



Research Journal of
**Business
Management**

ISSN 1819-1932



Academic
Journals Inc.

www.academicjournals.com

Antecedents of Organizational Commitment of Academics in Thailand: Qualitative Analysis

Parisa Rungruang

College of Management, Mahidol University, 69 Vibhavadee Rangsit Rd, Phayathai, Bangkok 10400, Thailand

ABSTRACT

The purpose of the current study was to identify variables that influence the three components of organizational commitment (i.e., affective, continuance and normative commitment) in a sample of academics in Thailand. To achieve this aim, data were collected via self-administered questionnaires. A sample of 407 full-time academics was drawn from three public and three private universities located in Bangkok that were willing to take part in the study. The respondents were asked to answer three open-ended questions in a written format. A large number of categories emerged from the content analysis as antecedents of the three components of organizational commitment. Antecedents of affective commitment included relationship with and support from co-workers, university support, relationship with students, management and systems and professional attachment and significance. Continuance commitment developed when Thai academics perceived loss in compensation and welfare benefits, relationship with co-workers, professional attachment and significance, status and acceptance and lack of job alternatives. Antecedents of Thai academics' normative commitment included professional attachment and significance, responsibility/duty, university support, relationship with students and relationship with and support from co-workers. Future research directions and managerial implications are also discussed.

Key words: Organizational commitment, antecedents, academics, Thailand, qualitative analysis

INTRODUCTION

Organizational commitment has been an important variable of interest to organization researchers for its relationship with various work outcomes (Mathieu and Zajac, 1990; Meyer and Allen, 1997). In educational settings, it has been found that organizational commitment has positive linkages with work performance, organizational citizenship behaviour and student achievement and has negative relationships with burnout and turnover (Bogler and Somech, 2004; Chelte and Tausky, 1986; Rosenblatt and Inbal, 1999). Therefore, one of the main challenges confronting administrators of educational institutions is to identify factors that are likely to contribute to the development of organizational commitment of their employees and make certain that these factors are taken into account in the formulation of their human resource programs.

Higher education in Thailand is undergoing transformation as a consequence of the second educational reform which aims to improve university effectiveness. Thai universities have been expected to improve the teaching-learning process; be self-responsible in terms of academic matters, finance, personnel and general affairs administration; and achieve required standards and quality assurance. Consequently, old and new, public and private universities have been confronted by many challenges. In order to comply with the requirements of the reform, Thai universities have

to depend heavily upon their academic employees. The commitment of Thai academics to their respective organizations is argued to be a significant factor in achieving university success.

While it is now well established in the organizational commitment literature that this construct is multidimensional (Allen and Meyer, 1990; Mayer and Schoorman, 1998; Meyer and Allen, 1991, 1997; O'Reilly and Chatman, 1986), few extant studies conducted in an educational context have examined the commitment dimensions simultaneously (Cetin, 2006; Marchiori and Henkin, 2004). In order to capture the concept of organizational commitment comprehensively, further examination is required by considering the multidimensional conceptualization of this construct. In addition, while the majority of the previous research investigating organizational commitment has been conducted in North America and Western countries (Hattrup *et al.*, 2008), there has been relatively little attempt to examine organizational commitment of educators outside the U.S. (Cetin, 2006; Somech, 2005). It is possible that the predictors of organizational commitment may be culture-specific (Andolsek and Stebe, 2004). Thus, "extending research on organizational commitment to other borders is important" (Cheng and Stockdale, 2003).

The current study sought to make contributions to the organizational commitment literature by identifying variables that influence organizational commitment in a sample of academics in Thailand, a society culturally different from the Western context and considering the multidimensional conceptualization of organizational commitment.

Three organizational commitment dimensions and their antecedents: Meyer and Allen (1991, 1997) and Allen and Meyer (1990) proposed a multidimensional model of organizational commitment within which they identified three themes that represent the numerous and diverse commitment definitions: affective, continuance and normative commitment. Affective commitment refers to the employee's emotional attachment to, identification with and involvement in an organization. Continuance commitment refers to an awareness of the perceived costs associated with leaving an organization. Normative commitment refers to a feeling of obligation to continue employment. Meyer and Allen (1991, 1997) and Allen and Meyer (1990) argued that common to these perspectives is the view that commitment is a psychological state that characterizes the relationships between employees and the organization and influences the employee's decision to maintain their membership in the organization. To date, the three-component conceptualization of organizational commitment is regarded as the dominant model in organizational commitment research (Solinger *et al.*, 2008).

