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Job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment

Jennifer Parker Ayers
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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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2010

ABSTRACT

Job Satisfaction, Job Involvement, and Perceived Organizational Support as Predictors of
Organizational Commitment

by

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M.S., Alabama A&M University, 2001
B.S., University of Alabama, 1998

Dissertation Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
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ABSTRACT

The purpose of this study was to determine whether or not there is a significant relationship between job satisfaction, job involvement, perceived organizational support, and organizational commitment among educators. A review of the literature revealed there is limited research that examined organizational behaviors among educators. Organizational commitment has been identified as a leading factor impacting an employee's level of success in various organizations. There remains a gap in the current literature regarding specific attitudinal behaviors influencing organizational commitment across various levels of education. Organizational commitment among educators employed at the primary, secondary, and post-secondary levels was examined. The sample for this study included 900 educators in a southern U.S. state. Based on the social exchange and leader member Exchange theories, this study used a nonexperimental quantitative design. The data were analyzed using three hierarchical multiple regressions. The findings of this study revealed a significant relationship between job satisfaction, job involvement, and organizational commitment. Given the significance of these findings, promotion of dialogue within education could enhance social exchange relations, employee involvement, and educator commitment. Social change implications include the improvement of the educational services and student success outcomes and promotion of the importance of quality workplace exchanges, personal growth, leadership, scholarship, collaboration, and the benefits of a highly committed workforce.

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DEDICATION

To my son, Jacob Barrack Ayers, “Sunny Boy”, “Just Jacob”,....you are the best!,

I dedicate this labor of love to you. Thank you for keeping me in line with our “names”
and all. For a 3 year old, you really are a Rock Star!

I Love you,

“Mommy Joe”

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To my supportive and understanding family, Reece, Jacob Barrack, and my canine son, Samson, I thank each of you for giving Mommy the time and space to work, My Parents: Mommy and Daddy, thank you for your sacrifices, love, and your financial support when I needed it the most. To my sisters: Kim, Tammalee, Pricilla, and Dionne for the best words of encouragement to get me to the next step when I felt I could no longer endure the task; My brother Carl, My Mom Lynette G., My Bestest, Kimmi, My extended family Uncle-Daddy Alvin and Mama B, thank you for believing in me; Dwayne Green thank you for all the help with all my computer malfunctions, The North Division General Conference of Seventh-day Adventist for my scholarships; my Dissertation Committee Members: Dr. G. Dawdy, Dr. A. Rubenstein, and Dr. B. Trunk for helping me to accomplish this surmounting task; Thank you to my Editor in Chief, Dr. Sue Kopel, and last, but never least, thank GOD, my “Rock” and “My Main Man”, who always gives me just enough strength for the step I am on!

“Do not be afraid, for I have ransomed you.

I have called you by name: you are mine.

When you go through deep waters and great trouble,

I will be with you.

When you go through rivers of difficulty, you will not drown!

When you walk through the fire of oppression,

you will not be burned up;

the flames will not consume you.”

Isaiah 43:1-2

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CHAPTER 1:INTRODUCTION TO THE STUDY

Introduction

Since the late 19th century there has been an increased interest in factors that distinguish functional organizations from successful organizations. For years researchers sought to explain organizational success by the value of a company's stock portfolio, administrative structure and organizational chart. Most recently, organizations have begun to take a closer look at interpersonal factors that may impact workforce dynamics and productivity (Parnell & Crandall, 2003; Somech & Ron, 2007). Moreover, they have begun to examine people power and the role it plays in organizational networks. Researchers have sought to discover which variables have the greatest impact, if any, on organizational outcomes (Parnell & Crandall, 2003; Somech & Ron, 2007). Researchers have discovered that no single attribute or attitudinal variable thus far can explain the dynamics of employee organizational commitment (Abbott, Boyd, & Miles, 2006; Caselman & Brandt, 2007; Clay-Warner, Reynolds, & Roman, 2005).

Social exchanges in the workplace have a direct impact on workplace outcomes such as employee turnover (Coyle-Shapiro & Conway, 2005; 2005; Feather & Rauter, 2004; Freund, 2005; Hofmann, & Morgeson, 1999; Hofmann, Morgeson & Gerras, 2003). Organizations continue to seek answers regarding employee workplace and citizenship behaviors (Joiner & Bakalis, 2006; Parnell & Crandall, 2003; Somech & Ron, 2007). However, it will be necessary for them to gain further insight into the quality and characteristics of workforce interactions and relationships. Not only are peer subordinate relationship interactions important, but also the quality of interaction between a

supervisor and a subordinate (Joiner & Bakalis, 2006; Parnell & Crandall, 2003; Somech & Ron, 2007). Past studies indicated that the quality of the supervisor subordinate relationship is very important because supervisors perform as an organizational agent helping to facilitate the goals of the organization on the most interactive level (Afza, 2005; Blau, 1964; Erdogan, Kraimer, & Liden, 2002; Marcus & House, 1973; Neves & Caetano, 2006).

Compared to other countries, the United States continues to be the leading pioneer in providing participative work environments (Scott, Bishop, & Chen, 2003).

Participative (collaborative) work environments are workforces that encourage and support job involvement. Scott et al. argued that in order for a collaborative workforce to be achieved, employees must be willing to work beyond the call of duty and they must be committed to the organization.

Another facet related to organizational commitment that has also recently received attention is the relationship that subordinates share with each other. Specifically, supportive work groups have been reported to help clarify job roles, decrease role ambiguity, provide social and moral support, and provide opportunities for positive work experiences (Abbott et al., 2006; Freund, 2005; Obeng & Ugboro, 2003). Employees who are satisfied with their work environment, and are involved in additional work duties are also likely to report higher work commitment. Employees who are dissatisfied with their employment only complete the minimum workplace duties (Chen & Hung, 2006; Chen, Lin, Lu, & Taso, 2007; Chen, Tsui, & Far, 2002).

The extant literature is limited regarding organizational commitment in educational settings. Strict attention was needed to examine specific antecedents and consequences among educators including: age, gender, tenure, job satisfaction, level of work involvement, and perception of organizational support (Joiner & Bakalis, 2006; Karrasch, 2003; Karsh, Booske, & Sainfort, 2005; Obeng & Ugboro, 2003; O'Driscoll et al., 2003). It was hypothesized that there is a significant relationship between job satisfaction, job involvement, perceived organizational support, and employee organizational commitment.

Background of the Study

The quality of the relationship between an organization's individual members not only impacts the immediate primary parties involved in professional interactions, but also society at large (Mowday, Porter, & Steers, 1982). Mowday et al. argued that without a significant level of employee commitment within organizations, the organization as a system, will not survive. The success of most organizations is dependent upon the level of quality exchanges among its members.

Organizations have existed for centuries and as early as the mid 19th century philosophers began theorizing which factors make the greatest difference in employee organizational commitment. Mowday et al. (1982) asserted that changes in the profile of the workplace would eventually influence employee expectations and demands of organizations. Demographic changes like age, race, education, gender, personality, and economics would have the greatest impact on social changes among employees within and outside of the organization.

As early as 1954, the subject of organizational commitment has been one of interest. Mowday et al. (1982) suggested three reasons for that interest: (a) employee commitment is assumed to be a reliable predictor of behaviors such as absenteeism, employee satisfaction, and turnover; (b) organizational commitment determinants is of interest to organizational administrators and behavioral scientists and; (c) understanding organizational commitment could provide insight to the psychological process that influences employee attachment, identification, and belonging. One factor researchers have yet to disagree upon is that employee commitment is a process influenced by workforce interactions that eventually unfold over time (Drunkman, 1998; Farrel & Finkelstein, 2007; Feather & Rauter, 2004; Wegge, Schmidt, Parkes, & Dick, 2007).

For the past 4 decades, industrial and organizational researchers have focused their attention on factors that influence employee commitment. While much of the earlier studies primarily focused on employee satisfaction, studies during the past 20 years have explored the impact of other attitudinal concepts such as perceived support and job involvement (Drunkman, 1998; Farrel & Finkelstein, 2007; Feather & Rauter, 2004; Wegge, Schmidt, Parkes, & Dick, 2007).

Rhoades and Eisenberger (2002) examined more than 70 studies related to workplace outcomes including perceived organizational support and organizational commitment. Their research further emphasized the importance of antecedents and consequences that may mediate the relationship perceived organizational support and organizational behaviors.

More recently, organizations have turned their attention towards antecedents like workplace social interactions. Interactions such as employee, leadership, and personnel interactions and the dynamics of that relationship to provide a possible explanations for employee workplace behavioral outcomes (Rhoades & Eisenberger (2002)). Recent studies indicated that the quality of the relationship between employer and employee does effect employee satisfaction (Hallberg & Schaufeli, 2006; Idsoe, 2006; Karrarsch, 2003; Karsh et al., 2005). The quality of that relationship has also been linked to organizational commitment (Joiner & Bakalis, 2006; Kidd & Smewing, 2001; Mankanjee, Hartzer, & Uys, 2006; Obeng & Ugboro, 2003). Researchers argued that an employee's level of commitment is not only impacted by their interactive experiences, but is also influenced by the employees' perception of organizational support and the stability and security of employment with a given organization (Chen et al., 2007; Coyle-Shapiro, & Conway, 2005; Kacmar, Witt, Zivnuska, & Gully, 2003).

