



FACTORS RELATED TO ORGANIZATIONAL COMMITMENT:
A STUDY ON EMPLOYEES OF SAMMITR MOTOR GROUP, THAILAND

By
SAN SAN HTAY

A Thesis submitted in partial fulfillment
of the requirement for the degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok, Thailand

May
2007

**FACTORS RELATED TO ORGANIZATIONAL COMMITMENT:
A STUDY ON EMPLOYEES OF SAMMITR MOTOR GROUP, THAILAND**

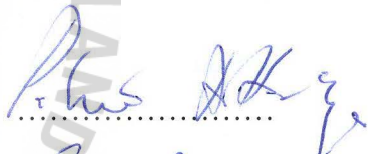


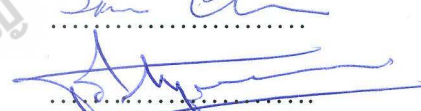
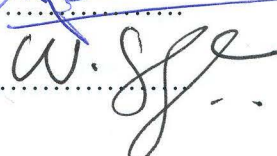
By

SAN SAN HTAY

A Thesis submitted in partial fulfillment
of the requirement for the degree of

Master of Business Administration

Examination Committee :

1. Dr. Patricia Arttachariya (Advisor) 
2. Dr. Ioan Voicu (Member) 
3. Dr. Sirion Chaipoopirutana (Member) 
4. Mr. Thierry d'Argoeuves (Member) 
5. Assoc.Prof. Wirat Sanguanwongwan (MOE Representative)..... 

Examined on : 22 May 2007

Approved for Graduation on :

Graduate School of Business
Assumption University
Bangkok, Thailand
May
2007

ABSTRACT

The concept of employee commitment to organizations has received increased attention in the research literature by both executives and organizational analysts who seek ways to increase employee retention and performance. Committed employees contribute greatly to organizations because they perform and are driven toward achieving organizational goals. As a result, the need for a greater understanding of this organizational phenomenon increases daily, as employees' commitment is recognized as the key to "business success" within a national and global environment. Therefore, managers and organizations should consider the efforts that increased commitment might have on employees.

The purpose of this study was to find the relationship between employees' organizational commitment and their antecedent variables. Antecedent factors consisted of personal characteristics, work experiences, investment or side bets, employment alternatives and organizational commitment norm, which were considered as independent variables in this study. Three components of organizational commitment, namely, affective, continuance and normative commitment were treated as dependent variables.

This research was conducted by the survey method using self-administered questionnaires to collect the information related to antecedents and organizational commitment. The data were gathered from 327 employees of Sammitr Motor Group (Thailand) which included section managers, technicians, and employees. The results of the Analysis of Variances (ANOVA) and Independent Sample t-test showed no significant differences in personal characteristics factors and employees' affective commitment. However, continuance and normative commitment were predicted by employees' educational level. The findings of Pearson Correlation Coefficient analysis revealed that work experiences and affective commitment had a positive but weak relationship. Similarly, there was a positive weak relationship between investments or side bets and continuance commitment. In contrast, employment alternatives did not have a significant relationship with continuance commitment.

Finally, organizational commitment norm had a positive moderate relationship with normative commitment.

As a result, some suggestions can be made by the researcher for managers in terms of fostering the development of organizational commitment among Thai employees. The findings suggest that organizations can be instrumental in the development of normative commitment of their employees through socialization following entry to the organization. Moreover, the organization that requires their employees to develop affective commitment to organization should provide a supportive work environment, which creates a mutually beneficial environment. Finally, organizations can develop employees' continuance commitment by offering opportunities and working conditions that are competitive with other prospective employers.



ACKNOWLEDGMENTS

I would like to express my sincere gratitude and appreciation to all the people who have helped me in the completion of this thesis.

First of all, I would like to express my deep gratitude to my thesis advisor, Dr. Patricia Arttachariya, for her suggestions, guidance and encouraging me to achieve my goals. Moreover, I must also extend my gratitude to all my thesis committee members, Dr. Ioan Voicu, Dr. Sirion Chaipoopirutana and Dr. Thierry d'Argoeuves, who made valuable suggestions and significant contribution to this thesis.

Furthermore, I also have to thank A. Frank J. Jones for proofreading this research to be a complete and scholarly piece of work. In addition, I would like to thank the managers and all employees of Sammitr Motor Company Limited for their kind response and participation in my survey and questionnaires.

Finally, my deepest gratitude is offered to all my family members and friends who assisted me in every way possible.

San San Htay
May 2007

TABLE OF CONTENTS

	Pages
Abstract	i
Acknowledgments	iii
Table of contents	iv
List of tables	vii
List of figures	x
 Chapter I: Generalities of the Study	
1.1 Introduction	1
1.2 Statement of the Problem	4
1.3 Research Objectives	5
1.4 Scope of the Research	6
1.5 Limitations of the Research	6
1.6 Significance of the Study	7
1.7 Definition of Terms	7
 Chapter II: Review of Related Literature and Studies	
2.1 Discussion of Dependent Variables: Organizational Commitment ...	9
2.1.1 Definition of Organizational Commitment	10
2.2 Perspectives of Organizational Commitment	11
2.3 Theories Related to Organizational Commitment	14
2.3.1 Components of Organizational Commitment	15
2.3.2 Discussion of the Theories Related to Organizational Commitment	21
2.4 Development of Organizational Commitment	23
2.5 Discussion of Independent Variables: Antecedents of Affective Commitment, Continuance Commitment and Normative Commitment	24
2.5.1 Antecedents of Affective Commitment	24
2.5.2 Antecedents of Continuance Commitment	26
2.5.3 Antecedents of Normative Commitment	28
2.5.4 Personal Characteristics	29

2.6	Previous Studies Related to Organizational Commitment	31
-----	---	----

Chapter III: Research Frameworks

3.1	Theoretical Framework	38
3.2	Conceptual Framework	39
3.3	Research Hypotheses	41
3.4	Operationalization of the Independent and Dependent Variables	44

Chapter IV: Research Methodology

4.1	Methods of Research Used	48
4.2	Respondents and Sampling Procedures	49
4.2.1	Respondents	49
4.2.2	Sampling Procedure	59
4.2.3	Sample Size	50
4.3	Research Instruments/ Questionnaire	51
4.4	Pilot Test/ Reliability Analysis	53
4.5	Collection of Data/ Sampling Procedures	54
4.6	Statistical Treatment of Data	55
4.6.1	Analysis of Variance (ANOVA)	57
4.6.2	Independent t-Test	58
4.6.3	Pearson Product Moment Correlation Coefficient	59

Chapter V: Presentation of Data and Discussion of Results

5.1	Descriptive Statistics of Analysis	63
5.1.1	Personal Characteristics	63
5.2	Hypotheses Testing	67
5.3	Summary of Hypotheses Testing	82

Chapter VI: Summary of Findings, Conclusions and Recommendations

6.1	Summary of Findings	84
6.1.1	Summary of Respondents' Demographic Profile	85
6.1.2	Summary of Hypotheses Testing	86
6.2	Discussion and Conclusion of the Study	89

6.3	Recommendations	91
6.4	Suggestions for Further Research	92
Bibliography		94
Web-sites		103
 Appendix (Survey Questionnaire: English & Thai Version)		



LIST OF TABLES

Tables	Pages
2.1 Summary of Components of Organizational Commitment	20
3.1 Operationalization of Antecedents of Affective Commitment, Continuance Commitment, Normative Commitment and Organizational Commitment	44
4.1 Number of employees in the Target Population	49
4.2 Outline of the Questionnaire	52
4.3 Reliability Analysis Scale (Cronbach's Coefficients Alpha)	53
4.4 The proportion of employees for target population	55
4.5 Summary of Hypotheses and Statistical Analyses.....	59
5.1.1 Gender of Respondents	64
5.1.2 Age of Respondents	64
5.1.3 Educational level of Respondents	65
5.1.4 Organizational Tenure of Respondents	65
5.1.5 Job Position of Respondents	66
5.2.1 The analysis of employees' affective commitment when segmented by age levels by using Analysis of Variance (ANOVA)	67
5.2.2 The analysis of employees' affective commitment when segmented by education levels by using Analysis of Variance (ANOVA)	68
5.2.3 The analysis of employees' affective commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)	68
5.2.4 The analysis of significant difference of employees' affective commitment when segmented by gender by using Independent Sample t-Test	69
5.2.5 The analysis of relationship between employees' affective commitment and work experiences by using 'Pearson Product Moment Correlation coefficient' (Bivariate)	70
5.2.6 The analysis of employees' continuance commitment when segmented by age levels by using Analysis of Variance (ANOVA)	71

5.2.7	The analysis of employees' continuance commitment when segmented by educational levels by using Analysis of Variance (ANOVA)	72
5.2.8	The analysis of employees' continuance commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)	73
5.2.9	The analysis of employees' continuance commitment when segmented by gender by using Independent Sample t-Test	74
5.2.10	The analysis of relationship between employees' continuance commitment and investment or side bets by using 'Pearson Product Moment Correlation coefficient' (Bivariate)	75
5.2.11	The analysis of relationship between employees' continuance commitment and employment alternatives by using 'Pearson Product Moment Correlation coefficient' (Bivariate)	76
5.2.12	The analysis of employees' normative commitment when segmented by age levels by using Analysis of Variance (ANOVA)	77
5.2.13	The analysis of employees' normative commitment when segmented by educational level by using Analysis of Variance (ANOVA)	78
5.2.14	The analysis of employees' normative commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)	79
5.2.15	The analysis of significant difference of employees' normative commitment when segmented by gender by using Independent Sample t-Test	80
5.2.16	The analysis of relationship between employees' normative commitment and organizational commitment norm by using 'Pearson Product Moment Correlation coefficient' (Bivariate)	81
5.3.1	Summary of hypotheses testing	82
6.1	Summary of Descriptive Analysis	85

LIST OF FIGURES

Figures	Pages
3.1 . Three-Component Model of Organization Commitment. (Meyer, 39 tanley, Herscovitch, & Topolnytsky,2002. <u>Journal of Vocational</u> <u>ehavior</u> . Vol. 61.	
3.2 Conceptual Framework	40



Chapter I

Generalities of the Study

1.1 Introduction of the Study

Increased international competition and globalization of business and organizations, rapid technological change and higher customer demands for products and services with increasing emphasis on environmental issues have changed working life. Under these pressures, in order to survive and create a positive result, companies must develop both their organization and managers together with their products and technologies. If these are successful, work ability, commitment and well-being of employees will also have improved. If not, there may be negative effects (Tuomi, Vanhala, Nykyri & Janhonen, 2004).

Commitment to work and organization have been associated with employees' on-the-job behavior. Committed employees internalize company goals and accept efforts to increase production and their own performance. Many features of work and organization are found to be associated with commitment. Intentions to increase information, competence, participation and responsibility are justified by the assumption that they increase employees' commitment and affect work ethics (McShane & Von Glinow, 2000). At the same time, they also improve the quality of work and the productivity of the company. Management and supervisory work have been found to correlate strongly with organizational commitment.

Moreover, commitment is also perceived as a business necessity. Worker shortages are seen as a barrier to growth among fast-growing companies. Put simply, without people, companies will not be able to keep pace with demand and their growth will stall. Why commitment is back in style is because it is becoming very hard to replace workers—and not just because they are hard to find. Employees' knowledge and skill sets are more refined. Today, the work of organizations requires more intimate knowledge of the industry and of the specific company, as well as constant skill renewal and updating. The learning curve is long and the ranks are thin: when an employee leaves, it really hurts (O'Malley, 2000).

Committed employees look forward to going to work. They are pleasant, and motivated to put in a good day's effort. They produce. They act in the interests of the company. They don't leave. In contrast, uncommitted employees act in ways that are negative. Because they are emotionally unconnected, they are remote or aloof. They may pursue their own interests, regardless of what the company wants or needs. They may moonlight or do business on the side. Employees operate second businesses from their primary place of employment. Uncommitted employees may take full advantage of time off (e.g., sick or disability leave, workers' compensation, lunchtime, and breaks). They seem never to be around when they are most needed, and their work output barely meets minimum standards. They are frequently confrontational, defensive, oppositional, officious, and abrupt. If they are given the chance to take a better deal that comes along, they would gladly move on (Nelson & Quick, 2006).

Commitment is complex and continuance, requiring employers to resolutely find ways to enhance or mend the psychological work life of employees. In the end, what a company hopes to achieve through its ongoing interactions with employees is to change the employee—the way he or she thinks, feels, and acts toward the company – so that the relationship is more sound and the work effort more persistent and complete (O'Malley, 2000).

A wide range of personal characteristics have been investigated in relation to organizational commitment (Mathieu & Zajac, 1990). In this study, personal characteristics or demographic factors are *gender, age, education, and tenure* that are associated with three components of commitment; affective commitment, continuance commitment and normative commitment.

Company Profile of Sammitr Motors Group

Sammitr Motor Group is Thailand's first Leaf Spring factory. It was established in 1959. Sammitr Motor Group employs a workforce of 1,375 people

throughout the entire group of four business enterprises; Light trucks & Steel canopy, Truck & Trailer, Leaf Spring & Auto parts, Agricultural vehicle & Equipment. The Sammitr Motors Manufacturing Company Limited is located on 39 Moo 12, Petchkasem Road, Om-noi District, Amphur Krathumban, Samuthsakorn 74130, Thailand.

The Vision of Sammitr motor Group is to provide logistic solution for the progress of Thais (http://www.sammitr.com/html/profile_index_01.htm).

Sammitr Brand Mission is described as follows:

- Establish reliability in transporting as well as emphasis on quality and reliability of products.
- Excellent service, create products and full cycle logistic services and implementation of co-service system.
- Continuous development of quality transportation system of Thailand for a better welfare of Thai citizen including farmers and the industry.
- Social responsibility as one of the greatest concern, aid and support for a better society internally and externally.
- Create good working atmosphere for employees to have career advancement as well as good welfare.
- Maintain trustworthy business that is transparent and uncorrupted for clients and business partners.

There are some facts given below about the achievement of Sammitr which are as follows:

Sammitr has been privileged by the Board of Investment Thailand in producing chassis for pickup trucks and modified station wagons. It has also invested in joint ventures in China since 1992. Sammitr Motor Group received the Ron Webster Memorial Award for Innovation and Engineering excellence from the Truck Cap and Accessory Association (TCAA), United States of America in 1997.

In 2005, Sammitr Motor Group was certified by the Department of Labor Protection and Welfare. Sammitr Auto Parts has achieved the standards set by the

Thai Corporate Social Responsibility based on labor protection, labor relations and occupational safety, health and environment. However, despite the visible growth, the company is still faced with internal challenges such as unproductive staff or inefficient units. Therefore, the researcher is interested in studying the factors involved in the development of organizational commitment. At the same time, the researcher will examine how these antecedents of organizational commitment can be managed to promote the development of organizational commitment.

1.2 Statement of the Problem

The need for top managers to have an understanding of the employees and workplace is becoming increasingly important. Because, the effective management would benefit both the organization (e.g. through reduced turnover, increased productivity) and the employees (e.g. by improving quality of working life) (Meyer & Allen, 1988). The managers have to adjust the relationship between the organization and its employees to be in line with the organizational values and goals. As a result, the major challenges faced by Sammitr top managers include developing and maintaining organizational commitment among its employees.

Fostering organizational commitment among the employees is important because highly committed employees stay longer, perform better, miss less work, and engage in organizational citizenship behaviors. In contrast, organizations face problems which negate organizational effectiveness due to a lack of employee commitment. Sales and services are just two of the performance dimensions that suffer from the lack of commitment. There are others, namely, productivity (e.g., units produced; waste), and quality.

Therefore, this study examined the following question:

“What are the antecedents of organizational commitment and are there relationships between selected antecedents and employees’ organizational commitment?”

The research questions in this study are set as follows:

- a) Are there significant differences between personal characteristics and affective commitment?
- b) Are there significant relationships between work experience factors and affective commitment?
- c) Are there significant differences between personal characteristics and continuance commitment?
- d) Are there significant relationships between employees' investments or side bets, employment alternatives and continuance commitment?
- e) Are there significant differences between personal characteristics and normative commitment?
- f) Are there significant relationships between employees' perception on organizational commitment norm and normative commitment?

1.3 Research Objectives

The aim of this study was to identify the antecedents of organizational commitment and investigate the relationships between selected antecedents and employees' organizational commitment. The objectives of this research are mentioned as follows:

- a) To study the difference between personal characteristics and employees' affective commitment.
- b) To find the relationship between work experiences and employees' affective commitment.
- c) To study the difference between personal characteristics and employees' continuance commitment.
- d) To find the relationship between employees' investments or side bets, employment alternatives and employees' continuance commitment.
- e) To study the difference between personal characteristics and employees' normative commitment.

- f) To find the relationship between employees' perception on organizational commitment norm and their normative commitment?

1.4 Scope of the Research

This study is focused on selected antecedents of three components of organizational commitment, which are, affective commitment, continuance commitment and normative commitment. Antecedent factors consist of personal characteristics, work experiences, investment or side bets, employment alternatives and organizational commitment norm which are considered as independent variables in this study. Dependent variables are affective commitment, continuance commitment and normative commitment.

This research was conducted by the survey method using questionnaires to collect the information related to antecedents and organizational commitment. The target population of the study included section managers, technicians, white collar employees and blue collar employees who work for Sammitr Motor Group (Thailand).

1.5 Limitations of the Research

This study is focused on the development of three components of employees' organizational commitment. Hence, the research investigated the degree of employees' organizational commitment and the relationship between selected antecedent factors and employees' organizational commitment. As a result, it cannot be generalized to cover other factors that may affect the development of employees' commitment.

Furthermore, the research was conducted on respondents from Sammitr Motor manufacturing firm located in the province of Samuthsakorn, Thailand. Hence, the findings may not really be generalized to other companies in other industries, in a different geographical location. Finally, this research was conducted during a specific time period; therefore the findings cannot be generalized for other points in time.

1.6 Significance of the study

This research attempts to highlight important aspects of a company's success – the antecedent factors influencing the development of employees' organizational commitment. The findings will offer very useful information to the Sammitr management regarding factors which promote employee commitment. Moreover, the findings of this research will enable the management to make necessary corrections and to encourage employees to give more meaningful contributions to the company because well-aligned and highly committed employees perform better and ultimately contribute to the increased productivity and enhanced profitability of the company.

Finally, it can be concluded that the findings will significantly contribute to the literature on managing Thai employees, by helping managers to design a more suitable working environment. Consequently, employees will receive benefits from what the management does to promote their commitment that can lead to increased well-being.

1.7 Definition of terms

- Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization and its goals (Meyer & Herscovitch, 2001).
- Continuance commitment refers to an employee's awareness of the costs associated with leaving the organization. (Meyer & Herscovitch, 2001).
- Employment alternatives refer to an employee's perceptions of employment opportunities and the viability of those options (Whitener & Walz, 1993).
- Investments or side bets refer to employees making organization-relevant investments such as skills, education, time and effort (Allen & Meyer, 1990).

- Normative commitment refers to an employee's desire to stay with the organization based on a sense of duty, loyalty, or moral obligation. This sense of loyalty makes an individual feel like they "ought to" stay committed to the relationship simply because it's the right thing to do (Allen & Meyer, 1990).
- Organizational commitment (OC) is defined as a psychological state that binds an individual to the organization (Meyer & Allen, 1991).
- Organizational commitment norm refers to if individuals perceive that loyalty is expected of successful employees in their organizations, they will be motivated to adopt such an attitude (Buchanan, 1974).
- Personal characteristics refer to the personal profile of respondents such as age, gender, education, and organizational tenure (Meyer & Allen, 1991).
- Work experiences refer to the commitment which develops as the result of experiences that satisfy employees' needs and/or are compatible with their values (Meyer & Allen, 1991).