Given their conceptual differences, Meyer and Allen (1991, 1997) and Allen and Meyer (1990) proposed that different antecedents are involved in the development of the three forms of organizational commitment.

Antecedents of affective commitment: Much of the research on organizational commitment has uncovered variables that influence affective commitment (see Mathieu and Zajac, 1990; Meyer and Allen, 1991, 1997; Meyer *et al.*, 2002; Mowday *et al.*, 1982) for reviews and meta-analyses. Reviews by Meyer and Allen (1991, 1997) classified the antecedents of affective commitment into three categories: personal characteristics, organizational structure and work experiences and indicated that strong affective commitment is largely the result of work experiences that satisfy the basic needs, meet expectations and allow for the goal achievement of employees. They divided work experience variables into two categories: the comfort category and competence-related experiences. Variables in the comfort category include those that satisfy employees' needs to feel physically and

psychologically comfortable in the organization such as perceived organizational support and role clarity. The competence-related experiences include variables that contribute to employees' feelings of competence in the work role such as fairness of performance-based rewards, opportunity for advancement and participation in decision-making.

Antecedents of continuance commitment: Based on arguments posed by Becker (1960), Farrell and Rusbult (1981), Rusbult and Farrell (1983) and Meyer and Allen (1991, 1997) proposed that continuance commitment develops when an individual recognizes high levels of personal sacrifice or lost investments associated with terminating an organizational membership. These investments can be of a financial or nonfinancial nature (Becker, 1960) such as lack of skill transferability, retirement payments and organizational tenure. In addition to investments, Meyer and Allen (1991) proposed that alternative employment opportunities may operate in the development of continuance commitment. Meyer and Allen (1997) stated that employees with more alternatives have weaker continuance commitment than those with fewer options. They also posited that perceptions of alternatives could be influenced by several factors, such as unemployment rates and the general economic climate, the degree to which skills are current and marketable (vs. outdated and unmarketable), the results of previous job search attempts and the extent to which family factors limit the employee's ability to move. It is important to note, however, that neither investments nor alternatives will have an impact on continuance commitment without an employee's recognition of their implications.

Antecedents of normative commitment: Of the three forms of commitment, normative commitment has received the least attention (Meyer and Parfyonova, 2010) and least is known empirically about the development of this component (Meyer and Allen, 1997). On the basis of the works of Wiener (1982), Scholl (1981) and Meyer and Allen (1991) proposed that normative commitment develops as a result of the familial/cultural/organizational socialization experiences that emphasizes the appropriateness of remaining loyal to one's employer and the receipt of benefits from an organization that induces a need to reciprocate. Meyer and Allen (1997) and Meyer and Herscovitch (2001) have incorporated the psychological contract between an employee and the organization in relation to normative commitment.

Empirical studies in tertiary educational settings: The preceding review of literature on organizational commitment has indicated that the development of each dimension of organizational commitment is dependent on different antecedent variables. This section will now turn to a review of the empirical studies examining antecedents of organizational commitment in university settings. Table 1 summarises the results of studies that have examined potential antecedent variables associated with the organizational commitment of academics in a number of countries.

An examination of Table 1 indicates that there were different antecedent variables of academics' organizational commitment including procedural justice (Ambrose and Cropanzano, 2003; Magner *et al.*, 1994; Rahim *et al.*, 2001), distributive justice (Ambrose and Cropanzano, 2003; Magner *et al.*, 1994; Neumann and Finaly-Neumann, 1990), role ambiguity (Ameen *et al.*, 1995; Hutchison, 1997; Wolverson *et al.*, 1999), role conflict (Ameen *et al.*, 1995; Chelte and Tausky, 1986; Hutchison, 1997; Wolverson *et al.*, 1999), support from colleagues (Neumann and Finaly-Neumann, 1990), support from supervisor/department chair (Hutchison, 1997; Neumann and Finaly-Neumann, 1990), organizational support (Fuller *et al.*, 2006; Hutchison, 1997), job