Statement of Problem

The problem addressed in this study is that although extensive research has been done to study work attitudes and organizational behaviors, organizational commitment has been identified as a leading factor impacting the level of success of many organizations (Meyer & Allen,1997). As organizations strategize to increase organizational productivity, it was necessary for the industrial and organizational sectors to evaluate which behaviors, attitudes, and factors bare the greatest influence on an employee's decision to make a commitment (Chen, Silverwork, & Hung, 2006; Collier & Esteban, 2007; Coyle-Shapiro & Conway, 2005; Meyer & Allen, 1997). The purpose of

this study was to investigate whether or not job satisfaction, job involvement, and perceived organizational support significantly effects organizational commitment among educators at various levels of education. Research on leadership behaviors indicated that the relationship between the leader and subordinate is significantly influenced by subordinate role behaviors (Afza, 2003; Chen et al., 2002; Deluga, 1994). Hofmann et al. (2003) found that “In high quality relationships, the leader and subordinate engage in collaborative problem solving, eventually resulting in a set of interlocking role behaviors that are mutually reinforcing” (p. 171). This study emphasized the value of a quality relationship between employees and employers and its benefits in the world of work.

An analysis of relevant research to date found few studies that have been conducted to evaluate organizational commitment among educators. Specifically, there were no studies that assessed employee commitment among varied levels of education including elementary, middle, high school, and post secondary education. Several studies indicated that no single factor contributes to employee satisfaction or commitment; however, several factors have been investigated.

In chapter 2, a review of the literature relevant to organizational commitment is discussed. According to the literature job satisfaction is the most investigated variable related to organizational commitment. Nonetheless, other variables have been investigated and have been found to influence an employee’s level of commitment and their decision to remain with an organization for an extended period of time.

Purpose of the Study

Although researchers have identified multiple variables that predict organizational commitment, they have not agreed on two specific outcomes. First, no single variable has been indicated as the sole factor directly impacting workplace outcomes including organizational commitment and turnover intentions, and second, more empirical research is needed to narrow the scope of predictors of organizational commitment for practical employment commitment and retention (Chen et al., 2007; Clay-Warner et al., 2005; Coyle-Shapiro & Conway, 2005; Hafer & Martin, 2006; Mankjee, Hartzer & Uys, 2006; Wegge et al., 2007).

Organizational commitment has been identified as a leading factor impacting the level of success in many organizations (Meyer & Allen, 1993). This study examined the relationship between job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment among educators. In addition, gender, a unique demographic variable has also been identified for closer examination and whether or not it is a factor significantly influencing the major construct variables of interest. In recent years, organizations have acknowledged that their workforce can only be as successful as their best organizational leaders and the employees who work under their leadership. There is little evidence in the literature that identified specific factors that impact organizational commitment among educators (Chang & Choi, 2007; Chen et al., 2007; Freund, 2005; Obeng & Ugboro, 2003).

Because teacher student rapport and involvement has been identified as two key components influencing student success (Darling-Hammonds, 2000; Harme & Pianta, 2001), it was worthwhile for educational institutions to investigate factors that may influence educator commitment and their decision to remain with an organization. Chang and Choi (2007) indicated that educators are often committed to their career and a given organization. However, their commitment to their careers often take precedence over their commitment to a place of employment (Chang & Choi, 2007; Feather & Rauter, 2004; Freund, 2005; Joiner & Bakalis, 2006).

Many organizations seek to provide and promote a safe and supportive workforce. Some companies have gone to the extent demonstrating to employees how much they care about their well-being by providing on site child care, and physical training facilities. Research has shown that employees who perceived that an organization is genuinely concerned about their welfare are more likely to voluntarily become more involved and contribute to the organizations overall success (Collier & Esteban, 2007). In response to dedicated and committed employee efforts, organizations respond by consistently introducing new programs and incentives to entice and increase productivity, loyalty, morale, job satisfaction, and reduced intentions of turnover (Abbott et al., 2007). The basic assumption is that if employees experience an enriched work environment as evidence by high levels of commitment, job involvement, perceived supervisor support, and job satisfaction, they will also be inspired to, in kind, produce exceptional quality work on behalf of the organization. Theory of Social Exchange and the Leader Member Exchange theory were used to examine the relationship among the variables selected for

the study. Both theories selected, highlighted the transparency of the importance of a quality relationship between educational leadership and it's members. In addition, the significant impact of job satisfaction, job involvement, and perceived organizational support on educator commitment outcomes was indicated.

Hypotheses

The research question of this study examined whether or not there was a relationship between gender, job satisfaction, job involvement, perceived organizational support, and affective, continuance, and normative organizational commitment.

Hypothesis 1

Higher Affective commitment scores as measured by the TCM Employee Commitment Survey Affective Commitment Subscale will be related to gender, higher job satisfaction, higher job involvement, and higher perceived organizational support.

Hypothesis 2

There is a relationship between higher continuance commitment as measured by the TCM Commitment Survey Continuance Commitment Subscale and gender, higher job satisfaction, higher job involvement, and higher perceived organizational support.

Hypothesis 3

Male educators with higher normative commitment scores as measured by the TCM Employee Commitment Survey Normative Commitment Subscale, will also have higher of job satisfaction, higher job involvement, and higher perceived organizational support.

Definition of Terms

The following will provide an operational definition and explanation of terms frequently used in the study:

Affective commitment: Refers to the employee's emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 1997).

Continuance commitment: Refers to an awareness of the costs associated with leaving the organization. Employees with continuance commitment stay on a need basis (Meyer & Allen, 1997).

Interdependence: An interactive relationship between individuals or groups that is expected to result in a beneficial outcome for all parties involved (Lawler & Thye, 1999).

Job involvement: Two theoretical definitions of job involvement are significant to this study: (a) "the degree to which the total job situation is a central life interest or the degree to which it is perceived to be a major source for the satisfaction of important needs" (Saleh & Hosek, 1976, p. 213) and (b) "an individual's psychological identification with a job" (Kanungo, 1982, p. 97). This study will use the Job Involvement Questionnaire to measure this construct.

Job Satisfaction: Three theoretical definitions of job satisfaction are relevant to this study: (a) "the emotional state resulting from the appraisal of one's job and as such can be negative, positive, or neutral" (Avery, 1995, p. 273) and (b) "the extent to which people like or dislike their job" (Spector, 1997, p. 2). This study will use the Job Satisfaction Survey to measure this construct (Spector, 1994).

Normative commitment: Is a reflection of an employee's feeling of obligation to continue employment with the organization (Meyer & Allen, 1997).

Organizational commitment: Two theoretical definitions are relevant to this study: (a) "a psychological state, characterizing an individual's relationship with the organization, in accepting the goal of the organization and the willingness to exert effort to achieve its goals" and (b) "the relative strength of an individual's identification with and involvement in a particular organization (Mowday et al., 1982, p. 27). This study will use the Three Model Commitment Scale to measure this construct (Meyer & Allen, 1997).

Perceived organizational support: Four theoretical definitions are relevant to this study: (a) "an employee's global belief concerning the extent to which the organization values its contributions and cares about their well-being" (Eisenberger et al., 2002, p. 567) (b) "a measure of an organization's commitment to its employees" (Makanjee et al., 2006, p. 118); (c) "perceived organizational support is the degree to which an employee feels that they are supported by their supervisor" (Gagon & Michael, 2004, p. 173) and (d) perceived organizational support is an employee's with their relationship with their supervisor and how well they can depend on their supervisor to attend their individual concerns (Lynch, Eisenberger, & Armeli, 1999).

Perceived supervisor support: Two theoretical definitions are relevant to this study: (a) "perceived supervisor support is an attitudinal type of perceived organizational support" (Idsoe, 2006, p. 49) and (b) "an employee's perception that their supervisor values their contributions and cares about their well-being (Shanock &

Eisenberger, 2006, p. 689). This study will use the Survey of Perceived Organizational Support (SPOS) (Eisenberger, Huntington, & Sowa, 1986).

Self interest: A person or an organization's justification to participate for personal advantage (Lawler & Thye, 1999).

Assumptions, Scope, and Limitations

The following assumptions were made regarding this study:

1. The TCM Employee Commitment Survey, the Perceived Organizational Support Survey, the Job Involvement Questionnaire, and the Job Satisfaction Survey would be appropriate instruments to gather information to answer the proposed research questions.
2. The participants would be able to understand the directions and the questions presented in the surveys selected for the study.
3. The participants would represent educators, and outcomes may not be generalized to other professions.
4. The scope of the study may be limited as it would only represent educators who have chosen to participate in the study and regard survey research as a valuable tool for organizational advancement and who are committed to opportunities to contribute to positive social change within the field of Education as individual.
5. An expected limitation of the study was related to the use of self-reported questionnaires because of self-report bias, fear of retaliation, and the participants' perception on the importance of the factors that influence organizational support.

Significance of the Study

The high cost associated with training and supporting personnel has caused organizations to re-examine the sensitive relationship that may exist between job satisfaction, job involvement, perceptions of organizational support, and other factors related to organizational commitment. Studies have presented supportive and conflicting evidence concerning the interrelated basis of factors that influence organizational commitment (Karsh, 2005; Whitener, 2001). Karsh et al. (2005) argued that factors such as satisfaction and commitment have received so much attention within organizations because they have been found to predict employee turnover intentions in the workplace. Karsh et al. contended that leadership dynamics, work overload, age, and employee tenure have also shown an effect on satisfaction and commitment.

The research thus far has shown a relationship between job satisfaction and employee behaviors including job involvement and organizational commitment. Organizational outcomes have also been linked to an employee's behaviors and attitudes. Specifically, when an organization demonstrated and promoted high commitment practices, it increased the overall organizational effectiveness. Employees who work in organizations where high commitment practices are modeled, they were more likely to become more involved in the organization; thus, working harder and making personal contributions to the organization's primary goal (Whitener, 2001).

This study adds to the existing body of research of employee organizational

commitment. Much of the research spans over the past 40 years has focused on commitment among business personnel in the private sector (Karsh et al., 2005). However, there are few current studies that have explored attitudinal workplace outcomes among educators. Specifically, there was no study found that focused its attention on educators in the public sector at all levels of education. Moreover, various studies indicated conflicting workplace outcomes. It was expected that this study would help clarify and identify workplace perceptions, behavioral, and attitudinal outcomes that impact organizational commitment. As organizations identified factors that directly effect employee commitment behavior, they would have the opportunity to develop organizational programs to address highlighted issues as they indeed impact the overall functioning and success of the organization.