Chapter II

Review of Related Literature and Studies

The related literature is discussed in this section. The purpose of the literature review is to provide a deeper understanding and to highlight the various views and concepts. The first section of literature reviewed in this chapter consists of the various features of organizational commitment such as definition of commitment, perspectives and theories related to organizational commitment. Next, development of organizational commitment is discussed followed by the antecedent factors associated with the three components of organizational commitment.

2.1 Discussion of Dependent Variables: Organizational Commitment

The concept of employee commitment to organizations has received increased attention in the research literature for several decades by both executives and organizational analysts who seek ways to increase employee retention and performance. Committed employees contribute greatly to organizations because they perform and are driven toward achieving organizational goals. Furthermore, commitment to organizations has been found to be positively related to such organizational outcomes as job satisfaction (Cooper-Hakim & Viswesvaran, 2005), motivation (Mathieu & Zajac, 1990) and organizational citizenship behaviors (Riketta, 2002). The negative effects associated with a lack of organizational commitment include absenteeism (Farrell & Stamm, 1988) and labor turnover (Cooper-Hakim & Viswesvaran, 2005). Commitment has also been examined as a determinant of job performance and organizational citizenship behavior (Becker & Kernan, 2003). These examples help to demonstrate that workers who are committed to their organization are happy to be members of it. Therefore, employees who believe in the organization and are dedicated to what it stands for, intend to do what is good for the organization. This attitudinal approach reflects the nature and quality of the linkage between an employee and an organization.

Commitment may also represent one useful indicator of the effectiveness of an organization (Steers, 1977). Organizational effectiveness depends on more than

simply maintaining a stable workforce or increasing employee retention; employees must perform assigned duties dependably and be willing to engage in activities that go beyond role requirements (Organ, 1995). Although remaining in the organization is a necessary precondition for both role-required and extra-role behavior, it is not a sufficient condition for either. Therefore, managers and organizations should consider the efforts that increased commitment might have on employees. Nevertheless, the need for a greater understanding of this organizational phenomenon increases daily, as employees' commitment is recognized as the key to "business success" within a global environment.

2.1.1 Definition of Organizational Commitment

Hrebiniak & Alutto (1972) defined commitment as "a result of individual-organizational transactions and alterations in side bets or investment over time".

Wiener (1982) defined commitment as "the totality of normative pressures to act in a way which meets organizational goals and interests".

Mowday, Porter & Steers' (1982) definition explained that commitment is "the relative strength of an individual's identification with and involvement in a particular organization".

Meyer & Allen (1991) defined organizational commitment as a psychological state that binds the individual to the organization. The psychological state has at least three distinguishable themes: affective commitment, continuance commitment and normative commitment. *Affective commitment* is defined as "an employee's emotional attachment to, identification with, and involvement in the organization and its goals". *Continuance commitment* is defined as "an awareness of the costs associated with leaving the organization" and *normative commitment* is defined as "a feeling of obligation to continue employment".

Furthermore, Nijhof, de Jong & Beukhof (1998) defined commitment as "a sense of loyalty to and identification with the organization, the work and the group to

which one belongs” (p. 243). This definition not only includes individual characteristics of commitment (sense of loyalty or degree of effort to work tasks) but also, what is termed organizational commitment, which refers to an acceptance of organizational values and willingness to stay (Gallie & White, 1993).

O'Reilly & Chatman (1986) defined commitment as “the psychological attachment felt by the person for the organization; it will reflect the degree to which an individual internalizes or adopts characteristics or perspectives of the organization”.

All of these definitions are primarily concerned with the experience of the employee and how that experience affects their desire to stay within the organization and exert efforts for better performance. In this sense, the complete definition that Meyer & Allen (1991) derived to explain organizational commitment is still considered to be one of the most conclusive definitions and it appears to be the most widely cited within the literature.

2.2 Perspectives of Organizational Commitment

Organizational commitment has been variously and extensively defined as described previously. However, organizational researchers agree that a consensus has not yet been reached over the definition of organizational commitment (Morrow, 1983; Mowday, Porter & Steers, 1982; Reichers, 1985; Salancik 1977; Scholl, 1981). Scholl (1981) indicates that the way organizational commitment is defined depends on the approach to commitment that one is adhering to. Accordingly, organizational commitment is defined either as an employee attitude or as a force that binds an employee to an organization. According to Suliman & Isles (2000), four main approaches have emerged for conceptualizing and exploring organizational commitment. They are a) the attitudinal perspective b) the behavioral perspective, c) the normative perspective and d) multidimensional perspective.

The Attitudinal Perspective: The attitudinal approach views commitment largely as an employee attitude or more specifically as a set of behavioral intentions. The most widely accepted attitudinal conceptualization of organization commitment

is by Mowday and his colleagues who define organizational commitment as “the relative strength of an individual’s identification with, and involvement in a particular organization” (Mowday, Porter & Steers, 1982).

Attitudinal commitment focuses on the process by which people come to think about their relationship with the organization. It can be the extent to which their own values and goals are congruent with those of the organization. In this approach, research has been directed largely at identification of the antecedent conditions that contribute to the development of commitment and at the behavioral consequences of this commitment (Buchanan, 1974; Steers, 1977; Meyer & Allen, 1991). The factors associated with commitment include positive work experiences; personal characteristics and job characteristics while the outcomes include increased performance, reduced absenteeism and employee turnover.

The Behavioral Perspective: Behavioral commitment relates to the process by which individuals become locked into a certain organization and how they deal with this problem (Mowday et al., 1982). The behavioral approach emphasizes the view that an employee continues his/ her employment with an organization because investments such as time spent in the organization, friendships formed within the organization and pension benefits, tie the employee to the organization. Thus, an employee becomes committed to an organization because of “sunk cost” that are too costly to lose. Becker’s (1960) side bet theory forms the foundation of this approach. According to Becker, employee commitment is a continued association with an organization that occurs because of an employee’s decision after evaluating the costs of leaving the organization. Becker emphasizes that this commitment only happens once the employee has recognized the cost associated with discontinuing his association with the organization.

Similarly, Kanter (1968) defined organizational commitment as “profit” associated with continued participation and a “cost” associated with leaving. That is, an employee stands to either profit or lose depending on whether he/she chooses to remain with the organization. Whereas the attitudinal approach uses the concept of commitment to explain performance and membership, the behavioral approach uses

the concept of “investments” as “a force that ties employees to organizations”, to explain organizational commitment.

The Normative Perspective: According to this approach, congruency between employee goals, values and organizational aims make him or her feel obligated to the organization. From this point of view, Wiener (1982) defined organizational commitment as “the totality of internalized normative pressures to act in a way which meets organizational goals and interests”. Wiener viewed commitment as the totality of these internalized beliefs and is responsible for behaviors that (a) reflect personal sacrifice made for the sake of the organization, (b) do not depend primarily on reinforcements or punishments, and (c) indicate a personal preoccupation with the organization. Individuals exhibit these behaviors solely because “they believe it is the ‘right’ and moral thing to do. Thus, committed employees are doing so not because of their personal benefit, but because they believe that it is the ‘right’ and ‘moral’ thing to do. This is a less common, but equally viable approach that views commitment as an obligation to remain with the organization.

The Multidimensional Perspective: As a result of consensus in the various definitions of the conceptualization of organizational commitment, many theorists have begun to consider commitment as a multidimensional approach. In this approach, it assumes that organizational commitment does not develop simply through emotional attachment, perceived costs or moral obligation, but through the interplay of all these three components.

Some valuable studies have contributed to the birth of this new conceptualization. Kelman (1958) put forward the basic principles. O'Reilly & Chatman (1986) also supported this notion and developed their multidimensional approach based on the assumption that commitment represents an attitude toward the organization, and the fact that various mechanisms can lead to development of attitudes. They brought Kelman's three processes approach; compliance, identification and internalization, again to the forefront by adopting it in their study as a basis for conceptualizing organizational commitment.

The most popular multi-dimensional approach to organizational commitment is that of Meyer and his colleagues. Meyer & Allen (1984) adopted Becker's (1960) side-bet theory to introduce the concept of continuance commitment alongside the concept of affective commitment that was dominating commitment studies. As a result, organizational commitment was regarded as a bi-dimensional concept that included an attitudinal aspect as well as a behavioral aspect. In 1990, Allen and Meyer added a third component, normative commitment to their two dimensions of organizational commitment. They proposed that commitment as a psychological attachment may take three forms: affective, continuance and normative forms. Each of these three components represents a possible description of an individual's attachment to an organization.

Another earlier contributor is Etzioni (1961) who describes organizational commitment in terms of three dimensions; moral involvement, calculative involvement and alienative involvement, with each of these dimensions representing an individual's response to organizational powers. Etzioni's three dimensions incorporate attitudinal, behavioral and normative aspects of organizational commitment.

2.3 Theories Related to Organizational Commitment

It has been suggested that researchers recognize the complexity of the construct and view commitment as multi-faceted due to the lack of consensus regarding the definition of commitment (Benkhoff, 1997). Consequently, researchers have started to view organizational commitment as a multi-dimensional concept that has different factors associated with it, outcomes, and implications for human resources management (Meyer & Allen, 1997). Several researchers proposed various conceptualization of commitment comprising separable components or forms, each of which reflects a unique underlying psychological state. The conceptualization of organizational commitment will be described in detail as follows:

2.3.1 Components of Organizational Commitment

Meyer & Herscovitch (2001) have pointed out that there are differences in the dimensions, forms or components of commitment that have been described in the different multidimensional conceptualizations of organizational commitment. They attribute these differences to the motives and strategies involved in the development of these multidimensional frameworks. These include attempts to account for empirical findings (Angle & Perry, 1981), distinguish among earlier one-dimensional conceptualizations (Allen & Meyer, 1990; Jaros et al., 1993; Meyer & Allen, 1984, 1990), ground commitment within an established theoretical context (O'Reilly & Chatman, 1986), or some combination of these (Mayer & Schoorman, 1992). The different dimensions of organizational commitment by various authors will be described next.

Angle & Perry (1981) observed the differentiation between the commitment dimensions that reflects the basic distinction of two types of commitment, “value commitment” and “commitment to stay”.

Value commitment is defined as “commitment to support the goals of the organization”. Value commitment reflects a positive, affective orientation toward the organization.

Commitment to stay is defined as “commitment to retain organizational membership”. It reflects the importance of the inducements- contributions transactions inherent in an economic exchange.

Intent to quit and actual separation rate both showed a stronger relationship with the commitment to stay while the organizational effectiveness yielded stronger relationships with value commitment.

O'Reilly & Chatman (1986) also support the notion that organizational commitment should be seen as a multidimensional construct. They developed their multidimensional framework based on the concept of Kelman (1958). They proposed

that commitment could take three distinct forms which they called “compliance, identification, and internalization”.

Compliance occurs when attitudes and behaviors are adopted not because of shared beliefs but simply to gain specific rewards or avoid punishment.

Identification occurs when people adopt attitudes and behaviors in order to be associated with a satisfying, self-defining relationship with another person or group. That is, an individual may feel proud to be a part of a group, respecting its values and accomplishments without adopting them as his or her own.

Internalization occurs when people adopt attitudes and behaviors because their content is congruent with the individuals’ value systems. That is, the values of the individual and the group or organization are the same.

Thus, the basis for one’s psychological attachment to an organization may be predicated on three independent foundations; a) instrumental involvement for specific extrinsic rewards; b) identification or involvement based on a desire for affiliation; and c) internalization or involvement predicated on congruence between individual and organizational values. These differences may represent separate dimensions of commitment.

Penley & Gould (1988) developed a multidimensional framework based on Etzioni’s (1961) earlier work on organizational involvement. Specifically, they distinguished among three forms of commitment: moral, calculative, and alienative which are defined as follows:

Moral commitment is defined as “acceptance of and identification with organizational goals”.

Calculative commitment is defined as “a commitment to an organization which is based on the employee’s receiving inducements to match contributions”.

Alienative commitment is defined as “organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investments; yet he or she remains due to environmental pressures”.

Meyer & Allen (1991) developed their three-component model to address observed similarities and differences in existing unidimensional conceptualizations of organizational commitment (e.g., Becker, 1960; Mowday et al., 1982; Wiener, 1982). The main differences were in the mindsets presumed to characterize the commitment. These mindsets reflected three distinguishable themes: affective attachment to the organization, obligation to remain, and perceived cost of leaving. To distinguish among commitments characterized by these different mindsets, Meyer and Allen labeled them “affective commitment,” “normative commitment,” and “continuance commitment,” respectively.

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization and its goals (Allen & Meyer, 1990, p.2). According to the Allen & Meyer (1990), an individual will develop emotional attachment to an organization when he/she identifies with the goals of organization and is willing to assist the organization in achieving these goals. These employees will exhibit a strong belief in and acceptance of the organization's goals and values. As a result, it becomes almost natural for the individual to become emotionally attached to and enjoy continuing membership in the organization. With this, there is a psychological identification with and a pride of association with the organization. The employee commits to the organization because he/she "wants to". Highly affective committed employees not only exert considerable effort for the organization, they also exhibit a strong desire to maintain membership.

Continuance commitment is calculative and exchange-based in nature and refers to the costs associated with employees leaving the organization (Allen & Meyer, 1990, p.3). The individual commits to the organization because he/she perceives high costs of losing organizational membership, including economic losses (such as pension accruals, status, and seniority) and social costs (friendship ties with co-workers) that would have to be given up. Moreover, continuance commitment results in individuals feeling like they “have to” stay in the relationship because of

personal investment in the form of nontransferable investments such as acquired job skills which are unique to a particular organization.

Normative commitment refers to an employees' continuing to stay with the organization based on a sense of duty, loyalty, or moral obligation (Allen & Meyer, 1990, p.3). This sense of loyalty makes an individual feel like they "ought to" stay committed to the relationship simply because it's the right thing to do. For instance, the organization may have invested resources in training an employee who then feels an obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. According to Wiener, employees do not develop as strong an emotional attachment to the organization. However, employees who possess high levels of normative commitment continue to work productively as a result of cultural, familial, and organizational ethics that direct their behavior.

Common to all, the three components of commitment is viewed as a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implication for the decision to continue or discontinue membership in the organization. Employees with a strong affective commitment remain with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with a strong normative commitment remain because they feel they ought to (Meyer, Allen & Smith (1993). Allen & Meyer (1990) found that these three components of organizational commitment are conceptually and empirically separable. Additionally, Meyer & Allen (1991) suggested that one of the most important reasons for distinguishing among the different forms of organizational commitment was that they have very different implications for behavior. Although all three forms tend to bind employees to the organization, and therefore relate negatively to turnover, their relations with other types of work behavior can be quite different (Meyer et al., 2002). Indeed, research shows that affective commitment has the strongest positive correlation with job performance, organizational citizenship behavior, and attendance, followed by normative commitment. Continuance commitment tends to be unrelated, or negatively related, to these behaviors.

Mayer & Schoorman (1992) also suggested that organizational commitment has two dimensions, *continuance commitment* and *value commitment*. Mayer and Schoorman make their distinction in terms of behavioral consequences rather than mind-sets. That is, commitment leading to participation is called “continuance commitment”, and that leading to production is called “value commitment”.

Value commitment is defined as “a belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization”. An individual who is high in value commitment is motivated to produce. They engage in behaviors that would help the employing organization achieve its goals. The individual should be likely to engage in behaviors helpful to the organization regardless of whether or not they are an expected part of the person’s role. Therefore, both performance and organizational citizenship behaviors should be positively correlated with value commitment.

Continuance commitment is defined as “the desire to remain a member of the organization”. The employees consider to participate with organization is based on their perception of exchange between individual and organization. Employees balance the inducements of the organization provided against the contribution required to maintain membership of organization (Mayer & Schoorman, 1992, p.672).

An individual who is high in continuance comment is motivated to participate. An individual should have a stronger intent to stay and be less likely to quit than a counterpart with lower continuance commitment. Continuance commitment is positively correlated with intent to stay and negatively correlated with absenteeism, as excessive absenteeism could be a reason for termination.

Table 2.1: Summary of Components of Organizational Commitment

Authors Name	Components of Organizational Commitment	Definition of component
Mowday, Porter, and Steers (1979)	Organizational commitment	a strong belief in and acceptance of organizational goals and values a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization.
Angle and Perry (1981, p.4)	Value commitment	“commitment to support the goals of the organization”
	Commitment to stay	“commitment to retain their organizational membership”
O'Reilly and Chatman (1986, p.493)	Compliance	“instrumental involvement for specific extrinsic rewards”
	Identification	“Attachment based on a desire for affiliation with the organization”
	Internalization	“Involvement predicated on congruence between individual and organizational values”
Penley and Gould (1988)	Moral	“acceptance of and identification with organizational goals”
	Calculative	“a commitment to an organization which is based on the employee's receiving inducements to match contributions”
	Alienative	“organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investments; yet he or she remains due to environmental pressures”

Authors Name	Components of Organizational Commitment	Definition of component
Meyer and Allen (1991, P.67)	Affective	“the employee’s emotional attachment to, identification with and involvement in the organization”
	Continuance	“an awareness of the costs associated with leaving the organization”
	Normative	“a feeling of obligation to continue employment”
Mayer and Schoorman (1992, p.673)	Value	“a belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization”
	Continuance	“the desire to remain a member of the organization”

2.3.2 Discussion of the Theories Related to Organizational Commitment

There are clearly differences among the multidimensional frameworks that have been mentioned in the previous section (2.3.1). Nevertheless, there are also important similarities. First, whether the authors made explicit or not, a major factor that distinguishes the different forms of commitment from one another within the various models is the psychological state or what they called mind-set. For example, one’s emotional attachment, sense of being locked in, belief in and acceptance of goals is presumed to characterize the commitment.

Most models include a dimension reflecting an affective bond with the organization. This dimension has been labeled affective commitment (Meyer & Allen, 1991), value commitment (Angle & Perry, 1981; Mayer & Schoorman, 1998), moral commitment (Penley & Gould, 1988), and normative commitment (identification and internalization) (O’Reilly et al., 1991). Although the basis for the development of the affective bond differs somewhat across the various models (e.g.,

emotional involvement, identification, value congruence), they all appear to contribute to a mind-set characterized by a *desire* to follow a course of action (e.g., continue employment, exert effort to achieve organizational goals).

Most models also acknowledge that individuals can become committed to a course of action because of the *perceived cost* of failing to do so. Commitment accompanied by a cost-avoidance mind-set has commonly been referred to as continuance commitment (Mayer & Schoorman, 1998; Meyer & Allen, 1991), although Penley & Gould (1988) used the term alienative commitment.

Meyer & Herscovitch (2001) proposed that commitment is a force that binds an individual to a course of action. They suggested that the mind-set accompanying commitment can take varying forms including desire, perceived cost, or obligations to continue a course of action. These mind-sets reflect distinguishable components of the underlying commitment construct. The strength of each mind-set can be measured and, together, these measures reflect an employee's commitment profile.

The present study is focused on organizational commitment as a multidimensional concept and aims at examining the link between antecedents and employees' organizational commitment. The conceptualization of the three components of organizational commitment developed by Meyer & Allen (1991) views commitment as a three dimensional concept. It has included an attitudinal aspect, a behavioral aspect and a normative aspect. This approach is relevant to the current research. Angel & Perry (1983) also suggested that different factors with the organization will influence the development of different components of organizational commitment and their outcomes such as job performance and organizational citizenship behavior.

The conceptualization of the three components of organizational commitment that has been developed by Meyer & Allen (1991) not only viewed commitment as a multidimensional perspective but also concerned the generalizability of the model in other cultures and different geographic locations (Meyer & Herscovitch, 2001). Most of the organizational behavior scientists have widely and extensively explored the impact of commitment based on their concept. Therefore, it is more appropriate to

adopt the theory developed by Meyer & Allen (1991) in this study. Thus, three sub-variables for organizational commitment are included: affective commitment (AC), continuance commitment (CC) and normative commitment (NC).

