



## Beyond Demographic Dynamics, What Matters is Organizational Commitment

\*Rasheed Olawale AZEEZ, \*\*Saidi Adedeji ADELEKAN, \*\*\*Musiliu Dada RUFAl \*\*\*Lateefat Oludare YAHYA PhD.

\*Department of Industrial Relations and Personnel Management, Lagos State University, Lagos, Nigeria

\*\*School of Management, Information Technology and Governance, University of KwaZulu-Natal, Durban, South Africa.

\*\*\*Department of Educational Management, Lagos State University.

### Abstract

The problem of employees' commitment in public university has become a glaring lacuna. To ameliorate this problem, this paper investigated the effects of demographic factors (gender, educational qualification, experience and staff classification) on three dimensions (affective, continuance and normative) of organizational commitment. Ex post facto research design method was adopted. Established on the principle of simple random sampling, 320 questionnaires were distributed to staff of a public university in Lagos, South Western, Nigeria. Twelve hypotheses were formulated and tested using inferential statistics via a statistical software package SPSS 20. The results show that gender does not have an effect on the three dimensions of organizational commitment. Furthermore, it was revealed that educational qualification has an effect on affective and continuance commitment but was insignificant with normative commitment. Congruently, experience has an effect on the three dimensions of organizational commitment. Lastly, staff classification has an effect on affective and continuance commitment but was insignificant with normative commitment. It is recommended that organizational commitment of staff within a university arrangement should not be taken with a pinch of salt and that it should be guided jealously by the management of the university to help generate novelty and creativity.

**Keywords:** Affective Commitment, Continuance Commitment, Normative Commitment.

### Introduction

Organizational commitment by employees to their organization is sacrosanct to achieve growth in this 21<sup>st</sup> century. That was why Mirmohamdi and Marefat (2014), Crow, Chang-Bae and Joo (2012) and Saygan (2011) acknowledged the fact that human resources of any organization are chief of all resources. In nascent economies like Nigeria, an organization that wants to survive the fluctuating market, unhealthy competition and unsympathetic governmental policies must not take the commitment of its employees' with impertinence. It is not a contradiction neither is it a misconception to stress that organizational commitment gotten from workers will facilitate prompt production of goods and services for the clientele which will eventually build a good reputation for the organization, while on the other hand it was noted in earlier studies that, it reduces staff turnover intention (Angle & Perry, 1981; Mowday, Porter & Steers 2013), absenteeism (Mathieu & Zajac, 1990), presenteeism and material wastages. It is in line with this that organizational commitment should be seen as the strength that drives action(s) to achieve stated aims and objectives (Meyer, Stanley, Herscovitch & Topolnytsky, 2002; Morrow 2011).

Cohen (2007 & 2014) noted that scholars and researchers in the field of organizational and industrial psychology have preoccupied themselves with researches on the concept of organizational Commitment (OC), which has apparently made the idea a popular one. Organizational commitment is a mental idea that has been termed and conceptualized by various scholars according to their views and perspectives over time (Jena, 2015). The concept of organizational commitment was seen as a distinct facet or element based on attitudinal identification, contribution and allegiance as noted in earlier studies (Ashforth, Harrison & Corley, 2008; Ibarra, H., & Barbulescu, 2010). But to Meyer et al (2002) and Meyer, Becker, and Vandenberghe (2004), they generally defined organizational commitment as the strength that drives action(s) to achieve stated aims and objectives. But it has been conceived that the concept of commitment is a multifaceted concept. The experiences, links and significances of commitment differ within diverse scopes. Thus, organizational commitment can be seen as the commitment of the employees' to his/her organization. Organizational commitment can be seen to be mutually interpenetrating and mutually dependent between the employee and the organization that he/she works with. Organizational commitment is something that is cultivated by an individual naturally which can take the mutual reinforcing position between the way the employee and his/her organization are and the connection to a diversity of individuals in the business. Commitment can be seen as a state of mind or mentality (attitudinal Commitment),

where commitment emerges because of the meeting of objectives and values. Commitment can be behavioral, where it creates post enrollment into the organization, which encourages the justification of continuation in an organization. According to Meyer & Allen (1991), the concept of organizational commitment has been theorized as a mental state that portrays a worker's association with a firm and has suggestions for the choice to continue participating in the activities of the organization. Furthermore, Mowday et al (1979 & 2013) viewed organizational commitment as the virtual quality of an individual's personality inside a specific workplace or organization.