Table 1: Empirical studies of antecedents of organizational commitment of academics

Authors	Samples	Antecedents of organizational commitment
Adkins <i>et al.</i> (2001)	371 academics of a major state university in the U.S.	Job insecurity and academic tenure status were related to normative commitment.
Ambrose and Cropanzano (2003)	93,83,73 professors (Time 1, 2 and 3 respectively) in Management Departments in universities in the U.S.	Perceptions of procedural justice of the tenure process were correlated with affective commitment prior to an allocation decision. Soon after the allocation decision, procedural justice was more strongly related to affective commitment than distributive justice. However, there was no additional influence of procedural justice over time. By contrast, distributive justice continued to have an impact on affective commitment after the allocation decision was made.
Ameen <i>et al.</i> (1995)	72 assistant professors in the Accounting Faculty from doctoral and nondoctoral institutions in the U.S.	Role ambiguity and job satisfaction were related to organizational commitment whereas role conflict and job insecurity were not related to organizational commitment.
Cetin (2006)	132 academics from Educational Faculties in state universities in Turkey	Job satisfaction was correlated with affective and normative organizational commitment but was not correlated with continuance organizational commitment. Affective commitment to the occupation was correlated only with affective and normative commitment to the organization. Continuance and normative commitment to the occupation were correlated with all three forms of organizational commitment.
Chelte and Tausky (1986)	158 academics from a northeastern university in the U.S.	Level of interesting work was related to organizational commitment. Personal characteristics and role conflict were not related to organizational commitment.
Falkenberg (2003)	115 academics and PhD students at the Norwegian School of Economics and Business Administration	Gender was related to organizational commitment, with men having a higher degree of organizational commitment than women.
Fuller <i>et al.</i> (2006)	157 academics, 31 administrators and 137 university staff of a university in the southern U.S.	Perceived organizational support and perceived external prestige were related to affective commitment.
Hutchison (1997)	84 academics and 123 staff of a large western state university in the U.S.	Antecedents of affective commitment (role conflict, role ambiguity, decision centralisation, participative decision-making and supervisor consideration) affected commitment indirectly through a two-stage mediation process, i.e., organizational dependability and perceived supervisor support in the first stage and perceived organizational support in the second stage.
Magner <i>et al.</i> (1994)	225 accounting academics at colleges and universities in the U.S.	Both procedural justice and distributive justice in performance appraisal were related to commitment to the institution. However, procedural justice had a stronger relationship with organizational commitment than distributive justice.
Marchiori and Henkin (2004)	609 chiropractic academics in the U.S. and Canada	Professional tenure was related to affective commitment. Academic rank, organizational tenure, employment status (full-time vs. part-time), and college were related to continuance commitment. Gender was related to normative commitment.

Table 1: Continued

Authors	Samples	Antecedents of organizational commitment
Neumann and Finaly-Neumann (1990)	380 academics from research universities in the U.S.	Support from department chair, support from colleagues equitable reward system (i.e., distributive justice) and work significance were related to academic commitment to their university
Cruise <i>et al.</i> (2000)	180 academics in tertiary educational institutions in north Philippines	Two aspects of spiritual experience (spiritual well-being and faith maturity) and time lapse since baptism were related to organizational commitment
Rahim <i>et al.</i> (2001)	156 Bangladeshi academics and 154 U.S. academics	In the sample of Bangladeshi academics, procedural justice was the only form of organizational justice to have a unique relationship with organizational commitment. In the sample of U.S. academics, procedural justice had a stronger relationship with organizational commitment when interactional justice was high
Smith <i>et al.</i> (2000)	226 academics in the U.S.	Degree of mentoring was correlated with affective commitment of Caucasians
Taris <i>et al.</i> (2001)	131 academics of the Law Department of a large Dutch university	Colleagues-related stress and decision latitude were related to withdrawal behaviours (including lack of organizational commitment)
Wolverton <i>et al.</i> (1999)	1,370 deans from 360 public and private institutions in the U.S.	Role conflict and role ambiguity were related to organizational commitment

satisfaction (Ameen *et al.*, 1995; Cetin, 2006), participation in decision-making (Hutchison, 1997), job insecurity (Adkins *et al.*, 2001; Ameen *et al.*, 1995) and demographics (Cetin, 2006; Chelte and Tausky, 1986; Falkenberg, 2003; Marchiori and Henkin, 2004). Previous organizational commitment research involving academics however has reported some inconsistent or inconclusive findings about the antecedents of commitment. For example, Wolverton *et al.* (1999) found a relationship between role conflict and organizational commitment, while other studies (Ameen *et al.*, 1995; Chelte and Tausky, 1986) did not find a relationship between these variables. These inconsistent findings may be due to the different definitions and operationalization of commitment used as well as the variables analysed (Liou, 1995).