2.4 Development of Organizational Commitment

According to Meyer & Herscovitch (2001), when considering the factors involved in the development of commitment, it is important to distinguish among mind-sets that accompany that commitment. That is, any factor that contributes to the development of commitment does so through its impact on one or more of the mind-sets that bind an individual to a course of action of relevance to a particular target. Thus, it should be possible to distinguish among antecedents of affective, continuance, and normative commitment.

The mind-set characterizing *affective commitment* is desire – individuals with strong affective (value, moral) commitment *want to* pursue a course of action of relevance to a target. The mechanisms presumably involved in creating this desire vary somewhat across the different conceptualizations but include involvement (Meyer & Allen, 1991; Mowday et al., 1982), shared values (Mayer & Schoorman, 1992, 1998), and identification. Thus, Meyer & Herscovitch (2001) proposed that any personal or situational variable that contributes to the likelihood that an individual will (a) become involved (intrinsically motivated, absorbed) in a course of action, (b) recognize the value-relevance of association with an entity or pursuit of a course of action, and /or (c) derive his or her identity from association with an entity, or from working toward an objective, will contribute to the development of affective commitment.

Continuance commitment is characterized by the perception that it would be costly to discontinue a course of action. It is generally agreed that continuance commitment develops when a person makes investments, or side bets, that would be lost if he or she were to discontinue the activity (Jaros et al., 1993; McGee & Ford, 1987; Meyer & Allen, 1991, 1997). Meyer and Allen also included lack of alternatives as a basis for the development of continuance commitment. As noted earlier, there is some disagreement as to whether commitment based on threatened

loss of investments is the same as, or distinct from, commitment based on a perceived lack of alternatives. Meyer & Herscovitch (2001) assumed that they are two bases for the same commitment mind-set (i.e., perceived cost), but acknowledge that this is an issue that might need to be resolved through additional research.

Finally, *normative commitment* will be influenced by the individual's experiences both prior to (familial/ cultural socialization) and following (organizational socialization) entry into the organization (Wiener, 1982). With respect to the former, for example, an employee would have strong normative commitment to the organization if significant others (e.g. parents) have been long-term employees of an organization and/ or have stressed the importance of organizational loyalty. With respect to organizational socialization, it proposed that those employees who have been led to believe – via various organizational practices – that the organization expects their loyalty would be most likely to have strong normative commitment to organization (Allen & Meyer, 1990).

2.5 Discussion of Independent Variables: Antecedents of Affective Commitment, Continuance Commitment and Normative Commitment

In this study, independent variables referred to the antecedent variables those are the factors or characteristics that encourage the development of organizational commitment.

2.5.1 Antecedents of Affective Commitment

Although multiple of variables have been hypothesized to be those associated with affective commitment, Meyer and Colleagues (Meyer & Allen, 1991; Meyer & Allen 1997; Meyer & Herscovitch, 2001) suggested that these variables can all be categorized into four major categories: *personal characteristics, job-related characteristics, organizational characteristics and work experiences*. According to the study conducted by Meyer & Allen (1987), 'work experience' antecedents is the strongest evidence has been provided and most notably to fulfill employees' psychological needs to feel comfortable with the organization and competent in the work-role.

Work experiences: Employees' commitment develop as the result of experiences that satisfy employees' needs and/ or are compatible with their values. The work experience variables consist of eleven factors. Employees' perception on work experience with the organization are assessed to the extent to which their jobs are challenging (job challenge), role (role clarity) and goal (goal clarity) are clearly defined, goals are difficult (goal difficulty), management is receptive to employee suggestions (management receptiveness), employees are cohesive (peer cohesion), the organization is dependable (organizational dependability), employees are treated equitably (equity), employees are made to feel that they are important to the organization (personal importance), feedback concerning their work performance is provided (feedback) and they are allowed to participate in decisions regarding their own work (participation).

Work experiences variables contributing to affective commitment can also be grouped into those that satisfy employees' needs to feel comfortable in their relationship with the organization and to feel competent in the work-role. The comfort need would be best served by organizational dependability, management receptiveness, equity, peer cohesion, role clarity and goal clarity. Feeling of competence would be enhanced most by job challenge, goal difficulty, personal importance, feedback and participation. Employees who felt comfortable in their roles and who felt competent in the job expressed greater affective attachment to the organization.

Steers (1977) argued that individuals come to organizations with certain needs, desires, skills, and so forth, and expect to find a work environment where they can utilize their abilities and satisfy many of their basic needs. When an organization provides a vehicle for an individual to display his/ her abilities and satisfy his/ her needs, the likelihood of increasing commitment is apparently enhanced. When the organization is not dependable, however, or where it fails to provide employees with challenging and meaningful tasks, commitment levels tend to diminish.

2.5.2 Antecedents of Continuance Commitment

Continuance commitment refers to the employee's decision to continue employment because it would be costly to leave the organization (Allen & Meyer, 1990). Continuance commitment can develop because of any action or event that increases the costs of leaving the organization, provided the employee recognizes that these costs have incurred (Meyer & Allen, 1991). The authors summarized these actions and events in terms of two sets of antecedent variables: *investments and employment alternatives*. The strength of employees' need to remain with an organization is related to their perceptions regarding the availability of alternatives and the magnitude of particular investments they have made.

Investments or Side bets: In terms of organizational commitment, investments refer to any actions that would result in considerable potential loss should the individual decide to leave the organization (Allen & Meyer, 1990). Once an employee realizes that moving to a new organization would lose him/ her some benefits, the employee might decide to stay with the current organization. Such an employee develops continuance commitment as he/she stays with the organization as a calculated decision rather than an eagerness to do so.

Becker (1960) argued that commitment to a course of action develops as one makes side bets or investments that would be lost if the action were discontinued. Investments can take any form and may be either work or non-work related. Work related investments include such things as the time spent acquiring non-transferable skills, the potential loss of benefits and giving up a senior position and its associated rewards (Meyer & Allen 1990). Non-work related investments might include the disruption of personal relationships and the expense and human cost of relocating a family to another place. Investments can also take the form of time devoted to a particular career track or development of work groups or even friendship networks. Leaving the organization could mean that the employee would stand to lose or would have wasted time, money, or effort that was invested. These investments are assumed to increase in number and magnitude over time. Thus, age and tenure might be associated with the accumulation of investments. The results of age and/or tenure correlating with commitment are mixed. For example, the employees who acquire

transferable skills during their tenure with an organization might be in a better position to leave the organization than their younger, less experienced, counterparts.

Regarding the development of continuance commitment, Romzek (1990) has suggested that organizations can easily get employees to feel that they have made big investments in the organization. Romzek (1990) suggested that organizations have only to offer opportunities and working conditions that are competitive with other prospective employers. Typically, investment factors include promotion prospects, development of work group network performance bonuses and the accrual of vacation sick leave, family-friendly policies, and retirement benefits. If these cannot be easily matched by prospective employers, the organization's employees might remain "stuck" in the organization even though they are no longer effective.

Employment Alternatives: Empirical evidence exists of a relationship between continuance commitment and employee's perceptions of work alternatives (Allen & Meyer, 1991). It was concluded that employee's perceptions of employment opportunities and the viability of those options are correlated with continuance commitment. That is, employees with many job alternatives exhibit lower continuance commitment than those employees with few alternatives. Meyer & Allen (1997) suggest that an employee's perception of the availability of alternatives will be negatively correlated with continuance commitment.

As with investments, several events or actions can influence one's perceptions of the availability of alternative (Meyer & Allen, 1997). For example, one employee might base his/her perceptions of available alternative jobs by scanning the external environment, looking at local employment rates and the general economic climate. On the other hand, another employee might base perceived alternatives on the degree to which his/her skills seem current and marketable. Meyer & Allen (1997) also suggest that such things as the results of previous job search attempts and whether other organizations have tried to recruit the employee and the extent to which family factors limit the employee's ability to relocate can also influence perceptions of alternatives. For example, if the employee had applied for work and has not been successful on several occasions, such an employee might begin to think that he/she has no alternatives and would rather continue with the current employer. On the

other hand, an employee who has been approached by other organizations might believe that he/she has more attractive alternatives and would not feel tied to the current employer.

In both laboratory and field research by Rusbult & Farrell (1983); Farrell & Rusbult (1981), it was demonstrated that employees' commitment increased as the number and magnitude of investment increased and alternative decreased.

2.5.3 Antecedents of Normative Commitment

Wiener (1982) suggested that the feeling of obligation to remain with an organization may result from the internalization of normative pressures exerted on an individual prior to entry into the organization (i.e., familial or cultural socialization), or following entry (i.e., organizational socialization). Normative commitment may also develop when an organization provides the employee with "rewards in advance" (e.g., paying college tuition), or incurs significant costs in providing employment (e.g., costs associated with job training). According to School (1981), recognition of these investments on the part of the organization may create an imbalance in the employee/organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid.

Organizational commitment norm: If individuals perceive that loyalty is expected of successful employees in their organizations, they will be motivated to adopt such an attitude (Buchanan, 1974). Organizations vary in the degree to which they encourage commitment norms among their employees, but those who expect commitment seem more likely to get it.

Wiener (1982) also has proposed that those employees who have been led to believe via various organizational practices an obligation of loyalty, would be most likely to have strong normative commitment to it.

Meyer & Allen (1997) also refer to the possible role that early socialization experiences might have in the development of normative commitment. They suggest

that socialization can carry with it all sorts of messages about the appropriateness of particular attitudes and behaviors within the organization. Among these attitudes could be the idea that employees owe it to the organization to continue employment. The authors assume internalization to be a process involved in the development of normative commitment during the early days of assuming employment with an organization. They reason that through a complex process involving both conditioning and modeling of others, individuals can develop normative commitment.

2.5.4 Personal characteristics

Gender: As far as gender is concerned, the reports are inconsistent. Mathieu & Zajac's (1990) research indicated that women tend to be more committed to organizations than men. One explanation for this finding is that, not only must women overcome more obstacles to become an organizational member, but they also encounter fewer options for employment (Aven, Parker, & McEvoy, 1993).

In contrast, employers anticipate that women will be less committed to the organization than their male counterparts. Although women attend universities and hold responsible jobs in government and the private sector (McKinniss & Natella, 1994), many people continue to believe that women's major role and first responsibility remain that of wife and mother (Heusinkveld, 1994; Kras & Whatley, 1990). As a result, employers expect that women will place less value on their membership within an organization.

Age: In general, age tends to be positively correlated with organizational commitment (Allen & Meyer, 1993; Mathieu & Zajac, 1990; Mowday et al., 1982). As individuals get older, alternative employment opportunities tend to decrease, thus enhancing employees' commitment to organization. Allen & Meyer (1993) argued that for the older employees, the workplace is expected to result in more positive experiences for them and thus, greater commitment.

Tenure: Research indicates that organizational tenure is positively related to organizational commitment (Kushman, 1992; Mathieu & Zajac, 1990; Meyer &

Allen, 1997). Although empirical evidence suggests that there is a positive link between organizational commitment and tenure, it is still not clear how this link operates. According to Meyer & Allen (1997), as an individual's length of service with a particular organization increases, he or she may develop an emotional attachment with the organization that makes it difficult to switch jobs. Meyer & Allen (1997) also suggest that the results of a positive relationship between tenure and organizational commitment might be a simple reflection of the fact that uncommitted employees leave an organization, and only those with a high commitment remain.

Education: In contrast to age and tenure, researchers have found education to be inversely related to commitment (Mathieu & Zajac, 1990; Mowday et al., 1982). The rationale for this prediction is that people with low levels of education generally have more difficulty changing jobs and therefore show a greater commitment to their organizations. Steers (1977) and Glisson & Durick (1988) have reported findings consistent with this rationale. When employees have higher levels of education, it may be more difficult for an organization to provide sufficient rewards (as perceived by the individual) to equalize the exchange. They may be more committed to their professions than to the organization, and may have a greater number of alternative work opportunities (Mathieu & Zajac, 1990). Hence, more highly educated people would be less committed to the organization.

Several researchers have examined organizational commitment in different countries. One study revealed that American workers displayed higher affective commitment than did Korean and Japanese workers. Another study showed that Chinese workers place high value on social relationships at work and that those with stronger interpersonal relationships are more committed to their organizations.

Refer to the definition of organizational commitment that defined by Steers (1977), an employee who is highly committed to an organization intends to stay with it and to work hard toward its goals. Many analysts—both academic researchers and the popular press—have suggested that this connection between organizational commitment and hard work is the reason why Japanese productivity has increased faster than U.S. productivity. That is, since Japanese workers are supposedly more

committed to their organizations, they are therefore more productive than their U.S. counterparts.

There was considerable attention given to exploring differences between Japanese and American workers that might explain the widening gap between the productivity growth rates of the two countries (Luthans et. al., 1985). Some researchers have examined the predictors of organizational commitment among Japanese workers. Marsh & Mannari (1977) developed a measure of a distinctly Japanese version of organizational commitment, labeled "lifetime commitment," that they proposed would capture uniquely Japanese norms and values of loyalty to an organization. The authors found that job satisfaction, employee cohesiveness, perceived job autonomy, and organizational status explained 11 percent of the variance in lifetime commitment. Since these correlates, which leave much of the variance in commitment unexplained, cannot be considered to be uniquely Japanese, the authors concluded that commitment predictors are universal and not culture-specific.

Moreover, Mobley & Hwang (1982) conducted a study similar to Marsh & Mannari's (1977) with a sample of Chinese workers. Once again they tested the notion that commitment has a unique set of predictors in a non-Western culture. They used the Organizational Commitment Questionnaire (OCQ) developed by Porter and colleagues (1974). Overall, their results showed the generalizability of the predictors of organizational commitment and reinforced Marsh & Mannari's (1977) finding that commitment among workers in a non-Western culture is based more on universal than on culture-specific factors.

2.6 Previous Studies Related to Organizational Commitment

Chughtai & Zafar (2006) studied antecedents and consequences of organization commitment among Pakistani university teachers. There were two main purposes of this study. First, to determine if selected personal characteristics, facets of job satisfaction, and the two dimensions of organizational justice (distributive justice & procedural justice) significantly explained variance in the organizational commitment of Pakistani university teachers. Second, to examine the influence of

organizational commitment on two organizational outcomes – job performance and turnover intentions.

Data were collected from full-time faculty members teaching in 33 universities in the three major cities of Pakistan. In total, 140 questionnaires were delivered to the participating universities for distribution. Target population included lecturers, assistant professors, associate professors, and full-time teaching professors from participating universities. Out of 140 questionnaires distributed, 125 were completed and returned, yielding a response rate of 89.2 percent. Organizational commitment was measured by the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Porter, & Steers (1982). The coefficient alpha of this sample was 0.82. Job performance was measured by using a self-appraisal approach. For this purpose, the researcher designed a self appraisal form which required the respondents to rate their performance. The method of self appraisal has been used in previous research (e.g., Ashforth & Saks, 1996; Yousef, 1998) and has produced satisfactory results. The coefficient alpha of this sample was 0.67.

Regression analysis was applied to test the relationship between Personal Characteristics and Commitment. The analysis of findings indicated that none of the four demographic variables – age, tenure, marital status, and level of education – were found to be significant predictors of organizational commitment. This finding supports the general notion that demographic variables are weak and inconsistent predictors of commitment (Mathieu & Zajac, 1990). The researchers used Pearson Product Moment Correlations analysis to examine the relationships between organizational commitment and two organizational outcomes – job performance and turnover intentions. The results of this research revealed that turnover intentions were negatively related to commitment ($r = -0.40, p < 0.001$), whereas the self report measure of job performance was positively related ($r = 0.32, p < 0.01$). These results show that highly committed faculty members are not only likely to stay with their respective institutions but are also likely to be better performers. Highly committed workers are likely to have a strong desire to remain with the organization. Such an outcome is implicit in the definition of commitment. Studies conducted by Angle & Perry (1981) and Jenkins (1993) lend support to this finding. Similarly research findings have provided evidence that employees who are highly committed to the

organization are likely to exert considerable effort on behalf of the organization and therefore tend to perform at a relatively higher level (Meyer et al., 1989).

Kamonwichian (2004) studied the employees' motivators and commitments in two insurance companies in Thailand. There were two independent variables, intrinsic and extrinsic motivators which were tested with a dependent variable which was organizational commitment. The intrinsic motivator consisted of four sub-variables, which were competency, personal development, self-determination and interest excitement. The extrinsic motivator consisted of another four sub—variables, which were interpersonal relationship, job enrichment, goal setting, and working environment. And the dependent variable which was employee commitment consisted of organizational value and loyalty. The sample size was 300 employees from each company. The survey technique utilized a close-ended questionnaire.

Descriptive statistics were used to describe the demographic profile of respondents. To determine the intrinsic and extrinsic motivator effect on employee commitment, regression analysis was applied. Sample T-test Analysis was used to determine the differences between American & Thai Insurance Company. According to the findings of the study, intrinsic motivators had a stronger effect than extrinsic motivators in both the American and Thai insurance company. When most of the respondents from American insurance company were concerned with self-determination, employees of Thai insurance company were concerned with personal development. In addition, the author suggested that management should consider each of these two factors to be priorities as these two factors have the most impact on employee motivator. Nevertheless, the result of the regression analysis revealed that the employee commitment had significant influence on all eight independent factors (i.e., four intrinsic factors and four extrinsic factors). Finally, the paired sample t-test showed that there was a difference between American and Thai insurance company's employees' commitment.

Becker & Kernan (2003) also observed matching commitment to supervisors and organizations to in-role and extra-role performance. In their study,

they examined whether affective and continuance commitment to supervisor and organization is differentially related to various types of in-role and extra-role performance. Here, in-role performance refers to job performance and extra-role performance refers to organizational citizenship behavior (OCB). OCB consists of three aspects: courtesy, civic virtue and loyal boosterism. In this study, independent variables included four factors; affective commitment to supervisors, affective commitment to organization, continuance commitment to supervisors, and continuance commitment to organization. Dependent variables were in-role performance, courtesy, civic virtue and loyal boosterism.

The survey was conducted by distributing questionnaire to sample size of 303 students from two universities. Target population included 226 undergraduate students and 77 MBA students who enrolled in business courses. Among the respondents 188 (85.8%) data was valid for analysis. All of the respondents were employed; most of the undergraduate students worked part-time and most of the MBA students were full-time employees. They worked in white collar, non-managerial jobs, blue collar jobs, first level or mid level management, and top management jobs. The researcher applied simultaneous regression analysis to test the research hypotheses. The findings indicated that Affective Commitment to Supervisors was positively related with in-role performance ($\beta = .22, p < .05$) and courtesy ($\beta = .26, p < .01$). This demonstrates that affective commitment to supervisors accounts for variance in in-role performance and courtesy above and beyond that explained by affective commitment to organizations and the other commitment variables. Whereas Affective Commitment to Organizations was positively related with loyal boosterism ($\beta = .20, p < .05$). Continuance commitment to supervisors and organizations was unrelated to performance ($\beta = -.01, p = .91$), ($\beta = .06, p = .52$). None of the commitment variables, explain unique variance in civic virtue.

Worakitkarnkul (2003) studied managers' attitude towards ISO 9000 system in Thailand. The study also examined the relationship between organizational culture, organizational commitment and managers' attitudes toward the ISO 9000 system. The researcher collected the survey data from three large organizations in the electrical manufacturing industry who had adopted all levels of ISO 9000 in Bangkok

and Samut Prakarn, Thailand. These were ABB group, Philips Electronics (Thailand) Ltd. and Siam Electrical Parts and Industries Co., Ltd. This research employed a survey technique and the questionnaires were distributed to 243 managers of these three organizations. The targeted respondents included all level of managers.