Mowday, Steers and Porter (1979) depicted that organizational commitment as noted by Khalili and Asmawi (2012) is the relative quality of an individual's distinguishing evidence with and involvement in a specific organization. Khalili and Asmawi (2012) rightly observed that this definition can be described by three elements. They include: a solid confidence in and acknowledgment of the organization objectives and qualities, an ability to apply impressive energy for the benefit of the organization and a powerful urge to keep up participation in the organization.

It is against this background that this study tends to scrutinize the significance of demographic factors against the three dimensional organizational commitment construct suggested by Meyer and Allen (1991). In line with the indicated objectives, it was observed that there exist miniature literatures that show the interplay between demographic factors and organizational commitment in Nigeria. But a conspicuous gap in most works is the neglecting of data collection from the educational sector, most especially the university. The university should be a place where scholarly researches emanates from. This study tends to fill that obvious gap by investigating the interaction between demographic factors such as: sex, educational qualification, experience and staff classification of academic and non-academic staff on organizational commitment.

## Literature Review

### Theoretical Review

For the purpose of this study, the three component theory which was developed by Meyer and Allen (1991) will serve as the theoretical underpinning. This theory portrays commitment as a multidimensional emotional model with three key components, theorized as affective, continuance, and normative organizational commitment (Baksh, 2010). It was noted that this approaches were rooted in earlier studies of Becker 1960 and Porter et'al., 1974 (WeiBo, Kaur & Jun, 2010; Culpepper, 2011).

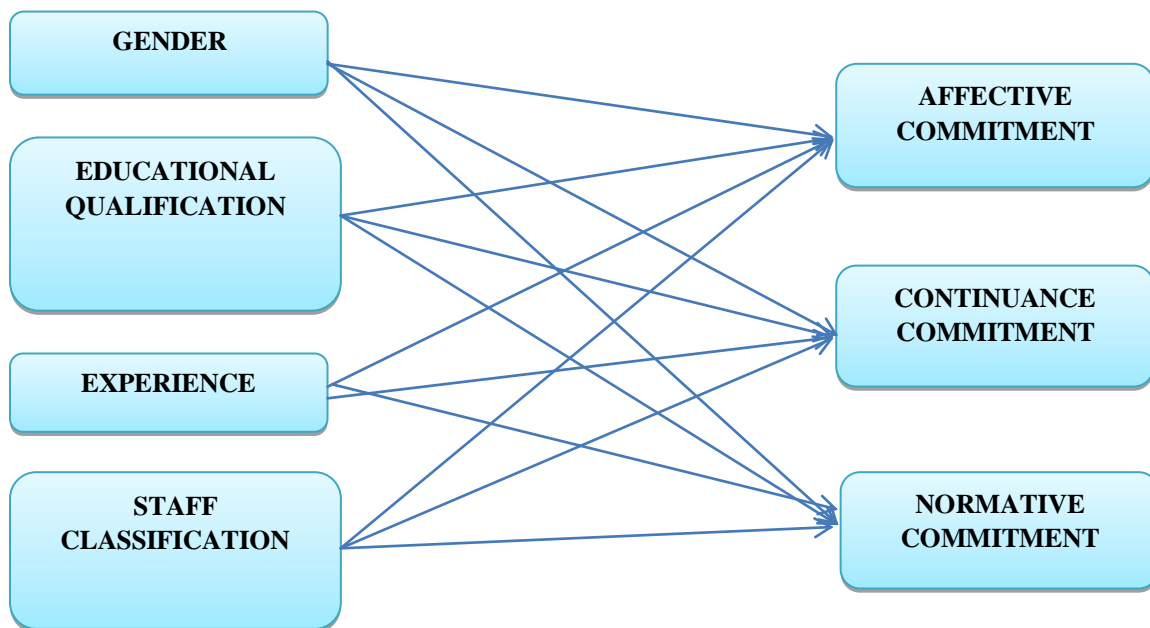
The three component model as supported by Meyer and Allen (1991) propelled that affective commitment is the employees' energetic passion about associating with a given organization. Meyer and Allen (1991) scrutinized further that affective commitment is the desirous segment of organizational commitment. An employee who is affectively committed strongly identifies himself/herself with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she wants to be associated with the organization. This commitment can be influenced by many different demographic characteristics: sex, educational qualification, experience and staff classification (Academic or non-academic) but these influences are neither strong nor consistent. Continuance Commitment is the "need" component or the advantages against disadvantages of working in an organization. "Side-bets," as used by Becker (1960) or investments are the advantages and disadvantages that may occur should an employee stay with or exit an organization. Things like monetary costs (such as annuity collection) and social costs (companionship links with co-workers) would be costs of losing organizational affiliation. WeiBo et al. (2010), noted that this continuance commitment was premeditated to assess the extent to which employees feel committed to their organizations by virtue of costs that they feel are associated with their exit from the organization. But an individual doesn't see the positive costs as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure" (Meyer & Allen, 1991). For the normative commitment, the individual commits to and remains with an organization because of feelings of obligation (Nawab & Bhatti, 2011; Khan, Nawaz & Khan 2013). These feelings are product of employees' personal decision. An employee that has been invested in via ways of training and development might feel the honorable responsibility of staying with the organization as a sign of appreciation.