METHOD

Sample and data collection: A sample of 407 full-time academics was drawn from three public and three private universities located in Bangkok that were willing to take part in the study. The respondents were recruited through the use of convenience sampling, undertaken by research representatives in each institution. Of the respondents, 64.4% were women. Approximately 76% of the participants in the current study held master's degree qualifications and 41.6% were aged between 25-34 years. Most respondents (41.8%) reported working for their organisation for 2-10 years.

Data for the study were collected via self-administered questionnaires. The participants were asked to answer three open-ended questions in a written format: "What influences your sense of belonging to and identification with this university?", "What influences your feelings of obligation to continue employment with your university" and "Terminating a university membership may

involve some losses and difficulties. What do you perceive as your costs associated with leaving the university?”. It was considered important to allow the respondents themselves to identify factors which contributed to commitment to their organization, rather than suggesting possible reasons through the use of more focused questions.

Method of analysis: Content analysis of responses to the three open-ended questions of the questionnaires was conducted following a simplified approach of template analysis of qualitative data (Crabtree and Miller, 1999). The template approach allows for modifications and revisions of the template to correct for deficiencies after encountering the text (Crabtree and Miller, 1999). Goodwin and Goodwin (1985) procedure was followed to analyze the content of the open-ended responses and calculate the inter-rater reliability. Finally, frequency counts on the coded responses of how strongly the categories were manifested in the data were performed.

RESULTS

Many categories emerged from the analysis as antecedents of the three components of organizational commitment. Specifically, ten most frequently mentioned antecedents of affective commitment were relationship with and support from co-workers (40.51%), university support (26.08%), relationship with students (16.96%), management and systems (15.19%), professional attachment and significance (12.66%), fairness (12.15%), work environment and atmosphere (10.63%), compensation and welfare benefits (10.63%), organizational tenure (10.63%) and relationship with and support from supervisor (8.86%) (Table 2). Continuance commitment

Table 2: Ten most frequently mentioned antecedents of affective commitment (n = 395)

Response categories	Example of responses	Frequency of mention	Percentage
Relationship with and support from co-workers	Co-workers loving, caring, friendly, collaborative, understanding, helpful; Harmony among co-workers; Co-workers help with work and personal issues	160	40.51
University support	University willing to help when needed; University cares for academics' well-being; University considers staff's opinions; University recognises personal contributions; University supports teaching and research	103	26.08
Relationship with students	Emotional attachment to students; Love students; See students as own kids; Students attentive, lovely, well behaved, respectful, good, and good hearted; Students waiting to be taught; Students interested in the subjects	67	16.96
Management and systems	Vision of administrators; Good/clear university philosophy, policies, aims; Management morality, ethics; Top management is sincere, merciful, kind; Great president and management team; Capable administrators; Good work system; Clear and rational rules and regulations	60	15.19
Professional attachment and significance	Pride in teaching; Love of teaching; Passing on knowledge to students; Students' jobs after their graduation; Students success; Being a giver; Benefits to country in future; To give knowledge to community, society	50	12.66

Table 2: Continued

Response categories	Example of responses	Frequency of mention	Percentage
Fairness	Fairness in evaluation, compensation; Top management is fair.	48	12.15
Work environment and atmosphere	Organization is family-oriented, honest, warm, familiar; Second-home; Environment pleasant, peaceful; Surroundings shady	42	10.63
Compensation and welfare benefits	Income; Salary; Good compensation, University welfare e.g., medical care, reimbursement, holidays; Benefits for children's education; Bonus; Privileges	42	10.63
Organizational tenure	Long tenure; Working here since graduation; Working here for a long time; Long length of service	42	10.63
Relationship with and support from supervisor	Attachment with supervisor; Willingness of immediate supervisor to help when needed; Understanding and sympathy of supervisor toward subordinates; Caring and considerate supervisor (for academics' problems); Sincerity of supervisor; Friendliness between supervisor and subordinates	35	8.86