The researcher applied Independent t-test, ANOVA and Pearson's Correlation analysis in order to test the relationship between independent variables and dependent variables. Independent variables are in terms of demographic factors, organizational culture and organizational commitment. Managers' attitude toward ISO 9000 was treated as the dependent variable in this study. ANOVA was used to test the significant differences between demographic factors (except gender) of respondents and managers' attitude toward ISO 9000. For gender factor, Independent T-test was applied. Pearson's Correlation analysis was used to test the relationship between organizational culture, organizational commitment and managers' attitude toward ISO 9000. The study found that both organizational culture and organizational commitment have positive relationships with managers' attitude toward ISO 9000. Nevertheless, the correlation coefficient value showed that organizational culture had a stronger impact on managers' attitude than organizational commitment. In terms of demographic factors, only two factors - education levels and lengths of service within the company, has a significant differences with managers' attitude.

Wangkosolsuk (2002) conducted the research to examine the relationship between motivational factors and organizational commitment. Five motivational factors were included, such as quality of supervision, co-workers, work-itself, working environment and compensation. In this study, demographic factors and motivational factors were treated as independent variables whereas the dependent variable was organizational commitment.

This research was tested based on the sample size of 120 employees of MM company in Thailand. The respondents' rate was 100 percent that is all survey questionnaires were collected back for this survey. After collecting the survey data, the researcher applied ANOVA to test the significant differences of demographic factors on organizational commitment. To analyze the relationship between

motivational factors and organizational commitment, Pearson's Correlation was used. The findings of ANOVA analysis indicated that among the five demographic factors, sex, years of work, and education level, were significantly related to organizational commitment. But, the remaining two factors which were age and marital status factors, there were no significant relationships with organizational commitment. The results of Pearson's Correlation analysis showed that organizational commitment was related to all motivational factors. Among five motivational factors, the value of correlation coefficient between the working environment and organizational commitment presented the highest value ($r = 0.576$), whereas, the correlation coefficient between the compensation and organizational commitment exhibited lower value ($r = 0.503$), with co-worker factor showing the weakest relationship with organizational commitment ($r = 0.373$).

Luthans, McCaul & Dodd (1985) conducted a comparison study of American, Japanese, and Korean employees' organizational commitment. The purpose of their study is to compare levels of organizational commitment among American, Japanese, and Korean employees by means of a self-report measure of organizational commitment. The authors distributed the self-administered questionnaire to the sample size of 1,659 employees from widely diverse organizations in the United States, Japan, and Korea. They were consisted of 1,181 U.S. employees, 176 Japanese employees and 302 Korean employees. Although information was not available on specific firm types for the entire U.S. sample; it included employees from manufacturing, retail, service, and government organizations. Japanese and Korean respondents were included employees from Electronics, Trading, Construction, Petroleum, Investments/ Finance, Banking, Government and other firms.

Luthans and colleagues used 15-item version of organizational commitment questionnaire (OCQ) developed by Porter et al., (1974). To verify accuracy of translation the questionnaire was put into Japanese and Korean, and then translated back into English. Subjects' responses were scored on 5-point Likert scales in which "5" represented high commitment and "1" indicated low commitment. Respondents were also asked to report their ages and their length of tenure with their organizations.

To estimate the internal consistency of the Organizational Commitment Questionnaire (OCQ) for each of the three samples, coefficient alpha (Cronbach, 1951), item analysis, and factor analysis (principal factors, varimax rotation) were used. Reliability coefficients were relatively high for each of the three versions of the OCQ: .94 for the English and the Japanese, and .87 for the Korean. The mean level of organizational commitment was computed for each country. The level of organizational commitment was significantly higher among the U.S. employees ($x = 3.61$), while the levels of organizational commitment among the Japanese and Korean employees were similar ($x = 3.21$ and 3.29 , respectively). The results of this study indicate that Japanese and Korean employees, who showed no difference in levels of organizational commitment, are both less organizationally committed than U.S. employees.

The results of the regression analysis were shown age and tenure as predictors of organizational commitment. Country accounted for 7.35 percent of the variance in organizational commitment; adding age and tenure to the model increased the explained variance to 11.8 percent, a significant increment. The regression analysis verified the positive relationships of organizational commitment with age and tenure (.13 and .12 respectively), a finding consistent with a number of previous studies. Since country by itself accounted for only 7 percent of the variance, the difference found between the United States and the two Asian countries may be of little practical significance, but the finding certainly refutes the widespread belief that Japanese workers are more committed to the organizations that employ them than are their U.S. counterparts. Therefore, this study does not support the popular notion that the lifetime commitment concept in Japanese management practice is responsible for the lower turnover rate in Japan. The lifetime employment contract is typically limited to permanent white-collar and blue-collar employees in large firms (Ballon, 1969). Since the Japanese and Korean samples used in this study included a fairly large proportion of employees in large firms, the level of organizational commitment for Japan and Korea might have been expected to be higher than for the United States. Again, the results of this study do not support that prediction. In conclusion, the findings are consistent with Marsh & Mannari's (1977) and Mobley & Hwang's (1982) that organizational commitment is not based on culture-specific norms and values.

Chapter III

Research Frameworks

This chapter consists of the theoretical framework, conceptual framework, research hypotheses and the operationalization of independent and dependent variables. The theoretical framework comprises the theories related to two main variables discussed in detail in chapter two. The conceptual framework is the research model, which explains the research framework. The research hypotheses are the statements specifying the relationship between variables. Lastly, operationalization of independent and dependent variables are presented.

3.1 Theoretical framework

The theoretical framework refers to the theories being used as a basis or reference in the current study. It clarifies questions and summarizes the overall concept being investigated, which are involved with all variables stated in this study. The dependent variables included in the research framework are three components of organizational commitment, which are affective commitment, continuance commitment, and normative commitment. The independent variables comprise the antecedent factors associated with each component of employees' commitment.

Theoretical Framework

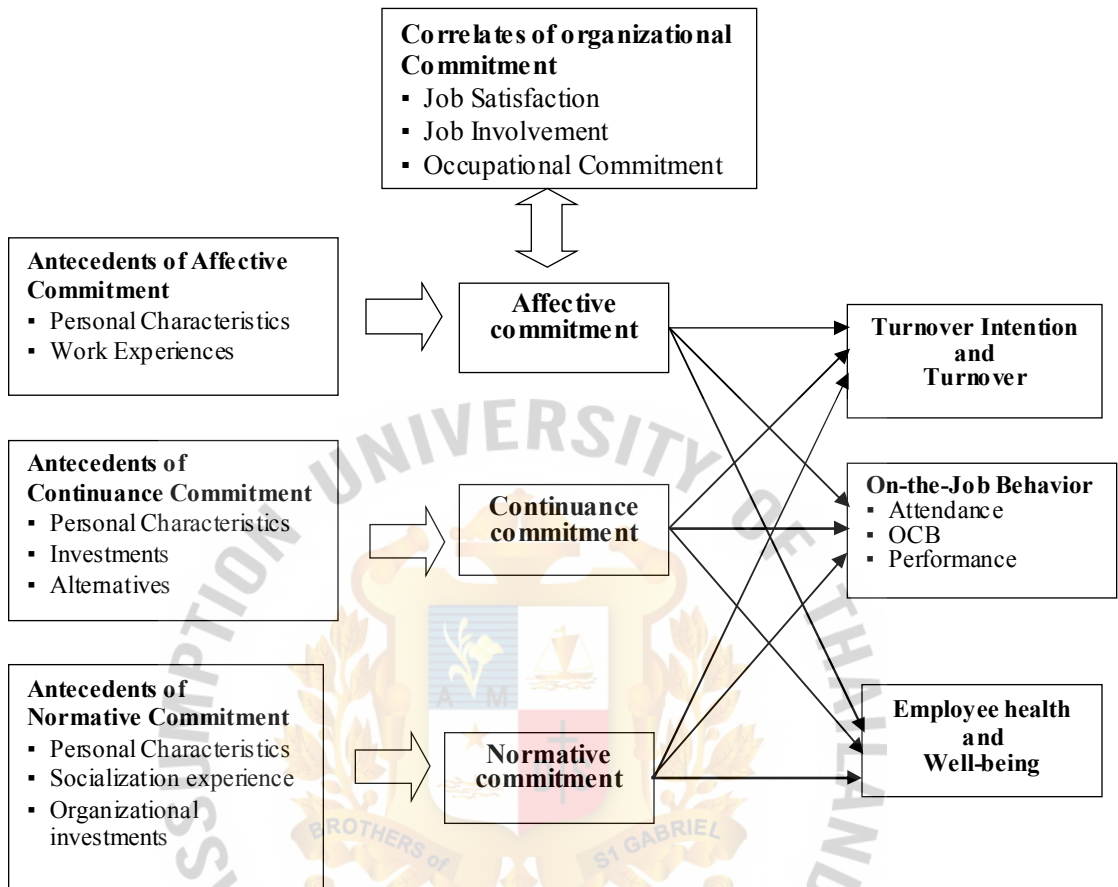


Figure 3.1: A Three-Component Model of Organization Commitment. (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002. *Journal of Vocational Behavior*. Vol. 61.

3.2 Conceptual Framework

The conceptual framework shows a picture of what this study is going to investigate, i.e., the relationship between antecedent factors and three component of organizational commitment. It comprises the independent and dependent variables.

In this study, independent variables are referred to the antecedent factors of organizational commitment that consist of personal characteristics, work experiences,

investments, employment alternatives and organizational commitment norm. Three component of organizational commitment; affective, continuance and normative commitment are treated as dependent variables.

Conceptual Framework

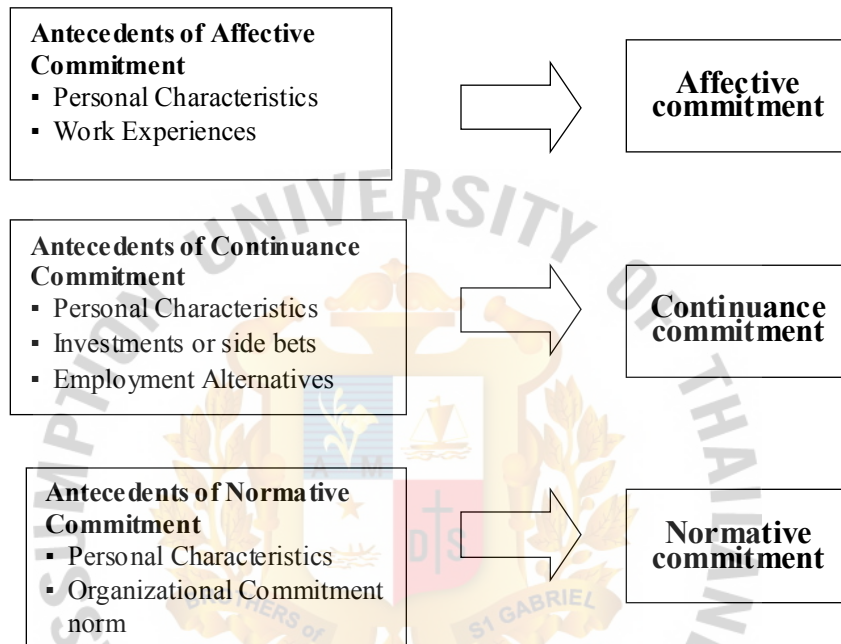


Figure 3.2: Conceptual Framework

Source: Adapted from Meyer, Stanley, Herscovitch & Topolnytsky (2002). A Three-Component Model of Organization Commitment, Journal of Vocational Behavior, Vol. 61.

3.3 Research Hypotheses

Research Question 1: Are there any significant differences between personal characteristics and employees' affective commitment?

H1_o: There is no significant difference in employee's affective commitment when segmented by age levels.

H1_a: There is a significant difference in employees' affective commitment when segmented by age levels.

H2_o: There is no significant difference in employees' affective commitment when segmented by education levels.

H2_a: There is a significant difference in employees' affective commitment when segmented by education levels.

H3_o: There is no significant difference in employees' affective commitment when segmented by organizational tenure.

H3_a: There is a significant difference in employees' affective commitment when segmented by organizational tenure.

H4_o: There is no significant difference in employees' affective commitment when segmented by gender.

H4_a: There is a significant difference in employees' affective commitment when segmented by gender.

Research Question 2: Are there any significant relationships between work experience factors and affective commitment?

H5_o: There is no significant relationship between work experience and affective commitment.

H5_a: There is a significant relationship between work experience and affective commitment.

Research Question 3: Are there any significant differences between personal characteristics and employee's continuance commitment?

H6₀: There is no significant difference in employee's continuance commitment when segmented by age levels.

H6_a: There is a significant difference in employee's continuance commitment when segmented by age levels.

H7₀: There is no significant difference in employees' continuance commitment when segmented by educational levels.

H7_a: There is a significant difference in employees' continuance commitment when segmented by educational levels.

H8₀: There is no significant difference in employees' continuance commitment when segmented by organizational tenure.

H8_a: There is a significant difference in employees' continuance commitment when segmented by organizational tenure.

H9₀: There is no significant difference in employees' continuance commitment when segmented by gender.

H9_a: There is a significant difference in employees' continuance commitment when segmented by gender.

Research Question 4: Are there any significant relationships between employees' investments or side bets and continuance commitment?

H10₀: There is no significant relationship between employees' investments or side bets and continuance commitment.

H10_a: There is a significant relationship between investments or side bets and continuance commitment.

Research Question 5: Are there any significant relationships between employment alternatives and continuance commitment?

H11_o: There is no significant relationship between employment alternatives and continuance commitment.

H11_a: There is a significant relationship between employment alternatives and continuance commitment.

Research Question 6: Are there any significant differences between personal characteristics and employees' normative commitment?

H12_o: There is no significant difference in employee's normative commitment when segmented by age levels.

H12_a: There is a significant difference in employee's normative commitment when segmented by age levels.

H13_o: There is no significant difference in employees' normative commitment when segmented by educational levels.

H13_a: There is a significant relationship in employees' normative commitment when segmented by educational levels.

H14_o: There is no significant difference in employees' normative commitment when segmented by organizational tenure.

H14_a: There is a significant difference in employees' normative commitment when segmented by organizational tenure.

H15_o: There is no significant difference in employees' normative commitment when segmented by gender.

H15_a: There is a significant difference in employees' normative commitment when segmented by gender.

Research Question 7: Is there any significant relationship between employees' perception on organizational commitment norm and normative commitment?

H16_o: There is no significant relationship between employees' perception on organizational commitment norm and normative commitment.

H16_a: There is a significant relationship between employees' perception on organizational commitment norm and normative commitment.

3.4 Operationalization of the Independent and Dependent Variables

The operationalization of variables comprise of the statements that translate all variables of independent and dependent variables into action by using its sub-variables. These are clear statements for easy understanding, or these statements are reflective of the questionnaire used in the study.

Operationalization of independent variables consists of antecedents of affective commitment, continuance commitment and normative commitment. Operationalizations of dependent variables are affective commitment, continuance commitment and normative commitment

Table 3.1: Operationalization of Antecedents of Affective Commitment, Continuance Commitment, Normative Commitment and Organizational Commitment.

Concept	Conceptual Definition	Operational Component	Level of Measurement
Personal Characteristics	The personal profile of the employees to be classified in terms of their qualification,	<ul style="list-style-type: none"> ▪ Gender ▪ Age ▪ Education ▪ Organizational Tenure ▪ Job position 	Nominal scale Ordinal scale Ordinal scale Ordinal scale

Concept	Conceptual Definition	Operational Component	Level of Measurement
	attribute and personal information (Meyer & Allen, 1991).		
Work experiences	Commitment develops as the result of experiences that satisfy employees' needs and/or are compatible with their values (Meyer & Allen, 1991).	<ul style="list-style-type: none"> ▫ the employees are offered jobs that are challenging, exciting and meet their expectation ▫ the role of employee is clearly defined ▫ management is receptive to employees' suggestion ▫ employees are allowed to be involved in decision making regarding their work ▫ employees are made to feel that they are important to the organization 	Interval scale
Investments or Side bets	Employees make organization-relevant investments such as skills, education, time and efforts (Allen & Meyer, 1990).	<ul style="list-style-type: none"> ▫ transferability of employees' skills and education to other organizations ▫ magnitude of investments (time, effort) individuals make in the organization ▫ extent to which to reduce the pension 	Interval scale
Employment Alternatives	Employees' perceptions of	▫ Employees' perceived lack of alternatives	Interval scale

Concept	Conceptual Definition	Operational Component	Level of Measurement
	employment opportunities and the viability of those options (Whitener & Walz, 1993).	<ul style="list-style-type: none"> ▫ The confidence of employees to get another job 	
Organizational Commitment norm	Employees perceive that the organization expects their loyalty, and they in turn, would have strong commitment to the organization (Allen & Meyer, 1990).	<ul style="list-style-type: none"> ▫ employees in this organization are expected to have a strong sense of personal commitment to the organization. 	Interval scale
Affective Commitment	Employees' emotional attachment to, identification with, and involvement in the organization and its goals (Meyer & Herscovitch, 2001).	<ul style="list-style-type: none"> ▫ employees' desire to remain with the organization ▫ employees' identification with organization values and goals ▫ employees' involvement within the organization ▫ employees' feelings of belonging to the organization 	Interval scale
Continuance Commitment	Employees' awareness of the costs associated with leaving the	<ul style="list-style-type: none"> ▫ staying with the organization is a matter of necessity ▫ employees perceive that 	Interval scale

Concept	Conceptual Definition	Operational Component	Level of Measurement
	organization (Meyer & Herscovitch, 2001).	<p>there is a cost associated with leaving the organization</p> <ul style="list-style-type: none"> employees perceive that there are few alternative employment opportunities 	
Normative Commitment	Employees' desire to stay with organization based on a sense of duty, loyalty, or obligation (Meyer & Herscovitch, 2001).	<ul style="list-style-type: none"> employees' sense of obligation to the organization employees perceive the totality of internalization of normative pressures employees' feelings of obligation to stay with the organization 	Interval scale

Chapter IV

Research Methodology

This chapter will present a description of the research methodology used in this study. The sections of this chapter include the research method used, respondents and data collecting procedures, research instruments, reliability and validity of the instrumentation, collection of data and method of statistical analysis.

4.1 Methods of Research Used

The survey method is used to measure the perceptions of the respondents in this study. A survey is a research technique in which information is gathered from a sample of people by use of questionnaire (Zikmund, 2003). Descriptive research is used to describe characteristics of a population or a phenomenon. Descriptive statistics and statistics for testing hypothesis are used to analyze the data collected through the survey conducted by self-administered questionnaire.

Descriptive analysis is transformation of raw data into a form that can make them easy to understand and interpret (McClave, Benson & Sincich, 2001). It is used to describe the characteristics of certain groups and to estimate the proportion of in a specified population who behave in a certain way. The correlation statistics would be able to relate independent variables to dependent variables and describe the relationship between variables. Correlation analysis is used to test the relationship between three component of organizational commitment and its antecedent factors of sample population. After gathering all data concern, SPSS software was applied for analysis.

4.2 Respondents and Sampling procedures

4.2.1 Respondents

Respondents are the persons who provide answers to written questions in a self-administered survey (Zikmund, 2003). This research focuses on that whether the organization contributes to the employees' satisfaction of both comfort needs and feelings of competence in the work environment. Therefore, it is more relevant to emphasize on employees who mostly deal with operational jobs. All employees including supervisors, technicians and employees are the participants of this survey. Table 4.1 illustrates the number of employees in detail.

Table 4.1: Number of employees in the Target Population

Position	Number of Employees
Section Managers	181
Technicians	420
Employees	730
Total	1331

4.2.2 Sampling Procedure

Non-probability sampling method was used to select the respondents of the samples. In non-probability sampling, the probability of any particular member of the population being chosen is unknown (Zikmund, 2003). As the elements with the population do not have a known or predetermined chance of being selected subjects, the findings from the study of the sample cannot be confidently generalized to the population. Convenience sampling, the one of the non-probability sampling method is utilized in this study. Convenience sampling (also called haphazard or accidental sampling) refers to the procedure of obtaining units or people who are most conveniently available (Zikmund, 2003). Convenience sampling is convenient and economical to meet the requirement of a non-probability sample. The primary

purpose of using this approach is to obtain a large member of completed questionnaires quickly and economically (Davis, 2005).