### Gender, Educational qualification, experience and staff classification Vs. organizational commitment

Earlier empirical studies had reported significant and positive relationship between gender and organizational commitment in among workers in different sectors (Affum-Osei, Acquah & Acheampong, 2015; Forkuoh, Affum-Osei, Osei & Addo Yaw, 2014; Mathieu & Zajac 1990). On the contrary, informed writings such as: Pourghaz, Tamini and Karamad (2011), Somech and Bogler (2002) and Billingsley and Cross (1992) who checked the interplay between gender and organizational commitment found insignificant relationship between them. Furthermore, negative relationship was found between educational qualification and organizational commitment by (Gallie & White, 1993; Shacklock & Brunetto, 2011; Shacklock & Brunetto, 2012), while a positive relationship was reported by Salami (2008). Also, experience was investigated to be positively associated with organizational commitment as noted in the studies of Iqbal, Kokash and Al-Oun (2011) and Amangala (2013). Lastly, staff classification (Academic and non-academic) has not been used as a factor to help understand organizational

commitment among. From the forgoing the proposed theoretical framework and hypotheses which guides this study is enunciated below:

FIGURE 1



*Authors Compilation*

**Research Hypotheses**

- H<sub>1</sub>:** There is a significant effect of gender on affective commitment.
- H<sub>2</sub>:** There is a significant effect of gender on continuance commitment.
- H<sub>3</sub>:** There is a significant effect of gender on normative commitment.
- H<sub>4</sub>:** There is a significant effect of educational qualification on affective commitment.
- H<sub>5</sub>:** There is a significant effect of educational qualification on continuance commitment.
- H<sub>6</sub>:** There is a significant effect of educational qualification on normative commitment.
- H<sub>7</sub>:** There is a significant effect of experience on affective commitment.
- H<sub>8</sub>:** There is a significant effect of experience on continuance commitment.
- H<sub>9</sub>:** There is a significant effect of experience on normative commitment.
- H<sub>10</sub>:** There is a significant effect of staff classification on affective commitment.
- H<sub>11</sub>:** There is a significant effect of staff classification on affective commitment.
- H<sub>12</sub>:** There is a significant effect of staff classification on affective commitment.