A limited amount of research has been conducted to examine organizational commitment across various levels of education. This study was intended to promote positive social change, regardless of the education level being taught. It would provide empirical data that would implicate factors directly related to employee organizational commitment. Based on the information provided by this study, educational systems would have the opportunity to enhance, revise, and implement programs and practices based on direct employee feedback. Consideration of employee feedback is likely to indicate organizational value, acceptance, and promote employee indebtedness. Educational organizations would benefit from this indebtedness as employees demonstrate loyalty, scholarship, quality social exchanges as evidenced by significant educator

commitment. Armed with specific indicators of organizational commitment; educational systems could strive towards creating a professional environment that promoted personal growth, leadership, collaborative and citizenship behaviors, and scholarship within their organization and identifies specific factors that influence organizational commitment. Moreover, educational organizations would have an opportunity to increase educator moral, the quality of educator instruction, and ultimately, improve student academic outcomes. It has been found that employees trust in leadership that had the strongest impact on building organizational commitment (Whitener, 2001).

Chapter Summary

Thus far, there are many factors that have been considered to help explain an employee's level of commitment to a given organization. While some constructs have been identified, there are variables that warrant deeper insight and exploration including: an employee's perception about his or her supervisor's level of support, job satisfaction, and job involvement (Afza, 2006; Blau, 1964; Chang & Choi, 2007; Collier & Esteban, 2007). In order to increase workforce productivity and success, organizations are taking a closer look and the social dynamics of organizations that are likely to impact the organizations overall effectiveness (Abbott et al., 2006; Caselman & Brandt, 2007; Feather & Rauter, 2004). To shed further light on factors impacting organizational commitment, more organizations and behavioral scientist are examining attitudinal variables to help improve organizational cohesion, economic and interpersonal success within organizations (Baron, Hannan, & Burton, 2001; Jancic & Zabkar, 2002; Karrasch, 2003; Rhoades & Eisenberger, 2002).

While organizational success often depends on workplace productivity, research indicated a greater degree of success depends on interpersonal and workplace variables such as supervisor and subordinate rapport, collaborative work teams, perceived organizational support, and workplace communication (Abbott et al., 2006; Amerikaner, Elliot, & Swank, 1998; Bragg, 2002; Caselman & Brandt, 2007; Chen & Hung, 2006). There were few studies conducted examining attitudinal variables that impact organizational commitment among educators on all academic levels. The purpose of this study was to investigate whether or not job satisfaction, job involvement, and perceived organizational support, are predictors of organizational commitment. The results of this study provided useful data for organizations to further examine and cultivate a more satisfied, involved, supported, and committed workforce.

Chapter 2 provides a review of research related to job satisfaction, job involvement, perceived organizational support, and organizational commitment from the social exchange and member exchange theoretical perspectives. Chapter 3 reports the methodology used to examine the variables of the study. Included were a detailed description of the settings, participants, test instruments, and method of data collection. Chapter 4 presents the results of the quantitative study, which used a hierarchical, multiple regressions to answer the major research question and examine the study's hypotheses. Specifically, is an employee's level of organizational commitment influenced by his or her job satisfaction, job involvement, and perceived organizational support.

Chapter 5 discusses the results, and the comparison of those results to previous studies, and the limitations of the current study. The outcome of the study expected to produce results that would support recommendations for not only organizational settings in general, but specifically organizational commitment and implications for social change in educational organizations.

CHAPTER 2: LITERATURE REVIEW

Introduction

This study examined whether or not there is a relationship between job satisfaction, job involvement, perceived organizational support, and employee organizational commitment among educators. Several databases were used to collect data for this study including: EBSCO host and EBSCOhost Electronic Journals, Business Source Premier, Academic Search Premier, ERIC, Emerald. The key terms searched included: organizational behavior, organizational commitment, perceived organization support, employee satisfaction, tenure, gender, and job involvement to examine the literature related factors that impact organizational commitment. Based upon past and current literature on the subject, there are numerous reasons for further study. Previous studies have examined organizational commitment in the medical and industrial professions (Afza, 2003; Mankanjee et al., 2006; Neves & Caetano, 2006; Vanderberghe et al., 2007). Prior to this study, few studies have examined contributory factors of organizational commitment within educational settings. Furthermore, no studies examined specifically the three independent variables chosen for this study. This chapter presents an in depth review of pertinent literature. The Social Exchange theory and the Leader-Member Exchange theory (LMX) together provided the theoretical framework used to examine the relationship between job satisfaction, job involvement and perceived organizational support (POS) as predictors of organizational commitment.

Theoretical Framework of the Study

Social exchange is a primary determinate that drives, mediates, and influences job satisfaction, perceived organizational support, and job involvement within organizations (Blau, 1964; Chen et al., 2007; Deluga, 1994; Locke, 1976; Neves & Caetano, 2006; Nord, 2001). The social exchange and the leader-member exchange theories were used to examine to what extent these factors, if any, influenced an employee's level of organizational commitment. Fuller, Barnett, Hester, and Relyea (2003) argued that researchers continue to find a consistent relationship between perceived organizational support and perceived supervisor support, a variation of perceived organizational support, and organizational commitment. The employer/employee interaction is often examined in comparison with the social exchange theory because mutual exchange is an expected outcome in committed relationships.

The social exchange theory proposes that behaviors are driven by reciprocity and expectation of rewards (Blau, 1964). This may involve emotional, social, and material benefits. Similarly, the leader-member exchange theory focuses on the quality of exchange between the employee and manager. Specifically, it focuses on the individual's level of emotional support and exchange resources (Wayne, Shore, Bommer, & Tetrick, 2002).

Literature on leadership and social norms suggested that social norms are constructed, displayed, and managed in the context of various social roles, organizational membership, and identities (Fox & Fallon, 2003). Social roles are also motivated by certain primary drives, including basic needs of safety and belonging. Nord (2001)

posited that these needs permit individuals to be shaped into social beings by their experiences in significant social settings and it is argued that through the shaping process that the social exchange occurs.

Social Exchange Theory

As social, economic, and environmental changes began to occur in the U.S. at large, businesses began to take center stage and leaders across various industries including automotive, oil, factory, and the housing markets began to take a closer look at what it would take for these industries to survive in the transformation of social reform. Blau (1964) suggested that most social interactions involve some level of social or economic exchange. More specifically, an institutional exchange may include the establishment of a bond where both parties engaged in the interaction seek satisfactory outcomes at some point in time. Benefits received from an exchange relationship are often valued as symbols of supportiveness and the exchange itself represents the underlining mutual support, which often is a concern for all involved parties. According to Blau, the social exchange theory further suggested that gratitude and appreciation may come as material benefits; however, likewise, verbal expressions in some instances have also proven invaluable for many employees.

Social Exchange and Employment Compensation. Settoon, Bennett, and Liden (1996) contended that the social exchange model has been a helpful framework used to enlighten organizations on subordinate behaviors including obligation to their supervisors and engagement in job performances beyond their formal contract. Settoon et al. also argued that employment contracts would vary in terms of the compensation, work details,

and requirements of exchange between the employee and employer. However, employee's who were under a contract with an organization regardless of their level of work involvement were still expected to contribute to the organization's success.

The basic premise of the exchange model suggests that in an exchange, if both parties are satisfied with the outcome received, it is likely that both parties would provide more of their own effort, with the hope of influencing the other party to reciprocate what is being given to avoid indebtedness to the other party (Blau, 1964). It is mutuality implied that an exchange must develop along dimensions to which both parties can contribute and find valuable (Dienesch & Liden, 1986).

Social change theory involves multiple actors. Lawler and Thye (1999) stated, "The social exchange theory assumed that self-interested actors transact with other self-interested actors to accomplish individual goals they could not achieve alone" (p. 217). Fox and Fallon (2003) further argued that an increase in relative beneficial power increases feelings of satisfaction, security, loyalty, and commitment, while, a decrease in relative power, leads to fear and anxiety. The actors involved with the application of the theory will react either positively or negatively.

Social Exchange and Employee Interpersonal Behaviors. Fox and Fallon (2003), Jancic & Zabkar (2002), and Lawler and Thye (1999) suggested that at the foundation of the social exchange theory, a social exchange interaction asserted emotionality, a primary force that influences the social exchange process. Every organization creates its own set of social norms to guide the day-to-day operations of the organization. Some organizational norms are guided by organizational behavior, culture, procedures, and

policies, while other organizational norms are influenced by emotions (Fox & Fallon, 2003; Jancic & Zabkar, 2002; Lawler & Thye, 1999).

The exchange component of the social exchange theory asserted a reciprocal element that must be present in order for negotiations to advance. Specifically, the reciprocal relationship suggested a joint effort as both self-interested parties enter into an agreement based upon specified terms, obligations, with the expectation of satisfactory negotiated outcomes (Fox & Fallon, 2003; Jancic & Zabkar, 2002; Lawler & Thye, 1999). Lawler and Thye (1999) suggested that in each case, the exchange is a joint task in which both actors have an incentive to accomplish or consummate the interaction in some legitimate way.

The interactions of the social exchange process could produce pride, commitment, dedication, esteem, and productivity; however, based on research findings, exchange relations are more likely to endure if there promotion of mutual trust and respect were present. Moreover, as the needs of both self-interested actors are satisfied, greater compliance, obligation, sacrifice, and collective action would be enacted to support the social exchange process (Lawler & Thye, 1999; Mauer et al., 2002). An exchange relationship is an investment where involved parties must trust the other involved party to make an equitable commitment. The exchange process is considered a partnership that would offer an advantageous opportunity that would further deepen bonds of trust and indebtedness. As the stability of the relationship improved each person who initially sets

out to serve their own self-interest would begin to make contributions that would prove mutually beneficial, rewarding, and acceptable for everyone involved.

