction and a causal relationship from organizational identification to organizational commitment. The two constructs of organizational commitment and job satisfaction were not correlated. Model 2 was constructed based on the notion that job satisfaction was an antecedent of organizational commitment. Model 3 was developed based on Bateman and Strasse (1984) that organizational commitment is an antecedent of job satisfaction.

The data were collected from six different dance teams in the Republic of Korea. A total 156 female professional dancers participated in the study. The three competing models were tested using the structural equation modeling (SEM). The results indicated that organizational identification influenced job satisfaction and organizational commitment and job satisfaction influenced organizational commitment. Their study was in line with the finding of Brunetto and Farr-Wharton (2002) and Tuzun (2009) who had also indicated a causal relationship between organizational identification and job satisfaction.

Qureshi, Shahjehan, Zeb and Saifullah (2011) conducted study on 158 teaching and administrative staff from a public sector university. The results indicated that organizational identification and self esteem as significant predictors of organizational citizenship behavior. It can be inferred from the results that development of organizational identification and self esteem may be used as a strategy to motivate the employees to engage in organizational citizenship behaviors to ensure improved individual and organizational performance in public sector organizations.
Organizational identification has traditionally been associated with positive organizational outcomes, whereas negative affectivity (NA) has most often been associated with negative individual outcomes. Stoner and Gallagher (2011) hypothesized that organizational identification will positively influence self-reported performance for individuals high in NA. Conversely, individuals low in NA will not experience feelings of enhanced performance as organizational identification increases. The finding provided support for the research hypothesis, especially, the personality factor of NA moderated the organizational-identification/self-reported performance relationship.

The preceding writings of this Chapter have exhaustively highlighted available literature on organizational commitment and job satisfaction (criterion variables) and on self-concept and organizational identification (predictor variables). The perusal of survey of literature pertaining to the variables in question have clearly mentioned and witnessed as well that organizational commitment and job satisfaction as a function of self-concept and organizational identification have never been studied in the same form but are witnessed to be partly studied. There are a few studies on self-concept which have been studied in relation to organizational commitment and job satisfaction. The same way organizational identification has been studied in relation to organizational commitment and job satisfaction. A look over the survey of literature speaks to the fact that what was the objective of the present investigation could not have been filled even till date hence, the findings of the present investigation which is the process of final submissions most likely to fill the void of knowledge.

Before terminating the description of this Chapter, it is warranted to present the hypotheses which were framed in the light of the survey of literature for empirical investigation.
Hypotheses

After presenting survey of literature pertaining to the various variables which had been taken in the present investigation, it is necessary to describe the numerous hypotheses which were formulated for empirical testing. The hypotheses were framed in accordance with the nature of the problem that is to see the predictive influence of predictor variables namely, self-concept and organizational identification and its seven dimensions on criterion variables namely, organizational commitment and its three dimensions and job satisfaction and its five dimensions. It is also important to mention here before describing the numerous hypotheses that since survey of literature have provided direction of relationship, hence, alternate hypotheses were framed for empirical testing. Hypothesis not only provides direction of relationship but formulation of hypothesis also provides the various directions from which angles the study be undertaken for in-depth investigation. It, therefore, it becomes necessary to frame the various hypotheses which should touch all probable aspects for in-depth empirical investigative work. With the same caution, the following hypotheses were framed in carrying out the present investigation.

H₁ — Self-concept will significantly predict organizational commitment as a whole and its various dimensions for the total as well as for the sub-groups of university teachers across various hierarchical levels (Assistant Professors, Associate Professors and Professors).

H₂ — Self-concept will significantly predict job satisfaction and its various facets for the total as well as for the sub-groups of university teachers across various hierarchical levels (Assistant Professors, Associate Professors and Professors).

H₃ — Organizational identification and its various dimensions will significantly predict organizational commitment and its various components for the total as well as
for the sub-groups of university teachers across various hierarchical levels (Assistant Professors, Associate Professors and Professors).

H₄ — Organizational identification and its various dimensions will significantly predict job satisfaction and its various facets for the total as well as for the sub-groups of university teachers across various hierarchical levels (Assistant Professors, Associate Professors and Professors).

Having formulated the hypotheses, action for undertaking investigation was initiated adopting a scientific procedure which is given in detail in the next Chapter-III.