**Table 1: Empirical literature review on the interplay between demographic factors and organizational commitment in Nigeria**

SN	Author(s)	Research Title	Research Methodology	Result/Findings
1	Ebeh, Uhiara, Sydney-Agbo & Nwankwo (2015)	Demographic and Organizational Antecedents of Commitment among SME Employees in Imo State, Nigeria	One way MANOVA	Gender and age were significant with affective commitment only.
2	Salami (2008)	Demographic and psychological factors predicting organizational commitment among industrial workers.	Hierarchical multiple regression analysis	All demographic factors except gender significantly predicted organizational commitment of the workers
3	Amangala (2013)	The Effects of Demographic Characteristics on Organizational Commitment: A Study of Salespersons in the Soft Drink Industry in Nigeria.	Multiple regression analysis	The findings show that age, education, job position and organizational tenure are positively correlated with organizational

				Commitment.
4	Animashaun & Oludemi (2013)	Demographical and psychological factors as correlates of organizational and career commitment among prison officers in Southwest, Nigeria.	Regression Analysis	The study indicated that gender and educational qualification are negatively correlated with organizational commitment.
5	Ogungbamila & Fayankinnu (2014).	Some psycho-social factors fostering workplace commitment among head teachers in Nigeria	Hierarchical Multiple Regression	Age, gender, marital status, and job tenure were not Important predictors of workplace commitment.
6	Akinyemi (2014)	Organizational Commitment in Nigerian Banks: The Influence of Age, Tenure and Education,	One-Way Anova	Organizational commitment is best predicted among younger workers as against older counterparts.

### Authors Compilation

From the preceding review, it was construed that various demographic factors that was used in relation to organizational commitment bring forth dissimilar results. Congruently, within the Nigerian context different results were gotten because data was gathered from various sectors. Limited attention has been paid to the educational sector which is mostly responsible for creativity and innovation in any country. This study sets to correct this glaring lacuna with a view of recommending ways by which university staff absolute commitment can be acquired.

## Research Methodology

### Sample and Procedure

This study adopted the descriptive survey research design which is ex post facto in nature. The descriptive study helps to understand the features of a given group of people (Sekaran & Bougie, 2011). The sampling frame consists of all staff of the Lagos State University from its four campuses (Ojo, Ikeja, Epe and Surulere) in Lagos, Southwestern Nigeria. The simple random sampling technique was adopted for the study so as to give all the population equal chance of being represented.

The sample comprised four hundred (400) employees and questionnaires were circulated to them at the university campuses. Three hundred and twenty-two (322) questionnaires were returned to the researcher after five (5) weeks of distribution and follow up. Two (2) questionnaires were not filled properly and they were excluded from the analysis. A total number of three hundred and twenty (320) questionnaires were found usable for the analysis which represents 80% return rate.

### Measuring Instrument

**Organizational Commitment Construct (OC):** The construct OC was measured in this study by adopting the three (3) Dimensions of Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1991). This is a three-dimensional scale evaluating organizational commitment as affective, continuance and normative stages of commitment on a 5-point Likert-type rating scale; ranging from 5 (*strongly Agree*) to 1 (*strongly Disagree*). The Cronbach's alpha coefficients for OC; affective, continuance and normative were 0.85, 0.78 and 0.76 respectively (Davis, 2014). The alpha coefficient for the total scale consisting of 24 items was 0.91. The Cronbach's alpha coefficient for the 24 items OC scale in the university was 0.759, while the dimensional alpha coefficients for affective, continuance and normative organizational commitment were 0.781, 0.742 and 0.755 respectively. This is in line with the submission of Pallant (2011), for the acceptability of a measuring instrument for internal consistency.

### Data Analysis Procedures

The articulated hypotheses were analyzed using inferential statistics via a statistical software package. The IBM Statistical Package for Social Science (SPSS) version 20 was useful in analyzing the significance between the variables, as well as statistical reliability of the measuring instrument. This analysis includes: Mann Whitney-U test and Kruskal Wallis test.

## Results and Discussion

The results of tested hypothesis vis-à-vis existing literatures will be brought to the fore to understanding the relationships in the proposed model.