4.2.3 Sample Size

To determine the adequacy of the sample size, the researcher considers the following criteria outlined by Agresti & Finlay (1997) namely; precision, confidence, and variability. These criteria indicate that the derived sample size could achieve a certain degree of accuracy in the estimation. The researcher attempted to have 95 percent confidence interval (0.95 probability) of the sample size with tolerance rate of error or margin for error at 5 percent. The parameters of the subjects are in similar nature and characteristics, that is, the respondents are the employees in the same business sector. Therefore, population proportion of 0.5 was used in determining required sample size. Thus, the sample size for this research is calculated based on the following formula (Davis, 2005).

$$n = \frac{p(1-p)}{\frac{e^2}{Z^2} + \frac{p(1-p)}{N}}$$

Where, n = required sample size

p = estimated proportion of success. The proportion is assumed to be 0.5, that is, the relationship between antecedent factors and organizational commitment was assumed to found from 50 percent of the employees in Sammitr Motor Group.

Z = Z score based on the researcher's desired level of confidence which is set at 95%. Then, the number of standard score of Z associated with confidence level is equal to 1.96.

e = margin for error / tolerance rate = 0.05

N = 1331

Therefore, $n = (0.5)(1 - 0.5) / ((0.05^2 / 1.96^2)) + ((0.5)(1 - 0.5)) / 1331$

n = 298.1162

n = 298

The minimum required sample size of 298 respondents participated in this survey. The researcher assumes a response rate of 75 percent; therefore, 400 sets of questionnaire were distributed to the target population for this study.

4.3 Research Instruments / Questionnaire

A survey of self-administered questionnaire is used as a research instrument for collecting primary data from the target population. Questionnaire is a technique for data collection that consists of a series of written questions, designed to measure a specific item or set of items (Malhotra, 2004). A Likert Scale is designed to allow respondents to indicate how strongly they agree or disagree with carefully constructed statements that range from very positive to very negative toward an attitudinal object. The five-point Likert response scales of the questionnaire used in the survey are strongly disagree, disagree, neutral, agree, and strongly agree.

The questionnaires were distributed to individual employees and they were asked information about their personal profile, perception on development of three components of organizational commitment and degree of individual's organizational commitment. The questionnaire was adapted from previous studies related to the topic of this research. The instrument consists of three parts as follows:-

Part I: Personal Characteristics. There are five items included for personal characteristics that require information about the personal profile of the respondents. The questionnaire is focused on the respondents: age, gender, education level, tenure (current organization) and job position. Multiple choice formats are used in this part.

Part II: Antecedents of organizational commitment. Antecedents of organizational commitment consist of sixteen items (Allen & Meyer, 1990) that forms the second part of the questionnaire. Among these questions, eleven items are work experiences factor, three items refer to employees' investment on skills, education and pension, respectively and one item represents employees' perception on employment alternatives. The last item refers to employees' perception of organizational commitment norm. Five-point Likert response scale was designed to

examine how strongly employees agree or disagree with the statement in each relevant factor; work experience, investment or side bets, employment alternatives and organizational commitment norm in terms of affective commitment, continuance commitment and normative commitment.

Part III: Organizational commitment; Affective commitment, continuance commitment and normative commitment. The employees' organizational commitment is measured using a questionnaire developed by Meyer, Allen & Smith (1993). Organizational commitment includes three components, which are affective commitment, continuance commitment and normative commitment. Five-point Likert response scale is designed to examine how strongly employees agree or disagree with the statement in each relevant factor.

Table 4.2 Outline of the Questionnaire

Part I	Personal Characteristics	Question no. 1-5
Part II	Antecedents of Organizational Commitment: <ul style="list-style-type: none"> ▪ Work experience ▪ Investment or Side bets ▪ Employment alternatives ▪ Organizational commitment norm 	Question no. 6-10 Question no. 11-13 Question no. 14-17 Question no. 18-21
Part III	Organizational Commitment: <ul style="list-style-type: none"> ▪ Affective Commitment ▪ Continuance Commitment ▪ Normative Commitment 	Question no. 22-27 Question no. 28-33 Question no. 34-39

4.4 Pilot Test / Reliability Analysis

A pilot test or pretest refers to the pre-testing of questionnaire on a trial basis of a small sample of respondents, usually 15 to 30 to determine how reliable the questionnaire is (Vanichbuacha, 2001). Therefore, the researcher distributed 30 sets of questionnaires to Sammitr Motor Group employees. All respondents returned the questionnaire. The researcher conducted a pre-test by distributing questionnaires to the 30 respondents on 21st to 24th March, 2007 in Sammitr Motor Company.

Reliability is an assessment of the degree of consistency between multiple measurements of variable. In order to find out the reliability, the overall questions in the questionnaire were processed in SPSS program by using Cronbach's Coefficient Alpha scales. The alpha coefficient ranges in value from 0 to 1. If the value of alpha is greater than or equal to 0.60, it indicates a strong measure of reliability (Hair et al., 1998). The results of reliability are shown below:

Table 4.3: Reliability Analysis Scale (Cronbach's Coefficients Alpha)

Questionnaire Section	Number of Cases	Number of Items	Alpha Coefficient
Antecedents of Organizational Commitment:			
▪ Work experience	30	5	.727
▪ Investment or Side bets	30	3	.757
▪ Alternatives	30	4	.761
▪ Organizational commitment norm	30	4	.791
Organizational Commitment:			
Affective commitment	30	6	.819
Continuance commitment	30	6	.715
Normative commitment	30	6	.766

4.5 Collection of Data / Sampling Procedures

Data were collected through questionnaires administered to the employees of Sammitr Motor Group (Thailand). Questionnaires were distributed by the researcher to the respondents through the Human Resource Department. Each questionnaire was accompanied by a covering letter explaining the purpose of the study to the prospective respondent. General instructions on completing the questionnaire and the importance of completing all questions were also included. The procedure of collecting data was as follows:-

- i) Obtain a letter from Graduate School Office addressed to the organization to be survey for sample.
- ii) Submit the survey request letter wrote by researcher and attached the letter from Graduate School Office.
- iii) Received permission from the management of the organization to be surveyed.
- iv) Researcher explained to the Human Resource staffs who assisted for collecting the data.
- v) Distributed questionnaires to the respondents of Sammitr Motor Company through the Human Resource staffs.
- vi) Collected the questionnaires after two weeks.

The data were collected within 21st March 2007 to 5th April 2007. The survey was conducted by self administered questionnaire which refers to a questionnaire that filled in by the respondent rather than by an interviewer. After two weeks, a total of 327 or 81.75 percent of respondents returned the questionnaires to the researcher.

The questionnaires were distributed regarding the proportion of respondents' job position as described in table 4.4. A proportion is referred to the percentage of population elements that successfully meet some criterion (Zikmund, 2003).

Table 4.4: The proportion of employees for target population

Position	Number of Employees
Section Managers	55
Technicians	126
Employees	219
Total	400

4.6 Statistical Treatment of Data

The data was coded and processed by SPSS (Statistical Package for the Social Sciences). After collecting the data from questionnaires, the data was coded into symbolic form that is used in SPSS software. The form of data presentation from these procedures is presented in an easily interpretable format. SPSS program is used for both descriptive analysis and test of hypotheses. The appropriate statistical tools, which applied in the research, are as follows:

1. Descriptive Statistics is used to explain the personal characteristics of respondents, such as frequency analysis. The descriptive statistics consists of the frequency and percentage in order to describe each characteristic that is associated with respondent personal data.
2. Analysis of variance (ANOVA) is applied in examining the significant differences between Age, Education, Gender, and Tenure and respondents' perception on three-component organizational commitment (i.e., affective, continuance and normative commitment).
3. Independent t-Test is used to analyze the significant differences between employees' organizational commitment and their age level.
4. Pearson Correlation Coefficient analysis is used to analyze the factors associated with employees' commitment to organization. According to

Allen & Meyer (1990), because of the conceptual differences in three components of organizational commitment (affective, continuance and normative commitment), it is reasonable to develop each independently of the others as a function of different antecedents. Therefore, the researcher observed the following relationships:

- a. The relationship between work experience factors and affective commitment.
- b. The relationship between investments or side bets and continuance commitment.
- c. The relationship between employment alternatives and continuance commitment.
- d. The relationship between organizational commitment norm and normative commitment.

The confidence level was set at 95%, and the interpretation of the correlation results were as follows:

<u>Results</u>	<u>Interpretation of Correlation</u>
0.81 to 1.00	Very strong and positive correlation
0.61 to 0.80	Strong and positive correlation
0.41 to 0.60	Moderate and positive correlation
0.21 to 0.40	Weak and positive correlation
0.00 to 0.20	Very weak and positive correlation
-0.21 to 0.40	Weak and negative correlation
-0.41 to 0.60	Moderate and negative correlation
-0.61 to 0.80	Strong and negative correlation
-0.81 to 1.00	Very strong and negative correlation

4.6.1 Analysis of Variance (ANOVA)

Analysis of variance (ANOVA) is used to determine whether samples from two or more groups come from populations with equal means (Hair et al., 1998).

In ANOVA, null hypothesis is tested by F statistic using the following formula;

$$F \text{ statistic} = \frac{MS_B}{MS_W}$$

Where,

MS_B = mean square between groups

MS_W = mean square within groups

In ANOVA, the null hypothesis tested is the equality of means. The hypotheses tested in ANOVA are illustrated as follows;

$$H_0 : \mu_1 = \mu_2 = \dots \dots \dots \mu_n$$

$$H_a : \mu_1 \neq \mu_2 \neq \dots \dots \dots \mu_n$$

Null hypothesis (H_0) = all the group means are equal, that is they come from the same population

Alternative hypothesis (H_a) = all the group mean are not equal, that is they come from different populations

$\mu_1, \mu_2, \dots \dots \dots, \mu_n$ = Means of group

To determine if the F statistic is sufficiently large to support rejection of the null hypothesis, (F_{crit}) by referring to the F distribution with (k-1) and (N-k) degrees of freedom for a specified level of α (where $N = N_1 + \dots + N_k$ and k = number of groups). If the value of the calculated F statistic exceeds F_{crit} , conclude that the means across all groups are not all equal (i.e., null hypothesis (H_0) is rejected).

And when the value of the calculated F statistic is less than F_{crit} it can be concluded that the means across groups are all equal (i.e., null hypothesis (H_0) is accepted).

4.6.2 Independent t-Test

Independent t-test is used to test a hypothesis stating that the mean scores on some variable will be significantly different for two independent samples or groups. To use the t-test difference of means, it is assumed that the two samples are drawn from normal distributions. The variance of the two populations or groups are assumed to be equal because σ is unknown (Zikmund, 2003). To calculate t, the following formula is used.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$d.f. = \frac{(S_1^2 / n_1 + S_2^2 / n_2)}{\frac{(S_1^2 / n_1)}{(n_1 - 1)} + \frac{(S_2^2 / n_2)}{(n_2 - 1)}}$$

Where;

\bar{X}_1	= Mean of group 1
\bar{X}_2	= Mean of group 2
S_1^2	= Variance of group 1
S_2^2	= Variance of group 2
n_1	= Sample size of group 1
n_2	= Sample size of group 2
df	= Degree of freedom

The hypothesis of independent sample t-test is set as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

When the t value is less than the significant level (α), the null hypothesis (H_0) of equal means is rejected. That is H_a is accepted.

4.6.3 Pearson Product Moment Correlation Coefficient

Malhotra (2004) claimed that the product moment correlation, r , is the most widely used statistic, summarizing the strength of association between two metric (interval or ratio scaled) variables, say X and Y . It is an index used to determine whether a linear, or straight line, relationship exists between X and Y . It indicates the degree to which the variation in one variable, X , is related to the variation in another variable, Y .

Because it was originally proposed by Karl Pearson, it is also known as Pearson correlation coefficient. It is also referred to as simple correlation, bivariate correlation, or merely the correlation coefficient. From a sample of n observations, X and Y , the product moment correlation, r , can be calculated using the following formula:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sum (Y - \bar{Y})^2}}$$

The hypothesis to test Pearson correlation coefficient is as follows:

$$H_0: \rho = 0$$

$$H_a: \rho \neq 0$$

The null hypothesis (H_0) will be rejected when the P-value (significance of correlation) is less than the value of α , then (H_a) will be accepted.

Table 4.5: Summary of Hypotheses and Statistical Analyses

Hypothesis Statement	Statistic Used
<p>H1_o: There is no significant difference in employee's affective commitment when segmented by age levels.</p> <p>H1_a: There is a significant difference in employees' affective commitment when segmented by age levels.</p>	Analysis of Variance (ANOVA)
<p>H2_o: There is no significant difference in employees' affective commitment when segmented by education levels.</p> <p>H2_a: There is a significant difference in employees' affective commitment when segmented by education levels.</p>	Analysis of Variance (ANOVA)
<p>H3_o: There is no significant difference in employees' affective commitment when segmented by organizational tenure.</p> <p>H3_a: There is a significant difference in employees' affective commitment when segmented by organizational tenure.</p>	Analysis of Variance (ANOVA)
<p>H4_o: There is no significant difference in employees' affective commitment when segmented by gender.</p> <p>H4_a: There is a significant difference in employees' affective commitment when segmented by gender.</p> <p>H5_o: There is no significant relationship between work experience and affective commitment.</p> <p>H5_a: There is a significant relationship between work experience and affective commitment.</p>	Independent t-test Pearson Correlation Coefficient
<p>H6_o: There is no significant difference in employee's continuance commitment when segmented by age levels.</p> <p>H6_a: There is a significant difference in employee's continuance commitment when segmented by age levels.</p>	Analysis of Variance (ANOVA)
<p>H7_o: There is no significant difference in employees' continuance commitment when segmented by educational levels.</p> <p>H7_a: There is a significant difference in employees' continuance commitment when segmented by educational levels.</p>	Analysis of Variance (ANOVA)

Hypothesis Statement	Statistic Used
commitment when segmented by educational levels.	
H8 _o : There is no significant difference in employees' continuance commitment when segmented by organizational tenure. H8 _a : There is a significant difference in employees' continuance commitment when segmented by organizational tenure.	Analysis of Variance (ANOVA)
H9 _o : There is no significant difference in employees' continuance commitment when segmented by gender. H9 _a : There is a significant difference in employees' continuance commitment when segmented by gender.	Independent t-test
H10 _o : There is no significant relationship between employees' investments or side bets and continuance commitment. H10 _a : There is a significant relationship between investments or side bets and continuance commitment.	Pearson Correlation Coefficient
H11 _o : There is no significant relationship between employment alternatives and continuance commitment. H11 _a : There is a significant relationship between employment alternatives and continuance commitment.	Pearson Correlation Coefficient
H12 _o : There is no significant difference in employee's normative commitment when segmented by age levels. H12 _a : There is a significant difference in employee's normative commitment when segmented by age levels.	Analysis of Variance (ANOVA)
H13 _o : There is no significant difference in employees' normative commitment when segmented by educational levels. H13 _a : There is a significant relationship in employees' normative commitment when segmented by educational levels. H14 _o : There is no significant difference in employees' normative commitment when segmented by organizational tenure. H14 _a : There is a significant difference in employees' normative commitment when segmented by organizational tenure.	Analysis of Variance (ANOVA) Analysis of Variance (ANOVA)

Hypothesis Statement	Statistic Used
H15 _o : There is no significant difference in employees' normative commitment when segmented by gender.	Independent t-test
H15 _a : There is a significant difference in employees' normative commitment when segmented by gender.	
H16 _o : There is no significant relationship between employees' perception on organizational commitment norm and normative commitment.	Pearson Correlation Coefficient
H16 _a : There is a significant relationship between employees' perception on organizational commitment norm and normative commitment.	



Chapter V

Presentation of Data and Discussion of Results

This chapter presents the analysis of the data collected in this research. The presentation and interpretation of findings are discussed under two sections as follows: 1) descriptive analysis of the respondents' demographic profile and 2) hypotheses testing to measure the significant differences between demographic factors and the three components of organizational commitment, and significant relationship between employees' organizational commitment and their antecedent variables. Analysis of Variance (ANOVA), Independent Sample *t*-Test and Pearson's coefficient correlation are employed for the hypotheses testing.

5.1 Descriptive Statistics of Analysis

Descriptive analysis refers to the transformation of raw data into a form that will make it easier to understand and interpret. The data in this section are presented in the form of frequency tables and percentage distributions. The following tables present the personal characteristics or demographic profile of respondents based on age, gender, education, tenure, and job position.

5.1.1 Personal Characteristics

Descriptive statistics is used to study the personal profile or demographic data such as gender, age, educational level, tenure, and job position of respondents of the study.

➤ **Gender**

Table 5.1.1: Gender of Respondents

		Gen			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	258	78.9	78.9	78.9
	Female	69	21.1	21.1	100.0
	Total	327	100.0	100.0	

Table 5.1.1 shows that a majority of respondents were male employees, represented by 78.9 percent or 258 respondents and 21.1 percent of the respondents were female employees standing at 69 respondents.

➤ **Age**

Table 5.1.2: Age of Respondents

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 or below	64	19.6	19.6	19.6
	26 - 30	97	29.7	29.7	49.2
	31 - 40	98	30.0	30.0	79.2
	41 - 50	59	18.0	18.0	97.2
	51 and above	9	2.8	2.8	100.0
	Total	327	100.0	100.0	

Table 5.1.2 shows that the age group of majority of the respondents, equal to 30 percent, comprised of 98 respondents falling within the age group 31-40 year old. A total of 97 respondents making up 29.7 percent of respondents were in the age group range of 26-30 year old and 19.6 percent, equivalent to 64 respondents, belong to the age group of 25 years or below. While 59 respondents, representing 18.0 percent of respondents, are in the age group of within 41-50, the minority group of 9 respondents fell under the age group of 51 and above years old, representing only 2.8 percent of respondents.

➤ **Education**

Table 5.1.3: Educational level of Respondents

		Edu			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M.3 or lower	33	10.1	10.1	10.1
	M.6 or equivalent	27	8.3	8.3	18.3
	Diploma or Certificate	143	43.7	43.7	62.1
	Bachelor degree	110	33.6	33.6	95.7
	master or higher	14	4.3	4.3	100.0
	Total	327	100.0	100.0	

Table 5.1.3 revealed that majority of the respondents was holding Diploma or Certificate level of education that consisted of 143 respondents, representing 43.7 percent. While, 110 respondents, representing 33.6 percent held Bachelor Degree, 10.1 percent, equivalent to 33 respondents, have primary or lower level of education, followed by 27 respondents (8.3 percent) who indicated M.6 or equivalent educational level. Finally, the minority group of 14 respondents or 4.3 percent are those having Master Degree or higher level of education.

➤ **Tenure**

Table 5.1.4: Organizational Tenure of Respondents

		Tenure			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	52	15.9	15.9	15.9
	1-3 years	107	32.7	32.7	48.6
	4-6 years	37	11.3	11.3	59.9
	7-9 years	11	3.4	3.4	63.3
	10 years and above	120	36.7	36.7	100.0
	Total	327	100.0	100.0	

Table .5.1.4 indicated the years of employees' experience working in the current organization. It shows that the majority, 120 respondents (36.7 percent) of respondents were working for 10 years and above. There were 107 respondents (32.7 percent) of the respondents who were working in 1-3 years range, followed by 52 respondents, representing 15.9 percent of respondents who had less than 1 year of working experience. Those with the experience 4-6 years, representing 37 respondents, 11.3 percent of the total respondents, while 11 respondents with 7-9 years experience represent the lowest percentage of 3.4.

➤ **Job position**

Table 5.1.5: Job Position of Respondents

		JobPost			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Section Manager	51	15.6	15.6	15.6
	Technician	102	31.2	31.2	46.8
	Employee	174	53.2	53.2	100.0
	Total	327	100.0	100.0	

Table 5.1.5 shows that majority of respondents were employees, which consisted of 174 respondents, representing 53.2 percent. A total of 102 respondents or 31.2 percent of respondents are technicians. The minority of respondents were Section Managers, which comprised 51 respondents, or 15.6 percent of total respondents.