Trust as a Tenet of the Social Exchange Interaction. Another tenet at the foundation of the social exchange theory is trust. Blau (1964) suggested that an initial problem in social relationships is proving oneself trustworthy. Neves and Caetano (2006) conducted research to clarify the role trust plays in organizational change. Research findings asserted that an employee's trust in their supervisor has a positive correlation to affective commitment. A high level of trust between an employee and his or her supervisor enhanced the quality of the employee and supervisor exchange, ultimately leading to increased organizational commitment (Neves & Caetano, 2006). Trust has an effect on not only interpersonal relationships in general, but it also affected employee attitudes towards an organization. Trust is not an interpersonal variable easily earned, making the loss of trust a significant issue for many workplace settings.

Druckman (1998) found that unwavering trust in a relationship is central to moving a relationship forward. If one partner in the engagement finds mistrust, it would be difficult for the other partner to make the first concession. When both partners are committed and find the relationship mutually beneficial, a strengthened relationship can be expected. Nord (2001) asserted that for any social system, including organizations to maintain its stability, Specific behaviors must be normalized to confirm expectations. Specifically, organizationally normed behaviors that take place should occur frequently, and must provide rewards for both the giver and recipient.

The literature continues to note that the exchange process is rarely defined by one single factor. This is especially true of the social exchange process that occurs between an individual and an organization (Blau, 1964; Coyle-Shapiro & Conway, 2005; Fuller et al., 2003). Blau (1964) suggested that people's behaviors are often influenced by economics, benefits, rewards, and social obligations, which may directly impact employee: trust, internalized norms, risk, rejection, and the character of the relationship.

Application of Social Exchange Theory to Organizational Commitment. Coyle-Shapiro and Conway (2005) mentioned that over the past 2 decades, researchers have primarily selected the social exchange theory as the theoretical framework applied to organizational settings because it provided useful insight of key factors that impact the relationship between individuals and organizations. Blau (1964), Lawler and Thye (1999), and Wayne et al. agreed that additional factors including trust, support, gratitude, personal obligation, personal rewards, benefits, discretionary behaviors, and reciprocity among individuals in the organization also impacted the social exchange process in the workplace. The examination of social exchange and its relationship to behaviors has proven to be a significant element of organizational commitment and perceptions of organizational support. Settoon et al. (1996) argued that the social exchange model has been used to explain the dynamics of subordinates obligation to their supervisors and explanation of employees performing in ways that are beyond their general job description. When an employee benefits from his or her employment contract, he or she were more likely to feel more obligated to the organization.

The investigation of the role organizations and members' play together is an important one that involves interactions, workplace performances, and pro-organizational behaviors. In the exchange that occurs between supervisor and subordinate, it is important to note the effect of social positions. The social status of the subordinate versus the social position of the supervisor, often impacts workplace relationship outcomes (Fuller et al., 2003). Literature related to organizations further suggested that as subordinates felt more valued and supported, relative power was more likely to increase feelings of security (Fuller et al., 2003). This results in reinforcing the employee's overall commitment to the organization.

Social Exchange in Organization Developmental Process. Nord (2001) showed that the degree of personal involvement is another factor that influences the social exchange process. In contrast to traditional norms of the exchange theory, Nord argued that some employees function in an organization not for monetary gain or tangible accolades, but chose to contribute to the organization for reasons associated with personal values such as wisdom and virtue. There are employees who function within organizations for personal growth and they may not be committed to the organization for social gain. From their perspective, personal satisfaction is the pay off which in many cases also proved beneficial for the organization (Nord, 2001). Druckman (1998), Fuller et al., (2003), Jancic and Zabkar (2002), and Mauer et al., (2002) asserted this outcome further supported the foundation of the social exchange theory, which purports that negative or positive behaviors are likely to occur on the basis of an exchange either tangible or intangible.

Relative to organizations, when individuals work together as a group with a common goal, eventually group norms are established to regulate and limit the exchange process including the norm of reciprocity. When members of the group fail to fulfill obligations, they may be vulnerable to administrative recourse (Blau, 1964; Blau & Meyer, 1987). Through reciprocation, each party has an opportunity to reinforce and stabilize the relationship by exchange, while continuing to receive needed services (Blau, 1964; Blau & Meyer, 1987). Because of the expectations of both the individual and organization, satisfaction was a factor that could impact both parties level of commitment to the other engaged party. The social exchange involved unspecified obligations. When an exchange occurred it was expected that in the future, at an unspecified time, the favor of an equal or fair exchange, would be received. Blau (1964) mentioned that the returned favor cannot be bargained about, but must be left up to the discretion of the party who is returning the favor. This component of the social exchange process could be especially difficult in organizational settings. Employees are often forced to trust and rely on their immediate superiors prior discretion and rewards because it is assumed that their response would ultimately represent the organizations overall support and commitment to the employee.

Social Exchange, Workplace Perceptions, and Shared Values. Mauer et al. (2002) asserted that the supervisor-subordinate exchanges do have distinct antecedents and consequences. Because subordinates view organizational support as indicative of organizational support, it is important that the exchange between the subordinate and supervisor is nurtured and perceived as beneficiary. More specifically, when an employee

completes a task for a supervisor, while the task may benefit the supervisor, there may be possible secondary and unintended benefits to the organization at large. This further highlighted the concept of perceived beneficiary support, which may have a direct effect on an employee's perceptions and workplace behaviors (Mauer et al., 2002). For developmental activities to be beneficial to the employee, supervisor, and organization, activities should be based on the assessment of what will be most valued by the members of the organization. Mauer et al. found that when an employee's perception of organizational support was high, employees were more likely to engage in developmental activities that were perceived to benefit the employee themselves, a supervisor, and or the organization as a part of the social exchange process.

Druckman (1998) argued that to ensure quality exchanges, organizations and employees alike must not only contribute to the relationship based on self-interest, but also maintain the quality of the interaction based on shared values and mutual needs. The interactions included attributed intentions, perceptions of relative power, legitimacy, and perceptions of fair treatment of other employees. In the analysis of the social exchange theory, Druckman emphasized the distinction of interpretations related to the term exchange. For example, exchanges may be interpreted as a trade for one party and as a relationship for the other party involved. This difference in interpretation could have significant implications for the outcome of the existing interaction. Furthermore, Druckman argued that when the intended messages were clear and there are no underlining political gains, it was likely to induce cooperative behaviors. It was argued

that an increase in mutual beneficial power, feelings of satisfaction, security, loyalty, and commitment, while, a decrease in mutual power leads to fear and anxiety (Fox & Fallon, 2003).

Tangible and Social Benefits of Social Exchanges Within Organizations. Rhoades and Eisenberger (2002) indicated that social exchange theorists contended that when individuals are acknowledged and rewarded for a job well done he or she would be more likely to repeat the behavior in the future and make even greater contributions for the good of the group on behalf of the organization. This type of response supported the idea that when employees feel that actions of the organization is based on sincere, voluntary, and unconditional regard and respect, it was likely that the employee would be more willing to make positive contributions to the good of the organization. Promotions, job enrichment and training based on internal evaluations instead of external constraints like governmental regulations, ensuring that the exchange being offered on the part of the organization is not only supportive, but also genuine.

The exchanges that occur in the workplace between the subordinate and supervisor are a critical part of the organizations core interactions and success. When the leader provided the employee with approval, recognition, and support, the employee in turn made a considerable contribution to the relationship by submitting commitment, devotion, and expertise, not only to the supervisor, but to the overall organization. Rhoades and Eisenberger (2002). Deluga (1994), Jancic and Zabkar (2002), Valle and Witt (2001) indicated that as the exchange occurred and each party was deemed satisfied,

both parties more willing to reciprocate with the equal or even greater efforts. During exchange transactions, each participant hoped to gain the greatest benefit while making the least contribution. In order to provide a mutually beneficial exchange, both participants must agree on the terms of the exchange (Blau, 1964). Where each party has self-interest, the exchange process allows for interactions, actions, and bidirectional opportunities that moved towards equitable transactions. Blau (1964) asserted that it is perceptions and expectations that would ultimately impact the employee's level of organizational commitment. Marcus and House (1973) in agreement with Blau suggested that the social exchange theory is based on social psychological assumptions which were cognitive formulas based on a person's perception and evaluation of behavior shows to them.

Numerous summaries of the social exchange theory suggested a limitation of the exchange model. The limitation was linked to the fact that each exchange relationship would vary based on the uniquely affective behaviors and attitudes of the social exchange outcomes (Druckman, 1998; Jancic & Zabkar, 2002; Settoon et al., 1996; Rhoades & Eisenberger, 2002).

Settoon et al. (1996) argued that employees benefit from resources and support from exchange relationships. Likewise, organizations benefited from employee attitudes and behaviors associated with quality workplace exchanges. Furthermore, this complex notion implied that changing employee attitudes and behaviors were not a simple task, but may be necessary to impact employee commitment.

Leader-Member Exchange Theory

The leader-member exchange theory (LMX) is a derivative of the social exchange model. Although very similar, the LMX theory specifically relates to organizational behaviors by examining specific antecedents. These include: treatment by the organization, justice, fairness, and help explain the long-term benefits of quality leader-member exchanges within organizations (Wayne et al., 2002).

Kacmar et al. (2003) suggested that according to the LMX theory, supervisors determined the work roles of their subordinates. Moreover, those roles were based on the supervisor's perception of an employee's ability, past performance, and the quality of exchange relationship between the supervisor and employee. Diensch and Liden (1986) demonstrated that a person's immediate supervisor and their position, as overseer could also be an influential role-sender; a supervisor typically enforced role expectations on behalf of the organization.