Descriptive statistics such as mean and standard deviation are used for understanding the 3 dimensional organizational commitment scales.

**Table 2: Descriptive statistics of the facets of the scale**

Variables	Mean	Std. Deviation	No of items	N
Affective Commitment	3.15	1.13	8	320
Continuance Commitment	3.06	1.27	8	320
Normative Commitment	3.09	1.17	8	320
<b>Total Organizational Commitment</b>	<b>3.10</b>	<b>1.19</b>	<b>24</b>	<b>320</b>

The mean score in table 2 above presupposes a moderate level of commitment of the respondents. Affective commitment has the highest level of mean score followed by continuance commitment and normative organizational commitment. The standard deviation according to Sekaran and Bougie (2011) is used to understand the variability or spread of distribution of data. They noted further that it is the square root of the variance.

**Table 3: Mann Whitney-U test for significant effect between gender on affective, continuance and normative commitment**

	Gender	N	Mean rank	P value
<b>Affective Commitment</b>	Male	208	159.00	.693
	Female	112	163.28	
<b>Continuance Commitment</b>	Male	208	155.89	.223
	Female	112	169.06	
<b>Normative Commitment</b>	Male	208	158.86	.664
	Female	112	163.54	

The results as shown in table 3 above presupposes that there is no significant effect of gender (male/female) on the three dimensions of organizational commitment among academic and non-academic staff of the University ( $p=.693>.05$ ,  $p=.223>.05$  &  $p=.664>.05$ ). Therefore, hypothesis 1 to 3 is rejected and the null hypothesis is accepted which presupposes that, there is no significant relationship between gender and organizational commitment. The result is in line with earlier studies conduct in Nigeria by Animashaun and Oludemi (2013), Salami (2008) and Ogunbamila and Fayankinnu (2014). The earlier studies found no significant effect of gender on organizational or workplace commitment in Nigeria. We can generalize that organizational commitment does not have anything to do with the sex of employees' in various sectors within Nigeria.

**Table 4: Kruskal-Wallis test for significant effect between educational qualification on affective, continuance and normative commitment**

	Educational Qualification	N	Mean Rank	P Value
<b>Affective Commitment</b>	School cert.	11	124.59	<b>.012</b>
	National diploma	33	169.94	
	HND/BSc	129	144.27	
	Master's degree	47	194.49	
	PhD	100	166.30	
<b>Continuance Commitment</b>	School cert.	11	172.64	<b>.007</b>
	National diploma	33	154.86	
	HND/BSc	129	178.06	
	Master's degree	47	171.12	
	PhD	100	133.38	
<b>Normative Commitment</b>	School cert.	11	221.23	.157
	National diploma	33	157.55	
	HND/BSc	129	163.97	
	Master's degree	47	163.20	
	PhD	100	149.05	

Table 4 above showed a significant effect of staff educational qualifications on affective organizational commitment ( $p=.012 < 0.05$ ) using the Kruskal Wallis non parametric test. Furthermore, it was observed that there exists a significant and positive effect of educational qualification on continuance commitment ( $p=.007 < 0.05$ ), this are supported by the work of Salami (2008). The result found no effect of educational qualifications on normative commitment ( $p=.157 > 0.05$ ) among staff of the university which was supported by the study of Shacklock and Brunetto (2012). Leaning on this result,  $H_4$  and  $H_5$  are accepted, while  $H_6$  is rejected.

**Table 5: Kruskal-Wallis test for significant effect between experience on affective, continuance and normative commitment**

	Experience	N	Mean Rank	P Value
<b>Affective Commitment</b>	1-5 years	13	196.27	<b>0.000</b>
	6-10 years	122	146.63	
	11-15 years	105	137.48	
	16-20 years	56	214.64	
	21-25 years	15	190.33	
	25 years & Above	9	178.89	
<b>Continuance Commitment</b>	1-5 years	13	186.31	<b>0.011</b>
	6-10 years	122	168.07	
	11-15 years	105	136.81	
	16-20 years	56	187.62	
	21-25 years	15	135.67	
	25 years & Above	9	169.56	
<b>Normative Commitment</b>	1-5 years	13	164.04	<b>0.014</b>
	6-10 years	122	166.95	
	11-15 years	105	141.15	
	16-20 years	56	180.98	
	21-25 years	15	198.90	
	25 years & Above	9	102.22	