5.2 Hypotheses Testing

➤ Hypothesis 1

H1_o: There is no significant difference in employee's affective commitment when segmented by age levels.

H1_a: There is a significant difference in employees' affective commitment when segmented by age levels.

Table 5.2.1: The analysis of employees' affective commitment when segmented by age levels using Analysis of Variance (ANOVA)

ANOVA					
MnAC					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.034	4	.509	1.307	.267
Within Groups	125.304	322	.389		
Total	127.338	326			

The analysis of variance from table 5.2.1 indicates that the significant value of 0.267 is greater than 0.05 ($0.267 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there is no significant difference in employees' affective commitment when segmented by age levels at the .05 significant level. It implied that employees among different age levels were similar in strength of their emotional attachment to, identification with, and involvement in the organization and its goals.

➤ Hypothesis 2

H2_o: There is no significant difference in employees' affective commitment when segmented by education levels.

H2_a: There is a significant difference in employees' affective commitment when segmented by education levels.

Table 5.2.2: The analysis of employees' affective commitment when segmented by education levels by using Analysis of Variance (ANOVA)

ANOVA

MnAC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.539	4	.135	.342	.850
Within Groups	126.800	322	.394		
Total	127.338	326			

The analysis of variance from table 5.2.2 shows that the significant value of 0.850 is greater than 0.05 ($0.850 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there was no significant difference in employees' affective commitment when segmented by levels of education at the .05 significant level. It implied that employees among different educational levels were similar in strength of their emotional attachment to, identification with, and involvement in the organization and its goals.

➤ **Hypothesis 3**

H_{3o}: There is no significant difference in employees' affective commitment when segmented by organizational tenure.

H_{3a}: There is a significant difference in employees' affective commitment when segmented by organizational tenure.

Table 5.2.3: The analysis of employees' affective commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)

ANOVA

MnAC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.200	4	.300	.766	.548
Within Groups	126.138	322	.392		
Total	127.338	326			

The analysis of variance from table 5.2.3 mentions that the significant value of 0.548 is greater than 0.05 ($0.548 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there was no significant difference in employees' affective commitment when segmented by organizational tenure at the .05 significant level. It implied that employees among different levels of organizational tenure were similar in strength of their emotional attachment to, identification with, and involvement in the organization and its goals.

➤ **Hypothesis 4**

H₀: There is no significant difference in employees' affective commitment when segmented by gender.

H_a: There is a significant difference in employees' affective commitment when segmented by gender.

Table 5.2.4: The analysis of significant difference of employees' affective commitment when segmented by gender by using Independent Sample t-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
MnAC	Equal variances assumed	.188	.665	-.595	325	.552	-.05044	.08479	Lower: -.21725 Upper: .11636
	Equal variances not assumed			-.596	107.483	.552	-.05044	.08463	Lower: -.21820 Upper: .11731

According to the table 5.2.4, independent sample t-test analysis, the column show that the variances of male and female were not different at significance .665 which is higher than .05 ($.665 > .05$). It means that the null hypothesis was failed to reject (i.e. H₀ is accepted).

The result from table 5.2.4 showed that the significance of 2-tailed test is equal to .552 which is greater than .05 ($.552 > .05$). It means that the null hypothesis

was failed to reject (i.e. H_0 is accepted). Thus, it can explain that there is no significant difference in affective commitment between male and female employees.

➤ **Hypothesis 5**

H_{5_0} : There is no significant relationship between work experience and affective commitment.

H_{5_a} : There is a significant relationship between work experience and affective commitment.

Table 5.2.5: The analysis of relationship between employees' affective commitment and work experiences by using 'Pearson Product Moment Correlation coefficient' (Bivariate)

Correlations			
		MnWe	MnAC
MnWe	Pearson Correlation	1	.185**
	Sig. (2-tailed)		.001
	N	327	327
MnAC	Pearson Correlation	.185**	1
	Sig. (2-tailed)	.001	
	N	327	327

** . Correlation is significant at the 0.01 level

Table 5.2.5 indicates that there is a statistically significant relationship between employees' work experiences and their affective commitment to an organization with a two-tailed significance of .001 which is less than .01 ($.001 < .01$). It means that the null hypothesis was rejected. Therefore, there is a relationship between work experience and employees' affective commitment at the .01 significant level. The correlation is .185 mean that there is weak positive relationship between work experience and affective commitment or two variables are the same direction. If the employees are satisfied with their work experience, they will have affective commitment to organization.

➤ **Hypothesis 6**

H6₀: There is no significant difference in employee's continuance commitment when segmented by age levels.

H6_a: There is a significant difference in employee's continuance commitment when segmented by age levels.

Table 5.2.6: The analysis of employees' continuance commitment when segmented by age levels by using Analysis of Variance (ANOVA)

ANOVA					
MnCC	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.353	4	.338	1.414	.229
Within Groups	77.031	322	.239		
Total	78.384	326			

The analysis of variance from table 5.2.6 indicates that the significant value of .229 is greater than .05 ($.229 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there was no significant difference in employees' continuance commitment when segmented by age level at the .05 significant level. It implied that employees among different age levels were similar in their awareness of the costs associated with leaving the organization.

Hypothesis 7

H7_o: There is no significant difference in employees' continuance commitment when segmented by educational levels.

H7_a: There is a significant difference in employees' continuance commitment when segmented by educational levels.

Table 5.2.7: The analysis of employees' continuance commitment when segmented by educational levels by using Analysis of Variance (ANOVA)

ANOVA					
MnCC	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.049	4	1.262	5.542	.000
Within Groups	73.335	322	.228		
Total	78.384	326			

The analysis of variance from table 5.2.7 indicates that the significant value of .000 is less than .05 ($.000 < 0.05$), which means that the null hypothesis was rejected. Therefore, there is a significant difference in employees' continuance commitment when segmented by level of education at the .05 significant level. It implies that employees among different educational level were different in their awareness of the costs associated with leaving the organization.

➤ **Hypothesis 8**

H8_o: There is no significant difference in employees' continuance commitment when segmented by organizational tenure.

H8_a: There is a significant difference in employees' continuance commitment when segmented by organizational tenure.

Table 5.2.8: The analysis of employees' continuance commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)

ANOVA					
MnCC	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.784	4	.446	1.875	.115
Within Groups	76.600	322	.238		
Total	78.384	326			

The analysis of variance from table 5.2.8 shows that the significant value of .115 is greater than .05 ($.115 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there was no significant difference in employees' continuance commitment when segmented by level of organizational tenure at the .05 significant level. It implies that employees among different organizational tenure were similar in their awareness of the costs associated with leaving the organization.

➤ **Hypothesis 9**

H₀: There is no significant difference in employees' continuance commitment when segmented by gender.

H_a: There is a significant difference in employees' continuance commitment when segmented by gender.

Table 5.2.9: The analysis of of employees' continuance commitment when segmented by gender by using Independent Sample t-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
MnCC	Equal variances assumed	1.371	.243	.955	325	.340	.06350	.06647	-.06725 .19426
	Equal variances not assumed			.824	90.815	.412	.06350	.07704	-.08953 .21654

According to the table 5.2.9, independent sample t-test analysis, the column show that the variances of male and female were not different at significance .243 which is higher than .05 (.243 > .05). Therefore, the null hypothesis was failed to reject (i.e. H₀ is accepted).

The results from table 5.2.9 show that the significance of 2-tailed test is equal .340 which is greater than .05 (.340 > .05). It means that the null hypothesis was failed to reject (i.e. H₀ is accepted). Then, it can explain that there is no significant difference in continuance commitment between male and female employees.

➤ **Hypothesis 10**

H10₀: There is no significant relationship between employees' investments or side bets and continuance commitment.

H10_a: There is a significant relationship between investments or side bets and continuance commitment.

Table 5.2.10: The analysis of relationship between employees' continuance commitment and investment or side bets by using 'Pearson Product Moment Correlation coefficient' (Bivariate)

Correlations			
		MnInv	MnCC
MnInv	Pearson Correlation	1	.143**
	Sig. (2-tailed)		.009
	N	327	327
MnCC	Pearson Correlation	.143**	1
	Sig. (2-tailed)	.009	
	N	327	327

** . Correlation is significant at the 0.01 level

Table 5.2.10 mentioned that there is a statistically significant relationship between employees' investment or side bets and their continuance commitment to an organization with a two-tailed significance of .01 which is less than .009 ($.009 < .01$). It means that the null hypothesis was rejected (i.e. H_a was accepted). Therefore, there is a relationship between employees' investment or side bets and their continuance commitment at the .05 significant level. The correlation is .143, it means that there is weak positive relationship between investments or side bets and continuance commitment or two variables are in the same direction. If the employees invest more in time, effort, skills and education, they will be more aware of the costs associated with leaving the organization and develop continuance commitment.

➤ **Hypothesis 11**

H11_o: There is no significant relationship between employment alternatives and continuance commitment.

H11_a: There is a significant relationship between employment alternatives and continuance commitment.

Table 5.2.11: The analysis of relationship between employees' continuance commitment and employment alternatives by using 'Pearson Product Moment Correlation coefficient' (Bivariate)

Correlations			
		MnAlt	MnCC
MnAlt	Pearson Correlation	1	-.047
	Sig. (2-tailed)		.401
	N	327	327
MnCC	Pearson Correlation	-.047	1
	Sig. (2-tailed)	.401	
	N	327	327

Table 5.2.11 shows that there is no statistically significant relationship between employment alternatives and continuance commitment to an organization with a two-tailed significance of .05 which is greater than .401 ($.401 > .05$). It means that the null hypothesis was failed to reject. Therefore, there is no relationship between employment alternatives and their continuance commitment at the .05 significant level.

➤ **Hypothesis 12**

H12₀: There is no significant difference in employee's normative commitment when segmented by age levels.

H12_a: There is a significant difference in employee's normative commitment when segmented by age levels.

Table 5.2.12: The analysis of employees' normative commitment when segmented by age levels by using Analysis of Variance (ANOVA)

ANOVA					
MnNC					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.649	4	.162	.459	.766
Within Groups	113.786	322	.353		
Total	114.435	326			

The analysis of variance from table 5.2.12 reveals that the significant value of .766 is greater than .05 ($.766 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there is no significant difference in employees' normative commitment when segmented by age level at the .05 significant level. It implied that employees among different age levels were similar in their normative commitment to the organization or their desire to stay with the organization based on a sense of duty, loyalty, or moral obligation.

➤ **Hypothesis 13**

H13₀: There is no significant difference in employees' normative commitment when segmented by educational levels.

H13_a: There is a significant relationship in employees' normative commitment when segmented by educational levels.

Table 5.2.13: The analysis of employees' normative commitment when segmented by educational level by using Analysis of Variance (ANOVA)

ANOVA					
MnNC					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.361	4	1.090	3.189	.014
Within Groups	110.074	322	.342		
Total	114.435	326			

The analysis of variance from table 5.2.13 indicates that the significant value of .014 is less than .05 ($.014 < 0.05$), which means that the null hypothesis was rejected. Therefore, there was a significant difference in employees' normative commitment when segmented by level of education at the .05 significant level. It implies that employees among different educational level were similar in their normative commitment to organization.

➤ **Hypothesis 14**

H14_o: There is no significant difference in employees' normative commitment when segmented by organizational tenure.

H14_a: There is a significant difference in employees' normative commitment when segmented by organizational tenure.

Table 5.2.14: The analysis of employees' normative commitment when segmented by organizational tenure by using Analysis of Variance (ANOVA)

ANOVA					
MnNC					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.733	4	.433	1.238	.295
Within Groups	112.701	322	.350		
Total	114.435	326			

The analysis of variance from table 5.2.14 reveals that the significant value of .846 is greater than .295 ($.295 > 0.05$), which means that the null hypothesis was failed to reject. Therefore, there was no significant difference in employees' normative commitment when segmented by organizational tenure at the .05 significant level. It implied that employees with different organizational tenures were similar in their normative commitment to organization.

➤ **Hypothesis 15**

H15₀: There is no significant difference in employees' normative commitment when segmented by gender.

H15_a: There is a significant difference in employees' normative commitment when segmented by gender.

Table 5.2.15: The analysis of significant difference of employees' normative commitment when segmented by gender by using Independent Sample t-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
MnNC	Equal variances assumed	3.984	.047	-.749	325	.454	-.06019	.08035	-.21827 .09789
	Equal variances not assumed			-.668	93.757	.506	-.06019	.09016	-.23920 .11882

The results from table 5.1.15 shows that there was no statistically significantly difference employees' normative commitment between male and female at the 2-tailed significance at .454 which is higher than .05 (.454>.05). Hence the null hypothesis was failed to reject.

➤ **Hypothesis 16**

H16_o: There is no significant relationship between employees' perception on organizational commitment norm and normative commitment.

H16_a: There is a significant relationship between employees' perception on organizational commitment norm and normative commitment.

Table 5.2.16: The analysis of relationship between employees' normative commitment and organizational commitment norm by using 'Pearson Product Moment Correlation coefficient' (Bivariate)

Correlations			
		MnOCn	MnNC
MnOCn	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	327	327
MnNC	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	327	327

** . Correlation is significant at the 0.01 level

Table 5.2.16 mentioned that there is a statistically significant relationship between organizational commitment norm and employees' normative commitment to the organization with a two-tailed significance of .000 which is less than .01 ($.000 < .01$). It means that the null hypothesis was rejected (i.e. H_a was accepted). Therefore, there is a significant relationship between organizational commitment norm and employees' normative commitment at the .01 significant level. The correlation is .473, it means that there is moderately positive relationship between organizational commitment norm and normative commitment or two variables are the same direction. If the organization will encourage commitment by their policies on training/ workshops, socialization and modeling behavior, employees will develop stronger normative commitment to the organization.

5.3 Summary of Hypotheses Testing

Table 5.3.1: Summary of hypotheses testing

Hypothesis Statement	Significance	Result
H1 ₀ : There is no significant difference in employee's affective commitment when segmented by age levels.	.267	Failed to reject H ₀
H2 ₀ : There is no significant difference in employees' affective commitment when segmented by education levels.	.850	Failed to reject H ₀
H3 ₀ : There is no significant difference in employees' affective commitment when segmented by organizational tenure.	.548	Failed to reject H ₀
H4 ₀ : There is no significant difference in employees' affective commitment when segmented by gender.	.665	Failed to reject H ₀
H5 ₀ : There is no significant relationship between work experience and affective commitment.	.001	Reject H ₀
H6 ₀ : There is no significant difference in employee's continuance commitment when segmented by age levels.	.229	Failed to reject H ₀
H7 ₀ : There is no significant difference in employees' continuance commitment when segmented by educational levels.	.000	Reject H ₀
H8 ₀ : There is no significant difference in employees' continuance commitment when segmented by organizational tenure.	.115	Failed to reject H ₀
H9 ₀ : There is no significant difference in employees' continuance commitment when segmented by gender.	.243	Failed to reject H ₀
H10 ₀ : There is no significant relationship between	.009	Reject H ₀

Hypothesis Statement	Significance	Result
employees' investments or side bets and continuance commitment.		
H11 _o : There is no significant relationship between employment alternatives and continuance commitment.	.401	Failed to reject H _o
H12 _o : There is no significant difference in employee's normative commitment when segmented by age levels.	.766	Failed to reject H _o
H13 _o : There is no significant difference in employees' normative commitment when segmented by educational levels.	.014	Reject H _o
H14 _o : There is no significant difference in employees' normative commitment when segmented by organizational tenure.	.295	Failed to reject H _o
H15 _o : There is no significant difference in employees' normative commitment when segmented by gender.	.454	Failed to reject H _o
H16 _o : There is no significant relationship between employees' perception on organizational commitment norm and normative commitment.	.000	Reject H _o

Chapter VI

Summary of Findings, Conclusions and Recommendations

This chapter consists of four sections. The first section is the summary of the findings from the study including the demographic profiles of the respondents and results of the hypotheses testing. The second section contains the discussion and is followed by the conclusions from the study. The third is the recommendations and the last section consists of suggestions for further research.

6.1 Summary of Findings

This research was conducted to examine the relationship between employee's organizational commitment and its antecedent variables. In this study, dependent variables are three components of organizational commitment: affective commitment, continuance commitment and normative commitment. Independent variables are antecedents of organizational commitment, which consisted of personal characteristics, work experiences, employees' investment or side bets, employment alternatives and organizational commitment norm. Self-administered questionnaires were distributed to the respondents, which included Section Managers, Technicians and employees of Sammitr Motor Group.

The collected data was analyzed by applying the Statistical Package for Social Science (SPSS). The data was analyzed by descriptive and inferential Statistics. Therefore, the summary of findings consisted of two parts: personal characteristics or demographic profile of the respondents and hypotheses testing. There are seven major research questions for this study.

6.1.1 Summary of Respondents' Demographic Profile

Table 6.1: Summary of Descriptive Analysis

Variable	Majority Group of Frequency	Percentage
Gender ▫ Male	256	78.9
Age ▫ 31-40	98	30.0
Education ▫ Diploma or Certificate	143	43.7
Tenure (Current Organization) ▫ 10 years and above	120	36.7
Job Position ▫ Employees	174	53.2

The frequency analysis of respondents' demographic profile was summarized based on 327 respondents in total. The results in Table 6.1 which is derived from table 5.1.1 to 5.1.5 showed that most of the respondents were male and it represented 256 (78.9 %) of respondents. The majority of respondents of this study belong to the age range of 31-40 year old, which included 98 (30 percent) respondents. As regards the educational level, the largest group consisted of 143 respondents (43.7 %) who were having diploma or certificates. In terms of the organizational tenure, 120 respondents (36.7 %) were working in the range of 10 years and above at Sammitr Motor Group. Most of the respondents who participated in the study worked in the 'employee' category.

6.1.2 Summary of Hypotheses Testing

Research Question 1: Are there any significant differences between personal characteristics and employees' affective commitment?

Statistical analysis called for an examination of the significant differences between independent and dependent variables which are demographic profiles of respondents such as age, education, tenure, and gender and employees' affective commitment to the organization. H1 to H4 were set to examine the significant differences between these variable. Analysis of variance (ANOVA) and Independent sample t-test were used to examine the study of significant differences of four independent variables with the dependent variable, i.e. affective commitment.

According to the table 5.2.1 to 5.2.4, the data showed that none of the demographic factors of respondents have a significant difference on the employees' affective commitment to organization. According to the findings of the variance table, the significant values of age, education, tenure, and gender were .267, .850, .548, .665, and .768 respectively, which are more than the set criteria (.05). Therefore, the null hypotheses were accepted. That is, the four factors of the personal characteristics of respondents did not affect the employees' affective commitment or their emotional attachment to, identification with, and involvement in the organization and its goals. These results supported the general notion that demographic variables are weak and inconsistent predictors of commitment (Angle & Perry, 1981).

Research Question 2: Are there any significant relationships between work experience and affective commitment?

Table 5.2.5 in the previous chapter shows the hypothesis test of correlation between work experience and affective commitment. The results of the Pearson Correlation coefficient revealed that there is a significant relationship between two variables since the significant value is less than the set criteria (.001 < .01). The correlation between two variables was .185 or 18.5 percent at .01 confidence level, which means that there is a positive and very weak relationship between work

experience and employees' affective commitment to organization. This finding generally supports the previous studies of Steers (1977) and Allen and Meyer (1990).

Research Question 3: Are there any significant differences between personal characteristics and employee's continuance commitment?

This question was set to find the significant differences between independent variable and dependent variables which are personal characteristics of respondents and continuance commitment. Analysis of variance (ANOVA) and Independent sample t-test were used to test for significant differences of five independent variables with the dependent variable, i.e. continuance commitment.