Table 3: Ten most frequently mentioned antecedents of continuous commitment (n = 310)

Response categories	Example of responses	Frequency of mention	Percentage
Compensation and welfare benefits	Income; Salary; Compensation; Allowance; Welfare benefits (e.g., medical assistance, children tuition reimbursement)	103	33.23
Relationship with co-workers	Good co-workers; Sincere and understanding co-workers; Co-worker friendships and relationships	88	28.39
Professional attachment and significance	Love of this career; Like to teach, write articles, write textbooks, and research; Opportunity to teach, give knowledge and pass on life experiences to students/next generations; Opportunity to create clever, good graduates	65	20.97
Status and acceptance	Social status; Respect and acceptance as an academic by society	54	17.42
Lack of job alternatives	Difficulty of changing career; Experience (as academic) not applicable to/compatible with other fields.	24	7.74
Identification with university	Being part of the university; Identification with, attachment to, love of the organization	22	7.10
Relationship with students	Attachment to students and graduates; Future student batches	21	6.77
Opportunity for advancement	Opportunity for advancement in academia; Chance for promotion/ position advancement; Opportunity for career advancement; Advancement to managerial position	18	5.81
Independence and autonomy	Independence, Job full of autonomy, not under superior; Autonomy in doing academic work, attending seminars, applying for academic positions; Freedom in thinking and working	18	5.81
Convenience and flexible work schedules	Work schedule flexibility; Convenient to come to work; University near residence	18	5.81

developed when Thai academics perceived loss in compensation and welfare benefits (33.23%), relationship with co-workers (28.39%), professional attachment and significance (20.97%), status and acceptance (17.42%), lack of job alternatives (7.74%), identification with university (7.10%), relationship with students (6.77%), opportunity for advancement (5.81%), independence and autonomy (5.81%) and convenience and flexible work schedules (5.81%) (Table 3). Antecedents of

Table 4: Ten most frequently mentioned antecedents of normative commitment (n = 387)

Response categories	Example of responses	Frequency of mention	Percentage
Professional attachment and significance	Love of teaching and research work; Love of career (being academic); Usefulness of knowledge, experience, skills and abilities; Opportunity to create qualified graduates for society; Opportunity to utilize abilities, knowledge, and experience accumulated to benefit the society as a whole	117	30.23
Responsibility/duty	Responsibility to uncompleted tasks, assignments; Responsibility for administrative work; Responsibility for teaching and students learning; Intention to remain at work due to insufficient academic staff in the field	85	21.96
University support	To reciprocate what university provided (e.g., scholarship, seminars, welfare benefits); Personnel's opinions are heard; University realises the value of personnel and is ready to provide support; University recognises the success of academics' work	52	13.44
Relationship with students	Emotional attachment to students; Love students; Good students; Students are lovely and easy to teach; Attentive and diligent students	51	13.18
Relationship with and support from co-workers	Good relationship with co-workers; Emotional attachment with co-workers; Helpful, reliable, and caring co-workers; Good teamwork; Knowledgeable colleagues	50	12.92
Independence and autonomy	Autonomy in performing work; Freedom in thinking; More freedom in this job compared to other jobs; No fussy boss-leaving decisions to subordinates to decide	24	6.20
Compensation and welfare benefits	Good compensation, salary, welfare; University as income source; Sufficient income to live	24	6.20
Job satisfaction	Satisfaction with work, job characteristics; payment, welfare benefits, workload, current responsibility	23	5.94
Contribute to university's development	Desire to improve and develop university; Making university one of the top ten in Thailand; Developing university to international level; Promoting faculty and university reputation; Desire fame and longevity for university; Desire development of department	20	5.17
Convenience and flexible work schedules	Location of the university; Close to home; Ease of travel; Work schedules; Flexible office hours	19	4.91

Thai academics' normative commitment included professional attachment and significance (30.23%), responsibility/duty (21.96%), university support (13.44%), relationship with students (13.18%), relationship with and support from co-workers (12.92%), independence and autonomy (6.20%), compensation and welfare benefits (6.20%), job satisfaction (5.94%), contribution to university's development (5.17%) and convenience and flexible work schedules (4.91%) (Table 4).