The Leader Member Exchange as a Multidimensional Construct. The LMX theory cannot be explained by one single action or concept. The leader-member exchange is often considered multi-dimensional because it focuses on three primary outcomes: perceived contributions, loyalty, and affect. An employee's perceived contribution is demonstrated by individual work efforts that are in line with the goals and efforts of the organization. Loyalty is a workplace outcome that can be identified as one's public expression of the leader member exchange relationship. This expression is often exemplified by affection and positive interpersonal exchanges among organizational members (Dienesh & Liden, 1986).

Dienesch and Liden (1986) found that a critical element of the LMX theory is the nature of the relationship between leader and subordinate, which often developed through a role identification process. Furthermore, the better the quality of the exchange, the more likely the subordinate would be entrusted with more significant roles, privileges, and rewards; hence, support within the workplace setting (Kacmar et al., 2003). A consistent body of LMX research showed that LMX was positively related to job satisfaction and organizational commitment. Furthermore, the exchange that occurs should be mutually satisfying through an on going process for both self-interested participants (Abbott et al., 2006; Dienesch, & Liden, 1986).

In a study conducted by Wayne et al. (2002) they examined the role of fair treatment and rewards in industrial plant employees' perceptions of organizational support and leader member exchange of two metal fabricating plants. Wayne et al.'s research findings demonstrated that contingent rewards were positively correlated to the employee and supervisor leader member exchange process. Consistent with past research, Wayne et al. also suggested that the LMX is intended to fulfill the exchange relationship between subordinate and supervisor rather than the subordinate and organization. This outcome reiterated the importance of the quality leader-member exchange. Primarily, the LMX theory implied that as organizational representatives and direct overseers, supervisors act as visible "gatekeepers" (Abbott et al., 2006).

The research also concluded that POS did impact the leader-member exchange, but

LMX did not have an effect on POS (Wayne et al., 2002). In support of previous research studies, this demonstrated that POS and LMX do share similar characteristics, but are two distinct social exchange processes. Moreover, both POS and LMX may influence the development of social exchange relationships among administrators and direct supervisors; thus, inherently influencing levels of affective commitment and organizational citizenship behaviors. Wayne et al. asserted a significant limitation of this study was that it was conducted in a single industrial plant, limiting its findings the ability to be generalized to other organizations.

The Importance of the Quality of Leader Member Exchange. Research suggested that it is the quality of the relationship that affects employee performance, well-being, material rewards and benefits, and social support interactions between the supervisor and subordinate (Abbott et al., 2006; Dienesch & Liden, 1986; Wayne et al., 2002). In a study conducted by Erdogan et al. (2002) they examined the match between the organization's values and the employee's values and work attitudes as a moderator of the leader-member exchange. They found that teachers working in 30 public schools in Istanbul, Turkey reported that "person organizational fit" was positively related to job satisfaction when LMX was low, but was not related to job satisfaction when LMX was high. Erdogan et al.'s research findings further supported the significance of the LMX to the organization's social exchange process (Erdogan et al., 2002). Hofmann et al. (2003) asserted that because of the potential conflict and multiple roles that are present in organizations, the quality of leader-member exchange could influence citizenship

behaviors and the safety climate of the organization. The research on LMX further suggested that because the LMX theory was designed in likeness of the social exchange theory it too emphasized the outcome of high quality relationships. Specifically when there is a high quality exchange and organizational roles are clearly defined, thus positive behavioral outcomes emerge as evidence (Hofmann et al., 2003; Settoon et al., 1996). Because of the apparent significance of social exchanges in the organization whether based on the LMX or the original social exchange theory, Hofmann et al. argued that more studies are needed to investigate how social exchanges develop over time and impact workplace outcomes.

Early models of the leader-member exchange theory contended that compatibility between the leader and the member was one of the most important factors in the exchange relationship. However, Dienesch and Liden (1986) saw a need to further investigate under which conditions would a nurturing relationship between employee and supervisor most likely develop and effect positive exchange. Specifically, they proposed a model to enhance the LMX theory. This model highlights the importance of the early interactions between the subordinate and supervisor. If the initial relationship was strong based on personality characteristics, attitudes, and abilities, it was expected to impact the quality and nature of the relationship that will develop in the leader and member exchange (Dienesch & Liden, 1986; Steiner, 2001).

Application of the Leader-Member Exchange Theory. Deluga (1994) contended that from an interactionist approach, the LMX theory is a suitable explanation of the

mutually beneficial transaction that occurs between subordinates and supervisors. According to Hofmann and Morgeson (1999) and Hofmann, Morgeson and Gerras (2003), employees considered high-quality LMX relationships as “pay back” and “pay back” is typically in a fashion that is both beneficial to the supervisors and organization on a whole. Moreover, the employee’s behaviors within the exchange are similar to expectations and behaviors valued within their specific workplace setting. As new employees enter the workplace, supervisors must orient new members to the workplace; making clear role expectations, support resources, formal sanctions, policies and procedures. An orientation must not only be done for a specified work area, but the organization overall. Dienesch and Liden (1986) argued that this orientation would compliment the interpersonal exchange, which would likely influence the role the employee is expected to fulfill in a given workplace. While the LMX focuses on roles in the leader-member exchange, it is also important to note that different personality types leader’s perceived level of power, the organization’s policies, and culture influences the quality of exchanges between subordinate and supervisor. Erdogan et al. (2002) asserted that supervisors develop different types of relationships with each individual subordinate. It must be noted that most supervisors do not treat all employees equally (Erdogan et al., 2002; Mueller & Lee, 2002).

Benefits of the Differences in Leader Member Exchanges. The current literature reported various explanations for the differences in treatment from one subordinate to another. In general, the research suggested that each member makes a unique contribution to the organization. In many cases, a supervisor was likely to entrust task, and

responsibilities based on previous work performances, the quality of the leader-member exchange, the employee's skills and abilities, and the need of the presenting task (Truckenbrodt, 2000).

Graen (1976) argued that time constraints and pressures of the workforce can explain a difference in treatment among employees. Moreover, Graen proposed that time urgency can force a leader to develop a close relationship with a limited number of members as they work towards the goal of a specific task. Steiner (2001) contended that supervisors usually developed significant relationships with a limited number of subordinates. Nonetheless the connection developed proved invaluable as supervisors depended on small work groups to help communicate and focus attention towards accomplishing specific tasks within the organization. Indeed, the supervisor-subordinate relationship has its advantage in that the supervisor has prior working knowledge of subordinates skills, strengths, weakness, merit, and reliability. Steiner asserted that subordinates in these exclusive exchanges are given more autonomy and responsibility. In a study examining the value of perception in Leader-member exchange, Steiner focused on the role of values in supervisor-subordinate relationships. The study found that subordinates make inferences about their relationship with their supervisor based on shared interactions. If the supervisor's behaviors were supportive towards the subordinate, the subordinate's perception of the supervisor is likely to impact positive work behaviors, attributions, and organizational role outcomes (Dienesch & Liden, 1986; Steiner, 2001).

Advantages of Quality Leader Member Exchanges in Organizations. Dienesch and Liden (1986) asserted that supervisors possess organizational power, autonomy, and other resources that afforded them the opportunity to relate to each member of the organization in a unique manner. It was understood that if immediate supervisors have a low quality relationship with their own supervisor their subordinates would perceive their autonomy and organizational power as low. Based on the empirical usefulness of the leader-exchange model of leadership, Dienesch and Liden argued that the LMX model deserves continued study and has often been overlooked as a valuable explanation of behaviors in the workforce; specifically because the model has been oversimplified in its present state of development. Moreover, extensive research should be conducted using additional theory to help provide descriptive insight into the dynamics of the relationship and the leader and member in the exchange process.

According to Truckenbrodt (2000) there are two types of organizational members, an in-group and an out-group. The in-group is defined as members who perform their job according to the employment contract and who work additionally beyond their contact through volunteer projects and activities. In-group employees also demonstrated unsolicited positive citizenship behaviors and activities with or without the supervisor's request. Research showed that in-group members were more likely to receive additional support and recognition from their supervisors when compared to out-group subordinates. Out-group subordinates were described as employees who only performed their contracted employment duties as assigned. Truckenbrodt suggested that

out-group employees are likely to report decreased reciprocal trust and organizational support.

Moreover, when comparing the advantages of in-group versus out-group employees, it was clear that in-group status was more advantageous not only for the organization, but also for the employee and supervisor alike. Specifically, the research showed that mutual trust; loyalty, support, job satisfaction, and positive LMX exchanges were factors that have been found to impact employee commitment (Dienesch & Liden, 1986; Truckenbrodt, 2000).

Research conducted by Truckenbrodt (2000) suggested that future research explore if gender differences affect leader-member exchange employment tenure, and age. The differences may influence an employee's sense of commitment, involvement, and other interpersonal behaviors in the workplace setting.

Deluga (1994) suggested that the LMX exchange theory within organizations represents a two-way engagement that could be mutually satisfying. In a study conducted to examine supervisor trust building, LMX, and its impact on organizational citizenship behaviors, he found that in high exchanges supervisors and subordinates alike enjoy advantageous rewards such as positive performance appraisals, promotions, and beneficial rewards. In addition, the research findings suggested that perceived fairness and LMX quality was positively related to employee organizational citizenship behaviors (Deluga, 1994).

Almost a decade later, Muller and Lee (2002) argued that it is the interactions in higher quality LMX that accounts for the dramatic differences in not only perceptions,

but also in the actual exchanges between a supervisor and employee. Because LMX is viewed as an internal social system that functions interdependently, each independent portion of the system affects the outcome of each of the interdependent parts.

The Importance of Quality Leader Member Exchanges. Several studies have emphasized the importance of quality of exchanges and its impact on favorable outcomes. Specifically, Muller and Lee (2002) asserted that “Interactions indicative of high quality LMX’s represented positive communication exchanges where employee’s are likely to possess greater trust, confidence, attention, and access to “insider” organizational information and without fear of supervisory or administrative sanctions” (p. 235). A serious limitation of this study is that the majority of the respondents were white females, with at least a four year degree, who worked in non-profit organizations; therefore, these findings cannot be generalized to a gender or ethnically diverse population or for profit organizations.