According to hypotheses testing of H6-H9 in chapter 5, educational level of respondents had a significant difference in terms of employees' continuance commitment to organization. Regarding the findings of the variance table 5.2.7 showed that the significant value of education was .000 which was less than the set criteria (.05). Therefore, the null hypotheses were rejected. The findings pointed out that among different groups of educational level of employees had an influence on employees' continuance commitment to stay with the organization. It can also imply that the employees with different levels of education have different opinions about awareness of the costs associated with leaving the organization.

Research Question 4: Are there any significant relationships between employees' investments or side bets and continuance commitment?

In this research, H10 was set in order to test the relationship between employees' investment or side bets and their continuance commitment to organization. Pearson Correlation coefficient was applied to test the significant relationship of these two variables. Table 5.2.10 illustrates that employees' investment on skills, education, time and efforts had a significant relationship (.143) with their continuance commitment to the organization. This result is consistent with a previous study done by Meyer & Herscovitch (2001). It is generally agreed that continuance commitment develops when a person makes investments or side bets,

that would be lost if he or she were to discontinue the activity (Jaros et al., 1993; Meyer & Allen, 1991, 1997).

Research Question 5: Are there any significant relationships between employment alternatives and continuance commitment?

In this research, H11 was set in order to test the relationship between availability of employment alternatives and their continuance commitment to organization. Pearson Correlation coefficient was also applied to test the significant relationship of these two variables. The finding of table 5.2.11 illustrates that employees' perception on job alternatives had no significant relationship with their continuance commitment to the organization. The result is inconsistent with a previous study done by Meyer & Herscovitch (2001).

Research Question 6: Are there any significant differences between personal characteristics and employees' normative commitment?

This question was set to find the significant differences between independent variable and dependent variables, which are personal characteristics of respondents and employees' normative commitment to organization. Analysis of variance (ANOVA) and Independent sample t-test were used to test for significant differences of five independent variables with the dependent variable, i.e. normative commitment.

From hypotheses testing of H12-H15 in chapter 5, among the personal characteristics of respondents, only the educational level of respondents had a significant difference with employees' normative commitment to organization. According to the findings of the variance table, the significant value of education was 0.014 which was less than the set criteria (.05). Therefore, the null hypothesis was rejected. The findings pointed out that among different groups of educational level of respondents had different effects on organizational commitment to be loyal to the organization. It can also imply that the employees with different levels of education did not have similar perception of their normative commitment or desire to stay with the organization based on a sense of duty, loyalty, or moral obligation.

Research Question 7: Is there any significant relationship between employees' perception on organizational commitment norm and normative commitment?

In this research, H16 was set in order to test the relationship between organizational commitment norm and employees' normative commitment to organization. Pearson Correlation coefficient was applied to test the significant relationship of these two variables. Table 5.2.16 shows that employees' perception of organizational commitment had a significant relationship with their normative commitment to organization. There is a positively moderate relationship (.473) at .01 significant level. The result is consistent with a previous study done by Meyer & Herscovitch (2001).

6.2 Discussion and Conclusion of the Study

This research studied the relationship between employees' commitment to the organization and their antecedent factors. This study focused on the three components of organizational commitment which are affective, continuance and normative commitment. Antecedent variables are personal characteristics, work experiences, investment or side bet, employment alternatives and organizational commitment norm.

The findings in chapter 5 demonstrated that demographic variables play a relatively minor role or are inconsistent in the development of organizational commitment. In the present study, none of the personal characteristic factors can predict the employees' affective commitment. In other words, employees have emotional attachment to, identification with, and involvement in the organization and its goals without reference to their personal characteristics. Mottaz (1988) demonstrated that the links between these demographic characteristics and commitment are indirect and disappear when work rewards and work values are controlled.

In contrast, consider the factors affecting employees' affective commitment to the organization. Work experience was found to have a positive relationship with

affective commitment. The relationship between these variables was quite weak, at 0.185. The result of the study was consistent with the previous studies. In addition, there may be other differences between the previous studies (e.g. work experience measures, organizational characteristics, job characteristics) that could have contributed to the discrepant findings. Consequently, there is a need for further research to examine the factors that determine the strength and direction of the relationships between work experiences and commitment. It can be assumed that employees develop the organizational commitment as the result of experiences that satisfy employees' needs and/or are compatible with their values.

Regarding the antecedents of continuance commitment, among the personal characteristic factors, educational level of respondents had a significance difference in terms of the employees' continuance commitment to organization.

Moreover, employees' continuance commitment had a positive and very weak relationship with investment or side bets (.143). No relationship was found between employment alternatives and continuance commitment. These findings suggest that the recognition of such an investment contributes to the perceived cost associated with continued stay in the organization. As most of the employees of Sammitr had worked for 10 years and over, the investments may accumulate over time. Therefore, investment had a more significant impact than employment alternatives on continuance commitment among more established employees. These findings were generally consistent with those of previous research in demonstrating that job commitment increased as the number and/or magnitude of investments increased and the attractiveness of alternatives decreased (Rusbult & Farrell, 1983).

Regarding the antecedents of normative commitment, among the personal characteristic factors, only the educational level of respondents had a significance difference on the employees' normative commitment to organization.

Normative commitment was found to have a positive and moderate relationship with organizational commitment norm. The result of this study supports the claims that organizational socialization is an antecedent of organizational commitment (Meyer & Allen, 1991; Wiener, 1982). According to Wiener (1982), the

employees' feeling of obligation to remain with an organization may result from the internalization of normative pressures exerted on an individual through society's values and beliefs. In this study, employees developed the commitment when they internalize a belief that being committed to their organization is appropriate.

Several important conclusions emerge from these findings. It can be concluded that antecedents of organizational commitment are quite diverse in their nature and origin. Even though only moderate and weak relationships were found in this research, the findings can still contribute some understanding in the development of three component of employees' commitment to the organization.

The first, affective commitment reflects a desire to maintain membership in the organization that develops as a result of work experiences that create feelings of comfort and personal competence. The second, continuance commitment reflects a need to remain, and results from recognition of the costs (e.g., existence of side bets or investments) associated with leaving. The third, normative commitment reflects a moral obligation to remain resulting from internalization of a loyalty norm that occurs following entry into the organization through socialization.

6.3 Recommendations

Based on the findings of this study, some suggestions can be made by the researcher for the managers in terms of fostering the development of organizational commitment among Thai employees. It would seem important that managers view commitment as more than a mechanism to reduce turnover. Managers should also consider other effects that efforts to increase commitment might have on employees, including their personal well-being and willingness to work toward the attainment of organizational goals.

The findings of this study demonstrated that demographic variables play a relatively minor role or are inconsistent with the development of organizational commitment by employees of Sammitr Motor Company Limited. Therefore,

managers should focus on the other antecedent variables in an attempt to build the right type of organizational commitment.

The findings suggest that organizations can be instrumental in the development of normative commitment in their employees. Therefore, organizations should demonstrate their commitment to the employees by providing comprehensive training, workshops, sharing information, encouraging participation and providing for the development and growth of employees to promote the employees' normative commitment to the organization.

Moreover, the organization that requires their employees to develop affective commitment to organization should provide a supportive work environment, which creates a mutually beneficial environment. This has practical implications for employers. Individuals whose work experiences are compatible with their personal dispositions (i.e., provide fulfillment of needs, utilization of abilities, expression of values, etc.) should have more positive work attitudes than those whose experiences are less compatible.

Finally, organizations can develop employees' continuance commitment by offering opportunities and working conditions that are competitive with other prospective employers. Typically, investment factors include promotion prospects, development of work group network, performance bonuses, and the accrual of vacation sick leave, family-friendly policies, and retirement benefits.

6.4 Suggestions for Further Research

This research has studied only one organization, Sammitr Motor Company Limited in Thailand. Further research can be conducted in other organizations in different industries. This will give a clearer picture of the relationship between the three components of employees' commitment and personal characteristics, work experiences, investment or side bets and organizational commitment norm.

Many other important antecedents, such as job characteristics, and different factors involved in work experiences also impact commitment. Research on these factors, will provide wider knowledge of development of organizational commitment.

While this study did not intend to investigate the impact of different cultural socialization, further research is needed to determine whether the cultural has an influence on employees' commitment to organization. The scope of research can be extended to get more accurate, representative, and widely applicable results.

The target population of this research included section managers, technicians and employees of Sammitr Motor Company Limited, Samuthsakorn, Thailand. Further studies can also include all level of managers. This will help in obtaining both in-depth and comprehensive views about the organization.



Bibliography

- Agresti, A. & Finlay, B. (1997). Statistical methods for the social Sciences, (3rd Edition). Upper Saddle River, New Jersey: Prentice Hall.
- Allen, N.J. & Meyer, J.P. (1990). The measurement and antecedents of affective, continuance and normative commitment to organization. Journal of Psychology; Vol. 63, pp.1-18.
- Allen, N.J. & Meyer, J.P. (1993). Organizational commitment: Evidence of career stage effects. Journal of Business Research, Vol. 26, pp. 49-61.
- Angle, H.L., & Perry, J.L., (1981). An empirical assessment of organizational commitment and organizational effectiveness. Administrative Science Quarterly. Vol. 26(1), pp. 296-319.
- Ashforth, B. E., & Saks, A. M. (1996). Socialization tactics: longitudinal effects on newcomer adjustment. Academy of Management Journal, Vol. 39(1), pp.149-178.
- Aven, F.F.; Parker, B., & McEvoy, G.M.(1993). Gender and attitudinal commitment to organizations: A meta-analysis. Journal of Business Research, Vol. 26, pp. 63-73.
- Ballon, R. J. (1969). The Japanese employee. Tokyo: Sophia/Tuttle.
- Becker, H.S. (1960). Notes on the concept of commitment. American Journal of Sociology. Vol.66, pp.32-40.
- Becker, T.E. & Kernan, M. (2003). Matching commitment to supervisors and organizations to in-role and extra-role performance. Human performance, Vol. 16, pp.327-349.

- Benkhoff, B. (1997). Disentangling organizational commitment. Personnel Review, Vol. 26, pp.114-131.
- Bennett, H. & Durkin, M. (2000). The effects of organizational change on employee psychological attachment: An exploratory study. Journal of Managerial Psychology. Vol. 15, pp. 126-146.
- Bentein, K.; Stinglhamber, F.; & Vandenberghe, C. (2002). Organization-, supervisor-, and workgroup-directed commitments and citizenship behaviors: A comparison of models. European Journal of work and organizational psychology. Vol.11, pp.341-362.
- Buchanan, B. (1974). Building organizational commitment: The socialization of managers in work organizations. Administrative Science Quarterly. Vol.19, pp.533-546.
- Chughtai, A.A. & Zafar, S. (2006). Antecedents and consequences of organizational commitment among Pakistani university teachers. Applied Human Resource Management Research. Vol. 11, pp.39-64.
- Cooper-Hakim, A., & Viswesvaran, C. (2005). The construct of work commitment: Testing an integrative framework. Psychological Bulletin, Vol. 131(2), pp. 241-259.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. Psychometrika, Vol.16, pp. 297-334.
- Davis, D. (2005). Business Research for Decision Making (6th ed.). Belmont, CA: Thomson/Brooks/Cole, c2005.
- Eztioni, A. (1961). A comparative analysis of complex organizations. New York, Free Press.

- Farrel, D., & Stamm, C. L. (1988). Meta-analysis of the correlates of employee absence. Human Relations, Vol. 41, pp. 211-227.
- Farrell, D. & Rusbult, C.E. (1981). Exchange variables as predictors of job satisfaction, job commitment, and turnover: The impact of rewards, costs, alternatives and investments. Organizational Behavior and Human Performance, Vol.27, pp.78-95.
- Gallie, D. & White, M. (1993). Employee commitment and the skills revolution: First Findings from the Employment in Britain Survey. London, UK: Policy Studies Institute.
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. Administrative Quarterly, Vol.33, pp.61-81.
- Hair, Joseph F., et al. (1998). Multivariate data analysis. (5th ed.). Upper Saddle River, NJ : Prentice-Hall, 1998.
- Harrison, J.K. & Hubbard, R. (1998). Antecedents to organizational commitment among Mexican employees of a U.S. firm in Mexico. The journal of Social Psychology. Vol. 138(5), pp.609-623.
- Heusinkveld, P.(1994). Inside Mexico. New York: Wiley.
- Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role related factors in the development of organizational commitment. Administrative Science Quarterly, Vol. 17, pp. 555-572.
- Jaros, S. J.; Jermier, J. M.; Koehler, J. W.; & Sincich, T. (1993). Effects of continuance, affective, and moral commitment on the withdrawal process: An evaluation of eight structural equation models. Academy of Management Journal, Vol. 36, pp.951-995.

- Jenkins, J. M., (1993). Self monitoring and turnover: The impact of personality on intent to leave. Journal of Organizational Behavior. Vol. 14(1), pp. 83-91.
- John, M. C.; & Taylor, W. T. (1999). Leadership style, school climate and the institutional commitment of teachers. International Forum (InFo), Vol. 2(1), pp.25- 57.
- Kamonwichian, S. (2004). A study of employee motivators and commitments of two insurance companies in Thailand: A comparative study. St. Gabriel's Library, Assumption University. Bangkok. Thailand.
- Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in utopian communities. American Sociological Review, Vol. 33, pp. 499–517.
- Katz, D. (1964). The motivational basis of organizational behavior. Behavioral Science, Vol. 9, pp.131-146.
- Kelman, H.C.(1958). Compliance, identification, and internalization: three processes of attitude change. Journal of Conflict Resolution, Vol.2, pp.51-60.
- Kras, E., & Whatley, A. (1990). Using organizational development technology in Mexico: Issues and problems. International Journal of Management, Vol. 7(2), pp.196-204.
- Kushman, J. W. (1992). The organizational dynamics of teacher workplace commitment: A study of urban elementary and middle schools. Educational Administration Quarterly, Vol. 28, pp.5-42.
- Luthans, F., McCaul H.S., Dodd, G. N. (1985). Organizational Commitment: A Comparison of American, Japanese, and Korean Employees. Academy of Management Journal. Vol. 28 (1), pp.213-219.

- Malhotra, N.K. (2004). Marketing Research: An applied orientation. (4th Ed.). Upper Saddle River, NJ : Prentice Hall.
- Marsh, R. M., & Mannari, H. (1977). Organizational commitment and turnover: A prediction study. Administrative Science Quarterly, Vol. 22, pp.57-75.
- Mathieu, J.E., & Zajac, D. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. Psychological Bulletin, Vol. 108, pp.171-194.
- Mayer, R.C., & Schoorman, F.D. (1992). Predicting participation and production outcomes through a two-dimensional model of organizational commitment. Academy of Management Journal, Vol. 35, pp.671-684.
- Mayer, R.C., & Schoorman, F.D. (1998). Differentiating antecedents of organizational commitment: a test of March and Simon's model. Journal of Organizational Behavior, Vol. 19, pp.15-28.
- McClave, T. J.; Benson, G.P. & Sincich, T. (2001). Statistics for Business and Economics (8th Ed.). Prentice Hall International, Inc.
- McGee, G. W., & Ford, R. C. (1987). Two (or more?) Dimensions of organizational commitment: Reexamination of the affective and continuance commitment scales. Journal of Applied Psychology, Vol. 72, pp. 638-641.
- McKinniss, C.B., & Natella, A. (1994). Business in Mexico: Managerial behavior, protocol, and etiquette. New York: Haworth Press.
- McShane, S. L., & Von Glinow, M. A. (2000). Organizational Behavior. Boston : Irwin/McGraw-Hill.
- Meyer, J. P., Allen, N.J. & Gellatly, I.R. (1990). Affective and continuance commitment to the organization: evaluation of measures and analysis of

concurrent and time-lagged relations. Journal of Applied Psychology, Vol. 75, pp. 710-720.

Meyer, J. P., Allen, N.J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. Journal of Applied Psychology, Vol. 74, pp.538-551

Meyer, J. P., Paunonen, V., Gellatly, I. R., Goffin, R. D., & Jackson, D. N. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. Journal of Applied Psychology, Vol. 74(1), pp.152-156.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnysky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. Journal of Vocational Behavior, Vol. 61, pp. 20–52.

Meyer, J.P & Allen, N.J. (1984). Testing the “Side-bet Theory” of organizational commitment: Some methodological considerations. Journal of Applied Psychology. Vol. 69, pp.372-378.

Meyer, J.P & Allen, N.J. (1987). “A longitudinal analysis of the early development and consequences of organizational commitment.” Canadian Journal of Behavioral Science. Vol. 19, pp. 199-215.

Meyer, J.P & Allen, N.J. (1988). Link between work experiences and organizational commitment during the first year of employment: A Longitudinal analysis. Journal of Occupational Psychology, Vol. 61, pp. 195-209.

Meyer, J.P & Allen, N.J. (1997). Commitment in the workplace: Theory, research, and application. Newbury Park, CA: Sage.

Meyer, J.P. & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review. Vol.1,

pp.61-89.

Meyer, J.P. & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. Human Resource Management Review. Vol.11, pp.299-326.

Mobley, W. H., & Hwang, K. K. (1982). Personal, role, structural, alternative and affective correlates of organizational commitment. ONR Technical Report No. 2, Department of Management. College Station: Texas A & M University.

Morrow, P.C. (1983). "Concept Redundancy in Organizational Research: The case of work commitment." Academy of Management Review, Vol. 8, pp.486-500.

Mottaz, C.J. 1988. "Determinants of Organizational Commitment." Human Relations, Vol (41), pp. 467-482.

Mowday, R.T.; Porter, L.; & Steers, R. (1982). Organizational linkages: The psychology of commitment, absenteeism, and turnover. New York: Academic Press.

Mowday, R.T., Steers, R.M. & Porter, L.W. (1979). The measurement of organizational commitment. Journal of Vocational Behavior. Vol. 14, pp.224-247.

Nelson, L.D; Quick, C. J, jt. auth. (2006). Organizational behavior: foundation, realities, and challenges. (5th Ed.). Mason, OH : Thomson/South-Western, c2006.

Nijhof, W.J., de Jong, M.J., & Beukhof, G. (1998). Employee commitment in changing organizations: An exploration. Journal of European Industrial Training. Vol.22(6), pp. 243-248.

O'Malley, M. (2000). Creating commitment: How to attract and retain talented employees by building relationships that last. (1st Edition). New York : J. Wiley.

- O'Reilly, C. & Chatman, J. (1991). People and organizational culture: a profile comparison approach to assessing person – organization fit. Academy of Management Journal, Vol. 34, pp.487-516.
- O'Reilly, C. & Chatman, J. (1986). Organizational commitment and psychological attachment; the effects of compliance, identification, and internalization on prosocial behavior. Journal of Applied Psychology. Vol.71, pp.492-499.
- Organ, D.W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. Personnel Psychology, Vol. 48, pp. 775-802.
- Penley, L.E., & Gould, S. (1988). Etzioni's model of organizational involvement: A perspective for understanding commitment to organizations. Journal of organizational Behavior, Vol.9, pp.43-59.
- Piyachart, W. (2003). The relationship between organization culture, commitment and managers' attitudes toward ISO 9000: A study of selected firms in Thailand. St. Gabriel's Library, Assumption University. Bangkok. Thailand.
- Porter, L.W., Steers, R.M., Mowday, R.T., & Boulian, P.V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. Journal of Applied Psychology, Vol. 59, pp. 603-609.
- Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. Academy of Management Review, Vol. 10, pp.465–476.
- Riketta, M. (2002). Attitudinal organizational commitment and job performance: A meta-analysis. Journal of Organizational Behavior, Vol. 23, pp. 257-266.
- Romzek, B.S. (1990). Employee investment and commitment: The ties that bind. Public Administration Review, Vol. 50, pp.374-382.