DISCUSSION

Although it has been proposed that each form of organizational commitment develops as a result of different sets of antecedents (Allen and Meyer, 1990; Meyer and Allen, 1991, 1997; Meyer and Herscovitch, 2001), the findings of the current study indicated that variables presumed to be antecedents of one form of organizational commitment also emerge as antecedents of the other two components. These current findings are consistent with those of previous reviews and meta-analysis (Allen and Meyer, 1996; Meyer *et al.*, 2002). The fact that several variables presumed to be antecedents of one form of organizational commitment emerge as antecedents of the other two

components does cast some doubt on the applicability of the three-component model of this construct Meyer and Allen (1991) to the Thai culture. However, it would be premature to conclude, on the basis of the current study's findings alone, that the three-component model of organizational commitment does not generalize to the Thai culture. For example, it is possible that compensation and welfare benefits provided by the university satisfy academics' needs to feel comfortable in the organization which in turn, promote their emotional attachment to the university (i.e., affective commitment). Academics may perceive that termination of membership results in the loss of compensation and welfare benefits and they therefore perceive a need to continue their membership for these valued benefits received from the university (i.e., continuance commitment). Compensation and welfare benefits received may also encourage Thai academics to feel indebted to the university and, therefore, foster a sense of obligation to remain with the university (i.e., normative commitment). Future investigation of the cross-cultural generalizability of the three-component model is warranted before firm conclusions can be drawn.

Managerial implications: From the perspective of the university administration, knowledge of the antecedent variables that encourage three forms of organizational commitment of academics may allow the administrators to take appropriate action to improve human resource management in their university. The study findings suggest that university administrators in Thailand, concerned with improving the commitment levels of their academics, should attempt to focus on efforts aimed at strengthening the relationship among academics and also between academics and students; enhancing perceived university support by, for instance, providing generous rewards such as opportunities for recognition, pay and promotion, fair procedures for making decisions that affect academics and benevolent treatment by supervisors; creating friendly and warm atmosphere as well as providing flexible work schedules; reviewing the adequacy of current academics' salary, welfare and other benefits; emphasizing the importance of the academic profession; and providing opportunity to perform the job in an independent and autonomous way.

Limitations and directions for future research: The findings and contributions of the current study should be viewed in light of several limitations. First, as the findings of the current study are based on self-report data, there is the possibility of several bias occurring (Podsakoff *et al.*, 2003; Spector, 2006) including social desirability bias. Social desirability tendencies have been found to be strongest among respondents with higher levels of education, because of their greater awareness of normatively appropriate responses (Ferrari *et al.*, 2005; Krysan, 1998). However, questionnaires were returned to the researcher and participants were assured of the confidentiality of their responses. Therefore, there is no strong reason to believe that respondents deliberately distorted their response in any way. Despite the fact that self-report data may be susceptible to social desirability bias, it seems reasonable to believe that academics' own perceptions and attitudes are more accurately assessed via self-report rather than through others.

The second weakness of the study relates to the generalizability of the results. This study was conducted in tertiary educational settings with a sample of academics working in Bangkok, Thailand. Respondents captured in the current study are not necessarily representative of academics in other cultures nor do they represent other occupations in the Thai context. Caution is warranted when extrapolating the results of the current study to different cultural contexts or nonacademic settings. Another limitation related to generalizability stems from the fact that the respondents were selected for participation according to their availability (convenience). The use

of a convenience sample may limit the generalizability of the findings to the larger population of academics in Thailand. However, given that the data were collected across six universities, instead of a single site, in both public and private sectors, it is argued that the findings of the current study are applicable to academics working in Bangkok. A replication of the research using a sample representative of the broader population is warranted in order to provide strong conclusions regarding the overall generalizability of the current findings.