Muller and Lee (2002) asserted that the leader member exchange often has a rippled effect regarding an employee’s perception of administrative communications. It is further argued that because supervisors have an opportunity to influence communication satisfaction, perceptions, and have a vested interest in the overall well-being of the organization, supervisors should create opportunities to develop and maintain higher exchanges with as many employees as possible (Blau, 1964; Hofmann & Morgeson, 1999; Muller & Lee, 2002; Truckenbrodt, 2000).

As the current literature provided evidence of the leader-member exchange as a social system with all of its respective parts; supervisors and subordinates alike would be

more inclined to contribute more liberally to a mutually rewarding, productive, social system exchange. Settoon et al. (1996) argued that a problem significantly affecting many leader member exchanges is the leader's subjective assessment of the subordinates' behavior. In review of the literature related to the LMX model, scholars continued to suggest that future research should examine the role of mentorship and its possible relationship to the leader-member exchange. In addition, further close examination of specific antecedents that impact the exchange developmental process between leaders and members.

Perceived Organizational Support

The current literature related to organization development repeatedly brought attention to perceived organization support (POS) as a predictor of organizational commitment. According to Makenjee et al. (2006) perceived organizational support is described as an organization's commitment to its employees. Makenjee et al. contended that POS is the support an employee received from the employer to assist them in completing a required task effectively. Because of the scope, similarity in construct, and definition; it was beneficial to report the research findings related to POS and perceived supervisors support (PSS) for this study. The literature related to organizational behaviors over the past three decades have identified perceived organizational support as an attitudinal type of perceived organizational support (Idsoe, 2006; Nicholson, 2003).

Because much of the literature over the past 20 years has focused primarily on POS and not PSS as a predictor of organizational commitment, this examination was

considered a useful contribution to the body of literature by expanding the knowledge of whether or not PSS indeed had an effect on an employee's level of commitment to the organization. There were no recent studies disputing the relationship between organizational support and organizational commitment. However, in a study conducted by Kidd and Smewing (2001) they concluded that organizational support was unrelated to career identity or career planning. Locke(1976) found that "The most useful lesson to be gleaned from attributional studies of social perception is the importance of distinguishing between one's own view of one's actions and the observer's view of those actions" (p. 887). Similarly, Afza (2003) argued that power is a central tenet of the supervisor subordinate relationship. Afza examined supervisor-subordinate relationships and satisfaction in Indian Small Business Enterprises. In workplace settings it was expected that supervisors would enforce rules by using his or her authority to influence employees to complete their workplace duties. Afza's research findings contended that performance focused, reward, expert, and referent power bases of the leaders are very instrumental in directing employee organizational commitment. The research acknowledged that much of the research related to job satisfaction and supervisor-subordinate relationships has been conducted in the United States. Therefore, the findings asserted by Afza are limited to small business and enterprises within the Indian culture and further empirical studies were recommended.

Perceived Support and Subordinate Role Behaviors. Research on leadership behaviors indicated that the relationship between the leader and subordinate is significantly influenced by subordinate role behaviors. Behaviors related to

organizational commitment included an employee's attitude and disposition. Previously, Rhoades and Eisenberger (2002) conducted an extensive literature review of more than 70 studies examining related factors that may have contributed to perceived organizational support. This study concluded that positive organizational support had a strong positive relationship to organizational commitment and continuance commitment, a small negative relationship to organizational commitment. These findings suggested that employees with perceived organizational support (POS) were more likely to report their job as more enjoyable, were more likely to be in a better mood at work, and experienced fewer psychosomatic complaints such as stress, anxiety, and headaches. O'Driscoll et al. (2003) found that by investigating organizational and work-family conflict, perceptions of the organization as family supportive and organizational support were issues related to employee satisfaction and organizational commitment.

Rhoades and Eisenberger (2002) research findings were useful to organizations because they gave a specific data related to perceived organizational support for over more than 40 years. In addition, it confirmed earlier studies conducted and continues to reflect current research findings related to the value of the relationship between perceived organizational support and organizational commitment. Rhoades and Eisenberger analysis of the research related to perceived organizational support, concluded that the direction of existing and future research should be directed towards factors that may influence and mediate the relationship of POS and outcomes that benefit employees and the existing organization. Consequently, they did not suggest future research regarding perceived organizational support and its relationship to workplace outcomes.

Makanjee et al. (2006) examined the effects of perceived organizational support on organizational commitment among diagnostic radiographers in South Africa. They were interested in examining POS because of recent implications of its relationship to employee turnover, client safety, and the quality of care rendered to patients. Makanjee et al. argued that POS has been found to be related to many factors including: commitment, leader-member exchange, organizational support, and job satisfaction. The study's research findings revealed that employees form a general assumption regarding the organization's treatment and commitment to the individual. Furthermore, they asserted that there are four general types of perceived support relevant to organizational outcomes including: fairness, organizational support, organizational rewards and job conditions. Specifically, the findings of this study indicated that the negatively affected radiographers were not involved in the decision making processes, top management decisions were not clearly communicated to direct care providers, and most radiographers felt that management had no interest in their well-being of their employees. Moreover, Makanjee et al. revealed that the radiographers perceived that their performance was unfairly appraised, their promotion procedures were unfairly applied, their good achievements unrecognized and their pay was not comparable to the average salary in the current job market. Because a radiographer's perception of support was often dependent on day to day interactions, employees typically focused feedback and treatment of their direct supervisor as indicative of upper management (Makanjee et al., 2006). Employees often assumed the direct supervisor's response is reflective of the organization as a whole (Makanjee et al.,; Neves & Caetano, 2006). Neves and Caetano conducted a study

examining the social exchange process among factory workers and found that the more employees trust their supervisor, the more affectively committed to the organization they were likely to be. The study reinforced the concept that employee perceptions of organizational support and interpersonal justice influenced affective commitment by first being influenced by an employee's level of trust in his or her supervisor.

In support of the research findings, Neves and Caetano (2006) and Mankanjee et al. (2006) admitted that there were still many unanswered questions regarding all the factors that impact the complex interlocking relationship between a supervisor and subordinate. Mankanjee et al recommended that organizations promote employee professional growth, provide market salary compensation, and employees should not only be rewarded for continued education, but also be given opportunities to implement knowledge gained from such opportunities. In addition, management could benefit from changing their management style from authoritative to participative management. Neves and Caetano suggested that based on their findings research related to social exchanges in the workplace, the evidence is pointing in new directions and future research should examine regarding the conditions under which trust seems to have a stronger impact on employee attitudes and outcomes during times of transition.

The Effect of Changes and Perceived Support in the 21st Century Workforce. Most recently, Van Dick, Hirst, Grojean, and Wieseke (2007) argued that there is a growing emphasis placed on people power within organizations. In the examination of the relationship between leader and follower identification, they found that as organizations attempted to expand performance and employee commitment, significant attention must

be focused on leadership, member exchange, and extra-role activities. Van Dick et al. conducted a study which comprised of 367 school teachers and 60 head teachers in Germany. The results of their study confirmed that persons in leadership positions did have an effect on the organizations social norms including: employee identity, satisfaction, attitudes, and commitment. Moreover, leader organizational identification was directly related to follower organizational identification and group outcomes. Van Dick et al. further suggested that their research could have been enhanced with the use of panel surveys to track both employee attitudes and service quality over time to help draw more solid conclusions related to employee commitment within educational settings.

Research on leadership proposed that as a role model, leaders influence group members perceptions, values, and organizational citizenship behaviors (Abbott et al., 2006; Nicholson, 2003). As leaders demonstrated sensitivity and positive responses to their group members individual needs, there was an enhancement in members satisfaction; which ultimately lead to a greater willingness for members demonstrate extra effort on behalf of the organization at large (Van Dick et al., 2007). Likewise, research also showed that organizational support was negatively associated with turnover, turnover intentions, and an employee's commitment to the organization (Brough & Frame, 2004).

Vandeberghe et al. (2007) suggested that employees who worked in the service industry, specifically fast-food restaurants, experienced both customer commitment and organizational commitment. Therefore, an organization's role of support is crucial to the quality of service provided by the employee of that organization. In a recent study

Vandenberghe et al. examined employees' perceptions towards the organization who had direct contact with customers within 12 fast food restaurants in Belgium to determine whether or not perceived organizational support, organizational commitment, and commitment to customers would influence the quality of service as perceived by the customers. The study concluded that there was no effect for normative commitment on service quality. In contrast to the researchers prediction, the results of the study found no significant relationship between organizational affective commitment or normative commitment and service quality among fast food employees. However, there was a positive relationship between affective commitment to customers and service quality.

Vandenberghe et al. (2007) suggested that because employees worked hard to meet the needs of their customers, focused attention should be placed on to what extent are the organization's goals compatible with customer goals and expectations. Specifically, internalizing the goals and values of an organization was not enough to promote quality work performance among employees. Employee commitment was strongly related to customer satisfaction and the quality of service provided to the customer. Accordingly, when employees perceived that customers evaluated services positively, it enabled employees to not only contribute to the goals of the workplace; but also, to the quality of service towards customers. Ultimately, this positive affect contributed to the organizations productivity and success. Vandenberghe et al. suggested that future research studies explore whether organization-customer goal compatibility moderates the organizational affective commitment service quality relationship within organizations.