- Rusbult, C.E. & Farrell, D. (1983). A longitudinal test of the investment model: the impact on job satisfaction, job commitment, and turnover of variations in rewards, costs, alternatives, and investments. Journal of Applied Psychology, Vol.68, pp. 429-438.
- Salancik, G. R. (1977). Commitment and the control of organizational behavior and belief. In B. Staw & G. Salancik (Eds.), New directions in organizational behavior, pp. 1-54. Chicago: St. Clair.
- Scholl, R. W. (1981). Differentiating organizational commitment from expectancy as a motivating force. Academy of Management Review, Vol. 6, pp.589-599.
- Shamir, B. (1991). Meaning, self and motivation in organizations. Organization Studies, Vol. 12, pp. 405-424.
- Steers, R.M. (1977). Antecedents and outcomes of organizational commitment. Administrative Science Quarterly, Vol. 22, pp.46-56.
- Suliman, A.M. & Isles, P.A (2000). Is continuance commitment beneficial to organizations? Commitment-performance relationship: A new look. Journal of Managerial Psychology, Vol. 15(5), pp.407-426.
- Tsui, K.; Leung, T.; Cheung, Y.; Mok, H.; & Ho, W.; (1994). The relationship of teacher's organizational commitment to their perceived organizational health and personal characteristics in primary schools. Journal of Primary Education, Vol. 4(2), pp. 27-41.
- Tuomi, K., Vanhala,S., Nykyri, E., & Janhonen, M. (2004). Organizational practices, work demands the well-being of employees: a follow-up study in the metal industry and retail trade. Organizational Medicine, Vol. 54, pp.115-121.
- Vanichbuacha, K. (2001). SPSS Base for Windows in Data Analysis Version 7-10, Bangkok.

Wangkosolsuk, S (2002). The relation between motivational factors and organizational commitment: a case study of MM Company. St. Gabriel's Library, Assumption University. Bangkok. Thailand.

Whitener, E. & Walz, P.M. (1993). Exchange theory determinants of affective and continuance commitment and turnover. Journal of Vocational Behavior. Vol. 42. pp. 265-281.

Wiener, Y. (1982). Commitment in organization: A normative view. Academy of Management Review. Vol.7, pp.418-428.

Worakitkarnkul, P. (2003). The relationship between organization culture, commitment and managers' attitudes toward ISO 9000 : a study of selected firms in Thailand. St. Gabriel's Library, Assumption University. Bangkok. Thailand.

Yousef, D. A. (1998). Satisfaction with job security as a predictor of organizational commitment and job performance in a multicultural environment. International Journal of Manpower, Vol. 19(3), pp.184-194.

Zikmund, W. G. (2003). Business Research Methods (7th Edition). New York: The Dryden Press.

Websites

http://www.sammitr.com/html/profile_index_01.htm

(Date of visiting: November 21, 2006)

[http://applyhrm.asp.radford.edu/Volume%2011/MS%2011_1_%20Chughtai%20\(pages%2039-64\).pdf](http://applyhrm.asp.radford.edu/Volume%2011/MS%2011_1_%20Chughtai%20(pages%2039-64).pdf). (Date of visiting: October 15, 2006)

<http://web.ebscohost.com/ehost/pdf?vid=17&hid=13&sid=856d77b5-5b94-40d4-abe5-42ba3aca0d6f%40sessionmgr9> (October 12, 2006)

APPENDIX



Dear Respondent:

I am a graduate student at Assumption University, studying for a Masters of Business Administration (MBA). It is the requirement of graduation that I need to conduct a thesis. My survey topic is related to employees' commitment. Employee commitment is important for several reasons; to increase employee retention, job performance, attendance, personal well-being and so on. Moreover, employees' commitment is also one of the useful indicators of the effectiveness of an organization.

I am inviting you to assist me in my research by completing the following questionnaire, which will not take up much of your time. The questionnaire includes three parts. It is important that you complete all questions and please don't leave any question unanswered. Your answers will be used only for this study and will be treated as highly confidential. I will be very pleased to provide the results of my research upon your request. If you have any question, please kindly contact my e-mail.

I am very grateful for your co-operation and assistance.

Yours sincerely,

San San Htay
e-mail: san2eliz@yahoo.com

Questionnaire

This survey is designed to study about the factors that encourage employees' organizational commitment. Please read each of the following questions carefully. Then, using the scale below, state the extent to which it actually applies to you and mark "✓".

Part 1: Demographic profile

Direction: Please mark "✓" in the box next to your response.

1. Gender

☐ Male ☐ Female

2. Age

☐ 25 or below ☐ 26~30 ☐ 31~40 ☐ 41~50 ☐ 51 and above

3. Highest educational level

☐ M.3 or lower ☐ M.6 or equivalent ☐ Diploma or Certificate

☐ Bachelor Degree ☐ Master Degree or higher

4. Tenure (Current organization)

☐ Less than 1 year ☐ 1~3 years ☐ 4~6 years

☐ 7~9 years ☐ 10 years and above

5. Job Position

☐ Section Manager ☐ Technician ☐ Employee

Part 2: Antecedents of organizational commitment

Direction: Please state the extent to which you agree or disagree with the following statements. Tick the response that best represents your opinion.

- 5 = Strongly Agree (SA)
4 = Agree (A)
3 = Neutral (N)
2 = Disagree (D)
1 = Strongly Disagree (SD)

No.	Items	SA	A	N	D	SD
6	In general, the work I am given to do at my organization is challenging and exciting.	5	4	3	2	1
7	This organization always makes clear what is expected of me.	5	4	3	2	1
8	The top management people in my organization pay attention to ideas brought to them by other employees.	5	4	3	2	1
9	In this organization you are encouraged to feel that the work you do makes important contributions to the larger aims of the organization.	5	4	3	2	1
10	In my organization, I am allowed to participate in decisions regarding my workload and performance standards.	5	4	3	2	1
11	I feel that the skills and experiences I have obtained at my current organization would be useful in other organizations. That is, most of the skills/ experiences would 'transfer' from one organization to another.	5	4	3	2	1
12	My formal education will not be very useful if I am working anywhere but at this or a very similar organization. (R)	5	4	3	2	1
13	If I leave my current organization now, I will lose some of the retirement funds that I will receive if I stay with the organization.	5	4	3	2	1
14	If I leave this organization, I will have little difficulty finding a comparable or better job elsewhere.	5	4	3	2	1
15	I can find another job any time because of my skills.	5	4	3	2	1
16	Other organizations have tried to recruit me through head hunters.	5	4	3	2	1
17	If I apply for another job, I am sure I will successful.	5	4	3	2	1
18	Employees in this organization are expected to have a strong sense of personal commitment to the	5	4	3	2	1

No.	Items	SA	A	N	D	SD
	organization.					
19	The organization encourages commitment by their policies on training/ workshops.	5	4	3	2	1
20	Organizational socialization helps developing commitment.	5	4	3	2	1
21	Modeling behavior increases commitment.	5	4	3	2	1

Part 3: Organizational commitment

Direction: Please state the extent to which you agree or disagree with the following statements. Tick the response that best represents your opinion.

- 5 = Strongly agree (SA)
4 = Agree (A)
3 = Neutral (N)
2 = Disagree (D)
1 = Strongly disagree (SD)

No.	Items	SA	A	N	D	SD
22	I would be very happy to spend the rest of my career with this organization.	5	4	3	2	1
23	I really feel as if this organization's problems are my own.	5	4	3	2	1
24	I do not feel a strong sense of "belonging" to my organization. (R)	5	4	3	2	1
25	I do not feel "emotionally attached" to this organization. (R)	5	4	3	2	1
26	I do not feel like "part of the family" in my organization. (R)	5	4	3	2	1
27	This organization has a great deal of personal meaning for me.	5	4	3	2	1
28	Right now, staying with my organization is a matter of necessity as much as desire.	5	4	3	2	1
29	It will be very hard for me to leave my organization right now, even if I want to.	5	4	3	2	1
30	Too much of my life will be disrupted if I decide that I want to leave my organization now.	5	4	3	2	1
31	I feel that I have too few options to consider leaving this organization.	5	4	3	2	1
32	If I have not already put so much of myself into this	5	4	3	2	1

No.	Items	SA	A	N	D	SD
	organization, I may consider working elsewhere.					
33	One of the few serious consequences of leaving this organization will be the scarcity of available alternatives.	5	4	3	2	1
34	I do not feel any obligation to remain with my current employer. (R)	5	4	3	2	1
35	Even if it is to my advantage, I do not feel it will be right to leave my organization.	5	4	3	2	1
36	I will feel guilty if I leave my organization now.	5	4	3	2	1
37	This organization deserves my loyalty.	5	4	3	2	1
38	I would not leave my organization right now because I have a sense of obligation to the people.	5	4	3	2	1
39	I owe a great deal to my organization.	5	4	3	2	1



เรียน ท่านผู้มีส่วนเกี่ยวข้อง

เนื่องด้วยดิฉันกำลังศึกษาอยู่ระดับปริญญาโท สาขาวิทยาการจัดการ ธุรกิจ มหาวิทยาลัยอัสสัมชัญ ทางมหาวิทยาลัยได้มีข้อบังคับให้นักศึกษาทำวิทยานิพนธ์เพื่อเป็นส่วนหนึ่งของหลักสูตร ดิฉันจึงได้จัดทำแบบสอบถามเพื่อเป็นส่วนหนึ่งในการรวบรวมข้อมูลสำหรับวิทยานิพนธ์ดังกล่าว แบบสอบถามของดิฉันมีความเกี่ยวข้องกับเรื่องของ ความจงรักภักดีของบุคลากรและประสิทธิภาพในการทำงาน

ความจงรักภักดีของบุคลากร มีความสำคัญอยู่หลายประการด้วยกัน เช่น เพื่อรักษาไว้ซึ่งสถานะความคงอยู่ของบุคลากร ในองค์กร เพื่อเพิ่มประสิทธิภาพในการทำงาน เพื่อลดอัตราการขาดงาน เพื่อเพิ่มคุณภาพชีวิตของบุคลากร และอื่นๆ

นอกจากนี้ ความจงรักภักดีของบุคลากรยังเป็นหนึ่งในตัวแปรสำคัญที่จะเพิ่มประสิทธิภาพขององค์กร ดังนั้นดิฉันจึงมีความต้องการในการทำวิทยานิพนธ์เกี่ยวกับเรื่องดังกล่าว

ดิฉันจึงอยากขอเรียนเชิญท่านเพื่อเป็นส่วนหนึ่งของวิทยานิพนธ์นี้โดยการตอบแบบสอบถามซึ่งได้แนบมาแบบสอบถามนี้ประกอบไปด้วยสามส่วนด้วยกัน กรุณาตอบคำถามทุกข้อและโปรดอย่าปล่อยให้คำถามใดๆเว้นว่างไว้ ความคิดเห็นของท่านจะถูกนำไปใช้ในกรณีศึกษาที่ท่านนั้นและจะถูกเก็บไว้เป็นความลับ ดิฉันมีความยินดีที่จะนำเสนอผลสำรวจและบทสรุปของกรณีศึกษา นี้ตามความต้องการของท่าน

หากท่านมีข้อสงสัยใดๆ กรุณาติดต่อที่อีเมลของดิฉัน

ขอบคุณสำหรับความร่วมมือของท่าน

ด้วยความเคารพอย่างสูง

San San Htay

Email: san2eliz@yahoo.com

แบบสอบถาม

แบบสอบถามนี้ได้ถูกออกแบบเพื่อศึกษาตัวแปรต่างๆ ที่มีผลกับความจงรักภักดีของบุคลากรต่อองค์กร และผลกระทบต่อประสิทธิภาพในการทำงานของบุคลากรเหล่านั้น หลังจากอ่านคำถามในแต่ละข้อแล้ว โปรดทำเครื่องหมาย (/) ในช่องที่ท่านเห็นสมควร

ส่วนที่ 1: ข้อมูลส่วนบุคคล

ข้อแนะนำ : โปรดทำเครื่องหมาย (/) ในช่องที่ตรงกับตัวท่าน

1) เพศ

☐

ชาย

☐

หญิง

2) อายุ

☐

25 ปีหรือต่ำกว่า

☐

26-30ปี

☐

31-40 ปี

☐

41-50 ปี

☐

51 ปีหรือมากกว่า

3) ระดับการศึกษาสูงสุด

☐

มัธยมศึกษาปีที่3หรือต่ำกว่า

☐

มัธยมศึกษาปีที่6หรือเทียบเท่า

☐

ปวช. หรือ ปวส.

☐

ปริญญาตรี

☐

ปริญญาโท หรือ สูงกว่า

4) ระยะเวลาในการทำงาน (ณ.ที่ทำงานปัจจุบัน)

☐

น้อยกว่า1 ปี

☐

1-3 ปี

☐

4-6 ปี

☐

7-9 ปี

☐

10ปี หรือ มากกว่า

5) ตำแหน่ง

☐

ผู้จัดการแผนก

☐

พนักงานเทคนิค

☐

พนักงานระดับล่าง

ส่วนที่ 2: ปัจจัยที่นำมาซึ่งความผูกพันต่อองค์กร

ข้อแนะนำ : โปรดแสดงความคิดเห็นของท่านในข้อต่อไปนี้

เลือกระดับความคิดเห็นของท่านดังนี้

- 5 = เห็นด้วยอย่างมาก (SA)
 4 = เห็นด้วย (A)
 3 = ไม่มีความเห็น (N)
 2 = ไม่เห็นด้วย (D)
 1 = ไม่เห็นด้วยอย่างมาก (SD)

No.	Items	SA	A	N	D	SD
6	ฉันได้รับมอบหมายงานที่ท้าทายและทำท่ายความสามารถ	5	4	3	2	1
7	ฉันได้รับความกระจำในสิ่งที่องค์กรของฉันต้องการจากฉันเสมอ	5	4	3	2	1
8	เวลาทำงานฉันมักไม่เข้าใจว่าตัวเองสมควรจะทำหน้าที่อะไร	5	4	3	2	1
9	ภายในองค์กรแห่งนี้ฉันจะรู้สึกเสมอว่าภาระหน้าที่หรืองานที่ได้ทำเป็นส่วนหนึ่งในการพัฒนาองค์กร	5	4	3	2	1
10	ฉันได้รับอนุญาตให้มีส่วนร่วมในการตัดสินใจเกี่ยวกับตัวงานและมาตรฐานในการทำงาน	5	4	3	2	1
11	ทักษะการทำงานและประสบการณ์ในการทำงานที่ฉันได้จากองค์กรปัจจุบันสามารถเป็นประโยชน์ต่อฉันเมื่อฉันไปทำงานในองค์กรอื่นๆ	5	4	3	2	1
12	ฉันคิดว่าการศึกษาของฉันจะไม่เป็นประโยชน์ต่อการทำงานในองค์กรอื่นๆ แต่จะเป็นประโยชน์อย่างยิ่งต่อองค์กรที่ฉันทำงานอยู่หรือองค์กรในลักษณะใกล้เคียง	5	4	3	2	1
13	หากฉันลาออกจากองค์กรที่ทำงานอยู่ในปัจจุบันฉันจะเสียผลประโยชน์ทางด้านผลบำนาญยามเกษียณอายุ	5	4	3	2	1
14	หากฉันลาออกจากองค์กรแห่งนี้ฉันจะหางานในองค์กรในระดับเทียบเท่าหรือดีกว่าได้ไม่ยากนัก	5	4	3	2	1
15	ด้วยความสามารถของฉัน ทำให้ฉันสามารถหางานใหม่ได้ทุกเมื่อ	5	4	3	2	1
16	องค์กรอื่นๆ ได้เคยพยายามชักชวนฉันไปทำงานด้วย โดยผ่านผู้จัดหางานมืออาชีพ	5	4	3	2	1
17	หากฉันสมัครงานที่อื่น ๆ ฉันมั่นใจว่าฉันจะประสบความสำเร็จ	5	4	3	2	1
18	บุคลากรในองค์กรนี้ได้รับการคาดหวังให้มีความจงรักภักดีต่อองค์กร	5	4	3	2	1
19	องค์กรนี้สร้างเสริมความจงรักภักดีด้วยนโยบายการอบรม และพัฒนาพนักงาน	5	4	3	2	1
20	การสังสรรค์กันภายในระหว่างบุคลากรในองค์กรสร้างความจงรักภักดีให้เกิดขึ้น	5	4	3	2	1
21	การสร้างแบบอย่างการประพฤติในองค์กรช่วยสร้างเสริมความจงรักภักดีภายในองค์กร.	5	4	3	2	1

ส่วนที่ 3 : ความความผูกพันที่มีต่อองค์กร

ข้อแนะนำ : โปรดแสดงความคิดเห็นของท่านในข้อต่อไปนี้

เลือกระดับความคิดเห็นของท่านดังนี้

5 = เห็นด้วยอย่างมาก (SA)

4 = เห็นด้วย (A)

3 = ไม่มีความเห็น (N)

2 = ไม่เห็นด้วย (D)

1 = ไม่เห็นด้วยอย่างมาก (SD)

No.	Items	SA	A	N	D	SD
22	ฉันมีความสุขและพึงพอใจมากหาก ได้มีโอกาสใช้ชีวิตการทำงานที่เหลือกับองค์กรแห่งนี้	5	4	3	2	1
23	ฉันรู้สึกว่าเป็นส่วนหนึ่งของ องค์กรนี้เปรียบเสมือนปัญหาของตนเอง	5	4	3	2	1
24	ฉันไม่รู้สึกถึงความ “เป็นส่วนหนึ่ง” กับองค์กรนี้	5	4	3	2	1
25	ฉันไม่รู้สึกถึงความ “ผูกพัน” ที่ฉันมีต่อองค์กรนี้	5	4	3	2	1
26	ฉันไม่รู้สึกถึงความ “เป็นคนของครอบครัว” กับองค์กรแห่งนี้	5	4	3	2	1
27	องค์กรแห่งนี้มีความสำคัญส่วนตัวกับฉันอย่างมาก	5	4	3	2	1
28	ฉันรู้สึกว่าการทำงานในองค์กรแห่งนี้เป็นความพึงพอใจและเปรียบเสมือนสิ่งล้ำค่าอย่างหนึ่ง	5	4	3	2	1
29	มันจะเป็นการยากอย่างยิ่งหากจะต้องจากองค์กรนี้ไปแม้ว่าฉันจะต้องการก็ตาม	5	4	3	2	1
30	หากฉันตัดสินใจเดินออกจาก องค์กรแห่งนี้ ส่วนประกอบใหญ่ๆ ในชีวิตของฉันจะถูกกระทบกระเทือนอย่างแน่นอน	5	4	3	2	1
31	ฉันรู้สึกว่าฉันไม่มีอะไรต้องคิดหรือพิจารณามากนักหากจะต้องตัดสินใจออกจากองค์กรแห่งนี้ไป	5	4	3	2	1
32	หากฉันไม่ได้อุทิศตนเพื่อเป็นส่วนหนึ่งขององค์กรแห่งนี้ฉันจะไปทำงานทำที่อื่นไปแล้ว	5	4	3	2	1
33	ฉันไม่มีทางเลือกมากนักในกร ทำงานข้างนอก	5	4	3	2	1
34	ฉันไม่รู้สึกถึงการผูกมัดใดๆ ในการทำงานกับนายจ้างของฉัน	5	4	3	2	1
35	แม้ว่าฉันจะเป็นผู้ได้รับผลประโยชน์แต่ฉันก็ยังรู้สึกผิดหากต้องออกจากองค์กรแห่งนี้	5	4	3	2	1
36	ฉันจะรู้สึกผิดหากต้องออกจากองค์กรแห่งนี้ในตอนนี้	5	4	3	2	1
37	ฉันคิดว่าองค์กรแห่งนี้สมควรได้รับความจงรักภักดีจากฉัน	5	4	3	2	1
38	ฉันไม่ต้องการออกจากองค์กรนี้ในตอนนี้นี้เนื่องจาก ฉันมีความผูกพันกับผู้คนรอบข้าง	5	4	3	2	1
39	ฉันเป็นหนี้บุญคุณองค์กรของฉันอย่างมาก	5	4	3	2	1