Table 5 above showed a significant effect of experience on affective organizational commitment ( $p=.000 < 0.05$ ) using the Kruskal Wallis non parametric test. Furthermore, it was observed that there exists a significant and positive effect of experience on continuance commitment ( $p=.011 < 0.05$ ) and lastly a significant effect of experience on normative commitment ( $p=0.014 < 0.05$ ) among staff of the university. Congruently,  $H_7$ ,  $H_8$  and  $H_9$  are accepted. This result is in support of previous studies such as; Iqbal, Kokash & Al-Oun (2011) and Amangala (2013). The implication is that as the experiences of the academic and non-academic staff increases, the organizational commitment increases.

**Table 6: Mann Whitney-U test for significant effect between staff classification (Academic staff and Non-Academic Staff) on affective, continuance and normative commitment**

	Staff Classification	N	Mean rank	P value
<b>Affective Commitment</b>	Academic	185	175.03	<b>.001</b>
	Non-Academic	135	140.59	
<b>Continuance Commitment</b>	Academic	185	148.26	<b>.005</b>
	Non-Academic	135	177.27	
<b>Normative Commitment</b>	Academic	185	158.02	.572
	Non-Academic	135	163.90	

Table 6 above showed a significant effect of staff classification (academic and non-academic) on affective organizational commitment ( $p=.001 < 0.05$ ) using the Mann Whitney-U non parametric test. Furthermore, it was observed that there exists a significant and positive effect of staff classification on continuance commitment ( $p=.005 < 0.05$ ) and lastly there was no significant effect of staff classification on normative commitment ( $p=0.572 > 0.05$ ) among staff of the university. Congruently,  $H_{10}$  and  $H_{11}$  are accepted, but  $H_{12}$  was rejected. This result has contributed enormously to existing body of literature on organizational commitment. This is the very first time that the effect of staff classification is measured on the dimensions of organizational commitment.

**Table 7: Tested Hypotheses Results/Decisions**

Hypotheses	Results/Decisions
<b>H<sub>1</sub></b> : There is a significant effect of gender on affective commitment.	<b>Rejected</b>
<b>H<sub>2</sub></b> : There is a significant effect of gender on continuance commitment.	<b>Rejected</b>
<b>H<sub>3</sub></b> : There is a significant effect of gender on normative commitment.	<b>Rejected</b>
<b>H<sub>4</sub></b> : There is a significant effect of educational qualification on affective commitment.	<b>Accepted</b>
<b>H<sub>5</sub></b> : There is a significant effect of educational qualification on continuance commitment.	<b>Accepted</b>
<b>H<sub>6</sub></b> : There is a significant effect of educational qualification on normative commitment.	<b>Rejected</b>
<b>H<sub>7</sub></b> : There is a significant effect of experience on affective commitment.	<b>Accepted</b>
<b>H<sub>8</sub></b> : There is a significant effect of experience on continuance commitment.	<b>Accepted</b>
<b>H<sub>9</sub></b> : There is a significant effect of experience on normative commitment.	<b>Accepted</b>
<b>H<sub>10</sub></b> : There is a significant effect of staff classification on affective commitment.	<b>Accepted</b>
<b>H<sub>11</sub></b> : There is a significant effect of staff classification on continuance commitment.	<b>Accepted</b>

<b>H<sub>12</sub></b> : There is a significant effect of staff classification on normative commitment.	<b>Rejected</b>
--	-----------------