Workplace Perceptions of Support and Employee Commitment. There were many factors for consideration regarding workplace behaviors that influenced perceived organizational support and an employee's level of commitment to the organization; including employee perception, expectation related to performance rewards, and recognition. Nicholson (2003) argued that fulfilled expectation and rewards that are relevant to employees might be a source of motivation that may have a significant impact on perceptions of leadership support. It is further suggested that good managers motivate employees by using their personal power of vision and their compelling logic of reasoning. Nicholson concluded that when organizations provided worthwhile incentives and rewards, it was expected that organizational members would voluntarily perform above and beyond the organizations outlined expectations. Somech and Ron (2007) investigated organizational citizenship behaviors among educators and the influence of individual and organizational characteristics. Research related to organizational settings highlight the need for educators to function beyond the scope of their job description in order to help facilitate the goals and success of the organization. Specifically, the primary focus of a study conducted by Somech and Ron was to evaluate behaviors that surpassed formal job requirements and relevant behaviors that were essential for the survival of the educational institution. It is important to note as it relates to "normal" educator interactions, teachers, particularly, often work in isolation away from supervisors and colleagues; therefore, participating in extra role behaviors may be difficult. Although teachers work in isolation, their likelihood to engage in organization citizenship behaviors would be beneficial to their co-workers and the overall productivity of the

educational institution. As it relates to relationship between organizational citizenship behaviors (OCB) and individual characteristics, Somech and Ron suggested that organizational support and organizational value promote teachers organizational citizenship behaviors. Namely, the following OCB's: altruism, conscientiousness, sportsmanship, and civic virtue; all which have been found, positively related to perceived organizational support. These findings supported the foundational theme of the social exchange theory. Somech and Ron found that supportive actions on the part of school administrators encouraged beneficial reciprocity among teachers. The more supportive teachers perceived their administration to be, the more likely they were to show interest in job involvement activities such as making suggestions for school improvement, attending meetings, and assisting other teachers with their outlined duties. Finally, Somech and Ron suggested that as supervisors take a closer look at organizational values in light of teachers voluntary OCB, they may find avenues to teamwork interactions which should impact teacher cooperation and possibly contribute to more organizational citizenship behaviors in educational settings.

Hofmann et al. (2003) argued that in stable work relationships, the leader and subordinate collaboratively solve problems. Overtime, as a result of shared interactions, the bond tightens, and both parties would attempt to provide mutually satisfying engagement. Scholars contended that because supervisors function as organizational agents; significant interactions between the supervisor and subordinate are often communicated to top management, further confirming an employees' association of their supervisor's support as indicative of positive organizational support (Kacmar et al., 2003;

Makanjee et al., 2006; Rhoades & Eisenberger, 2002). Moreover, Makanjee et al. (2006) indicated that supervisors are also seen as organizational agents because they have the responsibility for directing and overseeing employee performances. In fact, because employees realized that performance appraisals conducted by supervisors were forwarded to the organization's administration, this practice further confirmed for the employee the organizational support being indicative of perceived organizational support. Makanjee et al. suggested that positive interactions and treatment from a supervisor was likely to contribute to an employee's perception of organizational support; ultimately, impacting an employee's level of organizational commitment. O'Driscoll et al. (2003) found that employees who reported greater support from their supervisors experienced less psychological strain, than did employees who reported lower supervisory support. Furthermore, this study's findings also suggested that an organizational culture that is considered as "supportive" may be a necessary condition for reducing work-family conflicts, dissatisfaction, and other negative effects.

In accordance with previous research, it is apparent that family sensitive policies within organizations did have direct and indirect consequences for not only the employee, but the organization overall. The literature consistently, highlighted the value of perceived organizational support in relationship to organizational commitment. Accordingly, O'Driscoll et al. (2003) affirmed that an employee's perception of supervisor importance was very reliable as immediate supervisors typically function as organizational facilitators who help coordinate and carry out organization norms and practices. They further argued that although their research findings were limited by the

reliance of self reported data, the causal relationship that was found was consistent with previous research related to the variables examined in their study.

In contrast to previous studies, Gagon and Michael (2004) studied outcomes of perceived supervisor support among wood production employees. They found that by developing the supervisor-subordinate relationship and management skills, organizations could benefit significantly from improved employee attitudes and performance. Furthermore, they suggested specific guidelines on how management could improve workplace outcomes . Upper level management has the discretionary power to enhance the supervisors interpersonal skills for practice including: communication, conflict resolution, and leadership. Indeed, if organizations promoted the idea that the success of an organization hinges on the quality of supportive relationships within that organization, they would further be able to make the connection clear for employees that there could be a a productive and satisfied workforce. Nonetheless, Gagon and Michael argued that although insightful, their research findings indicated limitations consistent with the current leadership literature. Mainly, because the data was cross sectional and represented employee opinions and attitudes at a given period of time and the sample used for the study primarily represented wood production employees in the northeastern part of the United States.

The current literature related to workplace commitment consistently reported that whether positive or negative, perceived organizational support could directly or indirect affect employee morale and employer relations. Although there were many variables to consider regarding organizational commitment, an analysis of leadership support

indicated that a stable relationship between a supervisor and subordinate is crucial. Evidence to support notions of perceived organizational support and organizational commitment were necessary to enhance positive interpersonal workplace interactions.

Job Involvement

In review of the current literature related to job involvement, the evidence showed limited recent empirical support as well as, conflicting studies that showed a significant relationship between job involvement and workplace outcomes, including organizational commitment. This limitation further supported the rationale for the investigation of the job involvement as a possible predictor of organizational commitment. Research findings continued to reinforce the importance of role expectations and attitudes as factors influencing an employee's level of job involvement. Kanungo (1982) contended that job involvement tended to be a function of how much the job can satisfy an employee's immediate needs. Furthermore, job involvement refers to an employee's psychological connection to his or her job. In addition, he found that individuals who demonstrated high work involvement also considered their jobs a significant part of who they are. Joiner and Bakalis (2006) suggested that job involvement describes how interested, enmeshed, and engrossed the worker is in the goals, culture, and tasks of a given organization.

Blau and Meyer (1987) found an interaction between job involvement and organizational commitment to be significantly related to employee turnover regardless of gender, tenure, and marital status utilizing the ordinary least squares regression model. Blau and Meyer originally utilized employee categories to clarify the meaning of workers in relation to workplace behaviors including task related efforts and withdrawal

behaviors. Specifically, employee's who exhibited both high commitment and high job involvement as Institutional Stars, employees with high job involvement and low organizational commitment were identified as Lone Wolves, employees with low job involvement and high organizational commitment who were more likely to have a strong organizational identification, Corporate Citizens, and Apathetic represented employee's who possessed low job involvement and low affective commitment. (Blau & Meyer, 1987; Hafer & Martin, 2006; Wegge et al., 2007), Moreover, in the analysis of employee categories, Hafer and Martin (2006) argued apathetic employee's contributed the least to workplace goals and had the tendency to act indifferent to other employees and the organization on a whole.

More than a decade ago, Elloy, Everett, and Flynn (1995) suggested that trusting, innovative, fair, and cohesive supervisors who positively acknowledged subordinates for a job well done played a critical role in the nature of the workplace climate that fostered job involvement. Furthermore, research suggested that an employee's perception of their organizational support was significantly related to situational and work variable outcomes. Elloy et al. further admitted that the results of the study were overstated. Likewise, in contrast to much of the research finding related job involvement and organizational commitment, over a decade ago, Huselid and Day (1991) also argued an ambiguity of the study's results regarding the relationship between job involvement and organizational commitment. Specifically, Huselid and Day argued that previous studies concluded by Blau and Meyer (1987) did not include measures of continuance commitment, but did focus on attitudinal commitment. However, Huselid and Day

asserted that neither attitudinal nor continuance commitment alone, could account for an employee's decision to remain with a given organization. More importantly, in opposition to Blau and Meyer and Huselid and Day argued that the ordinary least squares regression (OLS) model used to analyze much of the previous work related to job involvement caused an overstatement of the relationship between job involvement and workplace outcomes such as turnover and organizational commitment. Case in point, when two separate methods of analysis were used to examine the relationship between job involvement and workplace outcomes, Huselid and Day's research yielded two very distinct opposing outcomes. The use of the OLS model showed a significant relationship between tenure, attitudinal commitment, and job involvement and turnover. However, when the study was replicated using the logistic regression model no significant relationship was found. It appeared that the research of Huselid and Day was conducted primarily to challenge the earlier works of Blau and Meyer. They contended that their objective was to provide a more comprehensive model and broader definition of earlier conducted research. Other research mentioned the overgeneralization of attitudinal and affective variables on organizational commitment. However, there were no studies found that indicated that there was no absolute relationship found (Elloy, 1995; Huselid & Day, 1991).

More recently, Joiner and Bakalis (2006) contended that there were various workplace antecedents that influenced an employee's level of commitment to the organization including: absenteeism, job performance, job involvement, tenure, personal characteristics, organizational support, and secondary employment. Joiner and Bakalis

conducted a study examining specific antecedents of organizational commitment among Australian post-secondary tutors. Their study found that working a second job, a characteristic of job involvement, was associated with lower continuance and affective commitment among post-secondary tutors.

Likewise, Idsoe (2006) investigated the predictive value of positive challenge at work, perceived control at work, job attitudes, and their relationship to the organization among Norwegian school counselors. Idsoe's research findings suggested that job aspects more preferred by the employee's were also those that lead to the highest positive job attitudes. Furthermore, work outcomes were related to attitudinal outcomes like the decision to become involved in the workplace. More specifically, Idsoe examined whether different aspects of work behavior among counselors were uniquely associated with job satisfaction, job involvement, and organizational commitment. Idsoe sought to examine the difference between prevention and system interventions. Based on Idsoe's findings, related to group member interaction task asserted that members traditionally preferred work involvement at the systematic level. Moreover, this level provided opportunities for more collaboration, exchanges, and feedback, among group members. Indeed, these positive interactions were more likely to contribute to the success and effective approach to the quality of client service delivery (Idsoe, 2006).