REFERENCES

- Adkins, C.L., J.D. Werbel and J.L. Farh, 2001. A field study of job insecurity during a financial crisis. *Group Organ. Manage.*, 26: 463-483.
- Allen, N.J. and J.P. Meyer, 1990. The measurement and antecedents of affective, continuance and normative commitment to the organization. *J. Occup. Psychol.*, 63: 1-8.
- Allen, N.J. and J.P. Meyer, 1996. Affective, continuance and normative commitment to the organization: An examination of construct validity. *J. Vocational Behav.*, 49: 252-276.
- Ambrose, M.L. and R. Cropanzano, 2003. A longitudinal analysis of organizational fairness: An examination of reactions to tenure and promotion decisions. *J. Applied Psychol.*, 88: 266-275.
- Ameen, E.C., C. Jackson, W.R. Pasewark and J.R. Strawser, 1995. An empirical investigation of the antecedents and consequences of job insecurity on the turnover intentions of academic accountants. *Issues Account. Educ.*, 10: 65-82.
- Andolsek, D.M. and J. St'ebe, 2004. Multinational perspectives on work values and commitment. *Int. J. Cross Cult. Manage.*, 4: 181-209.
- Becker, H.S., 1960. Notes on the concept of commitment. *Am. J. Sociol.*, 66: 32-40.
- Bogler, R. and A. Somech, 2004. Influence of teacher empowerment on teachers organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teach. Teacher Educ.*, 20: 277-289.
- Cetin, M.O., 2006. The relationship between job satisfaction, occupational and organizational commitment of academics. *J. Am. Acad. Bus.*, 8: 78-88.
- Chelte, A.F. and C. Tausky, 1986. A note on organizational commitment: Antecedents and consequences among managers, professionals and blue-collar workers. *Work Occup.*, 13: 553-561.
- Cheng, Y. and M.S. Stockdale, 2003. The validity of the three-component model of organizational commitment in a Chinese context. *J. Vocational Beh.*, 62: 465-489.
- Crabtree, B.F. and W.L. Miller, 1999. Using Codes and Code Manuals: A Template Organizing Style of Interpretation. In: *Doing Qualitative Research*, Crabtree, B.F. and W.L. Miller (Eds.). 2nd Edn., Sage Publications, Thousand Oaks, CA.
- Cruise, R.J., J.W. Taylor and F.R. Oberholster, 2000. Spiritual well-being, faith maturity and the organizational commitment of faculty in christian colleges and universities. *J. Res. Christian Educ.*, 9: 31-60.
- Falkenberg, J., 2003. Decreasing numbers at increasing levels: An investigation of the gender imbalance at NHH. *Gender, Work Organ.*, 10: 175-193.
- Farrell, D. and C.E. Rusbult, 1981. Exchange variables as predictors of job satisfaction, job commitment and turnover: The impact of rewards, costs, alternatives and investments. *Organ. Behav. Hum. Performance*, 28: 78-95.
- Ferrari, J.R., M. Bristow and S.E. Cowman, 2005. Looking good or being good? The role of social desirability tendencies in student perceptions of institutional mission and values. *College Student J.*, 39: 7-13.