## Conclusion and Recommendations

The general objective of this study was to investigate the relationship between demographic factors and the three dimensions (affective, continuance and normative) organizational commitment. The specific objectives were to assess the effect of gender on affective commitment. Gender's effect was also evaluated against the continuance and normative organizational commitment. Also, educational qualifications were used to measure an effect on affective, continuance and normative commitment. Experience and staff classifications were tested on the three dimensions of organizational commitment for statistical relationships. Twelve distinct deductions were drawn based on the results gotten from the empirical evidence. Hypotheses one to three for instance, were rejected based on the facts that, gender has no statistically significant effect on affective, continuance and normative organizational commitment. This implies that organizational commitment of university staff can be gotten from any employee who feels it is pertinent for him/her to associate with the organization. For hypotheses four to six, educational qualification had significant effect on affective and continuance commitment dimensions alone but negates normative commitment. This presupposes that the educational level of employees can charge them to wanting to be associated with the university on a long term basis. Hypothesis seven, eight and nine affirms a significant effect of the university staff experience on affective, continuance and normative. This study deduced finally on hypotheses ten to twelve that staff classification (academic & non-academic) have significant effect on affective and continuance commitment; non-significant effect was found on the normative facet of organizational commitment. The managerial submissions gotten from the findings reported in this study presupposes that organizational commitment of staff in the university system is very pertinent for its survival. This is premised on the fact that the university has been grasped as knowledge domicile where creative and innovate ideas stems from. Organizational commitment of staff within a university system should not be taken with a pinch of salt and it should be guided jealously by the management of the university to help generate innovation and creativity.

## Limitation and Direction for Future Research

The investigation reported in this paper focused only on the significant effects of gender, educational qualifications, experience and staff classification on the three dimensions of organizational commitment namely; affective, continuance and normative commitment in a university in South Western, Nigeria. Deductions in this article is from a single sampled university, it is suggested that subsequent or related research should endeavor to collect data across two or more universities within the university system. Also, further akin studies should endeavor to include staff classification as a measure of organizational commitment so as to validate it as a correlate of a dependent variable.

## References

- Affum-Osei, E., Acquah, E., & Acheampong, P. (2015). Relationship between Organisational Commitment and Demographic Variables: Evidence from a Commercial Bank in Ghana. *American Journal of Industrial and Business Management*, 5(12), 769.
- Akinyemi, B. O. (2014). Organizational Commitment in Nigerian Banks: The Influence of Age, Tenure and Education. *Journal of Management and Sustainability*, 4(4), 104-115.
- Amangala, T. A. (2013). The Effects of Demographic Characteristics on Organisational Commitment: A Study of Salespersons in the Soft Drink Industry in Nigeria. *European Journal of Business and Management*, 5(18), 109-118.
- Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative science quarterly*, 1-14.
- Animasahun, R. A., & Oludemi, O. M. (2013). Demographical and psychological factors as correlates of organisational and career commitment among prison officers in Southwest, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 878-887.
- Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of management*, 34(3), 325-374.
- Baksh, A. M. (2010). *Organizational commitment of managerial employees: a unified theory and antecedents* (Doctoral dissertation, University of Southern Queensland).
- Becker, H. S. (1960). Notes on the concept of commitment. *American journal of Sociology*, 1(1), 32-40.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, 25(4), 453-471.
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management Review*, 17(3), 336-354.
- Cohen, A. (2014). Organisational commitment research: Past, present and future. In *Areas of Vocational Education Research* (pp. 261-274). Springer Berlin Heidelberg.
- Crow, M. S. L. Chang-Bae, Joo, Jae-Jin (2012). Organizational justice and organizational commitment among South Korean police officers an investigation of job satisfaction as a mediator. *Policing: An International Journal of Police Strategies & Management*, 35(2), 402-423.

- Culpepper, R. A. (2011). Three-component commitment and turnover: An examination of temporal aspects. *Journal of Vocational Behavior*, 79(2), 517-527.
- Davis, B. (2014). University Commitment: Test of a Three-Component Model. Retrieved from: [cornerstone.lib.mnsu.edu](http://cornerstone.lib.mnsu.edu) on 13<sup>th</sup> July, 2016.
- Ebeh, R. E., Uhiara, A. C., Sydney-Agbor, N., & Nwankwo, B. E. (2015) Demographic and Organisational Antecedents of Commitment among SME Employees in Imo State, Nigeria. *International Journal of Science and Research*, 4(6), 1214-1223.
- Forkuoh, S. K., Affum-Osei, E., Osei, M. A., & Addo Yaw, V. J. (2014). Employees' Commitment and Growth of Family Businesses. *International Journal of Economics, Commerce and Management*, 2(8), 1-14.
- Gallie, D., & White, M. (1993). *Employee commitment and the skills revolution: First findings from the Employment in Britain Survey*. London: Policy Studies Institute.
- Ibarra, H., & Barbulescu, R. (2010). Identity as narrative: Prevalence, effectiveness, and consequences of narrative identity work in macro work role transitions. *Academy of management review*, 35(1), 135-154.
- Iqbal, A., Kokash, H. A., & Al-Oun, S. (2011). The impact assessment of demographic factors on faculty commitment in the Kingdom of Saudi Arabian universities. *Journal of College Teaching and Learning*, 8(2), 1-13.
- Jena, R. (2015). An assessment of factors affecting organizational commitment among shift workers in India. *Management: Journal of Contemporary Management Issues*, 20(1), 59-77.
- Khalili, A., & Asmawi, A. (2012). Appraising the impact of gender differences on organizational commitment: Empirical evidence from a private SME in Iran. *International Journal of Business and Management*, 7(5), 100-110.
- Khan, I., Nawaz, A., & Khan, M. S. (2013). Determining the organizational commitment of academicians in public sector universities of developing countries like Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(1), 280-289.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological bulletin*, 108(2), 171-194.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20-52.
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: a conceptual analysis and integrative model. *Journal of applied psychology*, 89(6), 991-1005.
- Mirmohamdi, S. M., & Marefat, A. (2014). The Effect of Perceived Justice and Organizational Silence on Organizational Commitment. *International Review of Management and Business Research*, 3(3), 1773-1789.
- Morrow, P. C. (2011). Managing organizational commitment: Insights from longitudinal research. *Journal of Vocational Behavior*, 79(1), 18-35.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic press.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224-247.
- Nawab, S., & Bhatti, K. K. (2011). Influence of employee compensation on organizational commitment and job satisfaction: A case study of educational sector of Pakistan. *International Journal of Business and Social Science*, 2(8), 25-32.
- Ogungbamila, B., & Fayankinnu, E. A. (2014). Some psycho-social factors fostering workplace commitment among head teachers in Nigeria. *International Journal of Research Studies in Psychology*, 3(4), 17-28.
- Pallant, J. (2011). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. 4<sup>th</sup> (Ed.). Australia: Allen and Unwin.
- Pourghaz, A., Tamini, K. B., & Karamad, A. (2011). Do Demographic Characteristics Make a Difference to Job Satisfaction, Organizational Commitment and Burnout among Travel Agency Drivers?(A Case Study in Iran). *Journal of Basic and Applied Scientific Research*, 1(8), 916-923.
- Salami, S. O. (2008). Demographic and psychological factors predicting organizational commitment among industrial workers. *Anthropologist*, 10(1), 31-38.
- Sayğan, F. N. (2011). Relationship between affective commitment and organizational silence: A conceptual discussion. *International journal of social sciences and humanity studies*, 3(2), 219-227.
- Sekaran, U., & Bougie, R. (2011). *Research method for business: A skill building approach*. New York: John Wiley & Sons.
- Shacklock, K., & Brunetto, Y. (2012). The intention to continue nursing: work variables affecting three nurse generations in Australia. *Journal of Advanced Nursing*, 68(1), 36-46.
- Shacklock, K., & Brunetto, Y. (2011). A model of older workers' intentions to continue working. *Personnel Review*, 40(2), 252-274.
- Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational administration quarterly*, 38(4), 555-577.
- WeiBo, Z., Kaur, S., & Jun, W. (2010). New development of organizational commitment: A critical review (1960-2009). *African Journal of Business Management*, 4(1), 12-20.