- Fuller, J.B., K. Hester, T. Barnett and L.F.C. Relyea, 2006. Perceived organizational support and perceived external prestige: Predicting organizational attachment for university faculty, staff and administrators. *J. Soc. Psychol.*, 146: 327-347.
- Goodwin, L.D. and W.L. Goodwin, 1985. Statistical techniques in AERJ articles, 1979-1983: The preparation of graduate students to read the educational research literature. *Educ. Res.*, 14: 5-11.
- Hattrup, K., K. Mueller and P. Aguirre, 2008. An evaluation of the cross-national generalizability of organizational commitment. *J. Occup. Organ. Psychol.*, 81: 219-240.
- Hutchison, S., 1997. A path model of perceived organizational support. *J. Soc. Behav. Person.*, 12: 159-174.
- Krysan, M., 1998. Privacy and the expression of white racial attitudes: A comparison across three contexts. *Public Opin. Q.*, 62: 506-544.
- Liou, K.T., 1995. Professional orientation and organizational commitment among public employees: An empirical study of detention workers. *J. Public Admin. Res. Theory*, 5: 231-246.
- Magner, N., G.G. Johnson and J. Elfrink, 1994. Evidence on the relationship between procedural and distributive justice in performance appraisal and accounting faculty attitudes and performance. *J. Account. Educ.*, 12: 325-341.
- Marchiori, D.M. and A.B. Henkin, 2004. Organizational commitment of a health profession faculty: Dimensions, correlates and conditions. *Med. Teacher*, 26: 353-358.
- Mathieu, J.E. and D.M. Zajac, 1990. A review and meta-analysis of the antecedent, correlates and consequences of organizational commitment. *Psychol. Bull.*, 108: 171-194.
- Mayer, R.C. and F.D. Schoorman, 1998. Differentiating antecedents of organizational commitment: A test of March and Simon's model. *J. Organ. Behav.*, 19: 15-28.
- Meyer, J.P. and L. Herscovitch, 2001. Commitment in the workplace: Toward a general model. *Hum. Resour. Manage. Rev.*, 11: 299-326.
- Meyer, J.P. and N.J. Allen, 1991. A three-component conceptualization of organizational commitment. *Hum. Resour. Manage. Rev.*, 1: 61-89.
- Meyer, J.P. and N.J. Allen, 1997. *Commitment in the Workplace: Theory, Research and Application*. Sage Publications, Thousand Oaks, CA., USA., ISBN-13: 9780761901051, Pages: 150.
- Meyer, J.P. and N.M. Parfyonova, 2010. Normative commitment in the workplace: A theoretical analysis and re-conceptualization. *Hum. Resour. Manage. Rev.*, 20: 283-294.
- Meyer, J.P., D.J. Stanley, L. Herscovitch and L. Topolnytsky, 2002. Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. *J. Vocational Behav.*, 61: 20-52.
- Mowday, R.T., L.W. Porter and R.M. Steers, 1982. *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism and Turnover*. Academic Press, New York, USA., ISBN-13: 9780125093705, Pages: 253.
- Neumann, Y. and E. Finaly-Neumann, 1990. The reward-support framework and faculty commitment to their university. *Res. Higher Educ.*, 31: 75-97.
- O'Reilly, C.A. and J. Chatman, 1986. Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on prosocial behavior. *J. Applied Psychol.*, 71: 492-499.
- Podsakoff, P.M., S.B. MacKenzie, J.Y. Lee and N.P. Podsakoff, 2003. Common method biases in behavioral research: A critical review of the literature and recommended remedies. *J. Applied Psychol.*, 88: 879-903.

- Rahim, M.A., N.R. Magner, D. Antonioni and S. Rahman, 2001. Do justice relationships with organization-directed reactions differ across U.S. and Bangladesh employees? *Int. J. Conflict Manage.*, 12: 333-349.
- Rosenblatt, Z. and B. Inbal, 1999. Skill flexibility among schoolteachers: Operationalization and organizational implications. *J. Educ. Admin.*, 37: 345-367.
- Rusbult, C.E. and D. Farrell, 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. *J. Applied Psychol.*, 68: 429-438.
- Scholl, R.W., 1981. Differentiating organizational commitment from expectancy as a motivating force. *Acad. Manage. Rev.*, 6: 589-599.
- Smith, J.W., W.J. Smith and S.E. Markham, 2000. Diversity issues in mentoring academic faculty. *J. Career Dev.*, 26: 251-262.
- Solinger, O.N., W. van Olffen and R.A. Roe, 2008. Beyond the three-component model of organizational commitment. *J. Applied Psychol.*, 93: 70-83.
- Somech, A., 2005. Directive versus participative leadership: Two complementary approaches to managing school effectiveness. *Educ. Admin. Q.*, 41: 777-800.
- Spector, P.E., 2006. Method variance in organizational research truth or urban legend? *Organ. Res. Methods*, 9: 221-232.
- Taris, T.W., P.J.G. Schreurs and I.J. Van Iersel-Van Silfhout, 2001. Job stress, job strain and psychological withdrawal among Dutch university staff: Towards a dualprocess model for the effects of occupational stress. *Work Stress*, 15: 283-296.
- Wiener, Y., 1982. Commitment in organizations: A normative view. *Acad. Manage. Rev.*, 7: 418-428.
- Wolverton, M., M.L. Wolverton and W.H. Gmelch, 1999. The Impact of role conflict and ambiguity on academic deans. *J. Higher Educ.*, 70: 80-106.