Idsoe (2006) and Wegge et al. (2007) argued that systematically shared tasks were expected to increase job involvement and perceived organizational support. Although employee's participated in "systematic" group assignments, Idsoe argued that Norwegian counselors who were given more autonomy to choose among methods, strategies, and

interventions based on their own discretion were more likely to be self-starters who initiated more creative and manageable workplace outcomes. For example, when a counselor perceived some level of control and personal discretion on work related tasks, he or she were more likely to implement appropriate interventions. Idsoe's research findings strongly supported attitudinal outcomes and their relationship to organizational commitment. The research did not investigate reciprocal effects between job content and job attitudes as previous research had already been conducted in support of such outcomes. Idsoe suggested further study from a longitudinal perspective to provide greater insight into attitudinal aspects of job outcomes (Idsoe, 2006).

Hallberg and Schaufeli (2006) argued that work engagement of job involvement and organizational commitment were factors that referred to an employee's positive attachment to work which also included a reciprocal efforts between an employee and the organization. Job involvement had primarily been identified as a variable influenced by "personal" intrinsic factors and attitudes. Hallberg and Schaufeli examined the difference of work engagement between job involvement and organizational commitment among the Swedish section of an international communication consulting company. The research findings indicated a relationship between job involvement and intrinsic motivation. However, job involvement was negatively correlated with an employee's intention to leave the company. Furthermore, when employees had adequate resources to complete required tasks effectively they reported more satisfaction with their work environment. In fact, if employees are adequately supported regarding job resources, they were more

satisfied with their job and work environment. A noteworthy deficiency of the Hallberg and Schaufeli study was that research outcomes were limited to the Swedish culture and or workplace environments.

Clay-Warner et al. (2005) argued that in organizations, members who were loosely connected to the organization were less motivated to care about fair treatment and procedural justice. Although managers often influenced employee behaviors, Hafer and Martin (2006) argued that managers often enacted personal and organizational tactics to encourage employees to engage in positive performances on the job that would contribute to positive workplace outcomes. In their study, they investigated job involvement and affective commitment and its effects on apathetic employee mobility. Sensitivity analysis, a technique used to artificially manipulate data on significant variables was used to examine the data. The researchers found that managers could benefit from moving employees from the traditionally negative apathetic category towards one of the three positive employee categories such as institutional stars, lone wolves, or corporate citizen category. As an influential source of employee behaviors, managers could make the difference in employee job involvement by focusing on an employee's affective commitment. Moreover, the importance of clear communication could never be over emphasized in a workplace setting. Nonetheless, a noted limitation of Hafer and Martin's study was their lack of recommendations for future research related to strategies and behavior modifications to address job involvement or employee affective commitment in the workplace.

The research related to job involvement was vague and the body of literature related to organizational outcomes could benefit from more empirical studies examining the relationship between organizational commitment and job involvement (Clay-Warner et al., 2005; Hallberg & Schaufeli, 2006). By further investigating specifically the role of job involvement and the details of its relationship to organizational commitment, this current study made a significant contribution to the existing body of literature related to workplace behavioral outcomes.

Job Satisfaction

Unlike previously discussed variables, there was no shortage of research related to job satisfaction and commitment. In fact, there were a vast number of studies examining the relationship between job satisfaction and organizational commitment.

Over two decades ago, Spector (1985) argued that it was during the late 1970's that the interest in job satisfaction and human service workers began to be used as a comparison for investigating job satisfaction among industrial workers. Mankanjee et al. (2006) asserted that job satisfaction was essentially the way individuals thought and felt about their multifaceted work experience. Wegge et al. (2007) agreed that job satisfaction was a situational variable that was commonly interpreted as the employee's feelings of satisfaction or dissatisfaction with his or her job. Because job satisfaction is one of the most frequently measured organizational variables in research and applied settings it is often referred to as an employee's global attitudinal or affective response to their job. Job satisfaction could include specific interactions related to affective behaviors

including: coworkers, pay, work environment, supervision, type of the work, and fringe benefits of employment (Spector, 1997; Wegge et al., 2007).

Parnell and Crandall (2003) identified five elements of job satisfaction that have been empirically validated: pay, security, support, socialization, and growth. The research indicated that as workplace issues, organizational commitment and job satisfaction reaches across workplace settings including: healthcare, industrial organizations, white-collar business, and the service industries. However, few studies examined predictors of organizational commitment among educators. Parnell and Crandall suggested that future research focused specifically on developing a better understanding of individuals who make up the workforce, their needs, and their personal needs of identification with the organization.

In support of the relationship between job satisfaction and commitment, Karsh et al. (2005) investigated the relationship between job and organizational determinants of long-term nursing home employee commitment, job satisfaction, and intent to turnover. They mainly focused their attention towards predictors of various job characteristics including: supervision, and personal recognition. It was assumed that based on previous research, employee's who worked for well organized nursing facilities and who classified the working environment as pleasant were more likely to maintain employment with the organization. As predicted, Karsh et al. found that intrinsic and extrinsic satisfaction and commitment predicted intentions of turnover among long term care nursing home employees. Specifically, they found that individuals who demonstrated high work involvement also consider their jobs a significant part of who they are. Positive challenge

at work and perceived control at work were two attitudinal characteristics that have been linked to high levels of job satisfaction and organizational commitment. Karsh et al. asserted that future studies could be beneficial to the existing body of research related to commitment, job satisfaction, and tenure by closely examining factors that negatively impact employee satisfaction and commitment.

As cited previously, scholars continue to draw attention to the relationship between both job involvement and job satisfaction as attitudinal predictors of organizational commitment. Particularly, Wegge et al. (2007) found that job involvement affected absenteeism more if an employee's job satisfaction was low and especially when perceptions of the workplace were not positive. Furthermore, the study of organizations could also benefit from a closer analysis of the interaction between job involvement and job satisfaction. However, researchers cautioned that a significant limitation to the research outcome was that the researchers were not able to differentiate between voluntary versus involuntary absentee behaviors. Karsh et al. (2005) research findings concluded that if an organization could increase employee satisfaction and commitment, they would subsequently reduce employee turnover. Specifically, they illustrated that organizational practices including: work time lines, flexible work schedules, clean and safe work environments, and receiving some level of feedback from facility administrators, did impact employees decision to leave or remain with the nursing home facility.

Clay-Warner et al. (2005) investigated the relationship between organizational justice and job satisfaction. They asserted that organizational justice has two sub types, procedural and distributive justice. Moreover, they set out to determine which type of justice, indeed, had a significant relationship to employee job satisfaction. Clay-Warner et al. described job satisfaction as a facet related to an employee's personal, professional and organizational connection. Furthermore, an employee's perception of procedural and distributive justice could impact other attitudinal behaviors in the workplace such as turnover, work related stress, and employee commitment.

Clay-Warner et al. (2005) conducted a study using a representative sample of workers across several different workplace settings. Their study revealed that job characteristics including procedural and distributive justice had a significant effect on job satisfaction. More specifically, characteristics such as job autonomy, job complexity, co-worker support, and job stress also had an effect. Clay-Warner et al. suggested that managers must practice procedural and justice distributive justice if they are seeking a satisfied workforce. In addition, they also suggested that organizations could benefit from the pursuance of more longitudinal studies to confirm the outcomes of their present study.

In a recent study, Freund (2005) explored commitment and job satisfaction as predictors of turnover intentions among welfare workers in the community service sector. He asserted that welfare organizations employees were often faced with conflicting commitments towards the organization because of environmental pressures, workload demands, and personal benefit. Nonetheless, job satisfaction is a mirror of typical changeable employee outcomes and job satisfaction is an attitudinal variable of interest

because it often impacts organizational workplace outcomes. Freund's research findings suggested that welfare workers had high a degree of organizational commitment and they were highly satisfied. In addition, they concluded that based on the research satisfied workers would be more likely to mature with the organization. Specifically, welfare service workers who were satisfied with their jobs provided client centered services in a professional manner, compared to welfare service workers who were dissatisfied with their place of employment. Freund suggested management teams could be supportive towards staff by assisting staff to align their personal and professional goals, promote mutual values awareness, provide assistance in career development, and reward staff members who took personal responsibility and asserted some degree of control over their personal and professional life. Freund argued that employees should have opportunities for employment that are both challenging and insightful. Moreover, organizational goals should complement community goals; hence also promoting personal feelings of belonging and even job satisfaction. Freund suggested that future research studies should further investigate commitment and job satisfaction as predictors of turnover intentions in other community based organizations. In addition, specific attention focused on various types of commitment and their influence on employee-organization workplace outcomes.

Abbott et al. (2006) suggested that many organizations have begun to explore the use of teams. As a team a group of individuals work together to produce products or services for which the entire group is responsible for the outcomes. The team approach has benefits for the organization and the employee alike. Employees who participated in teams reported greater satisfaction, commitment, and job enrichment interest. Abbott et al

investigated specific job characteristics and outcomes within a team-based consultative and substantive workplace environment. Consultative team members were employees who created projects, but did not have authority to implement solutions without management's consent. Substantive team members had the authority to create projects and implement solutions within limits of management's pre-approved discretion. In their preliminary literature review of attitudinal job characteristics such as job satisfaction and job involvement, researchers suggested that employees who worked in teams were more likely to report higher levels of job satisfaction. However, the researchers mentioned that a global definition of job satisfaction may not include the attitudes of team members working together because each task would vary in its complexity, purpose, and individual goal outcome. Abbott et al. suggested that work teams in organizations could satisfy an employee's social needs hence, impacting the employee's satisfaction and commitment to the group. This further highlighted the need to differentiate between participative behaviors towards organizational or individual goal outcomes.

Organizational Commitment

There was a plethora of empirical research that examined organizational commitment as a workplace behavioral outcome. It has been an interest of scholars for decades and continues to impact organizational behaviors even now in the twenty first century. As time moves forward and technological advancement of the workforce increases, an increased understanding of workplace behaviors and specific factors that contribute to positive behavioral outcomes that influence organizational success, is also

on the rise. Based upon recent studies in the field, there were no single human factors and constructs that impacted organizational outcomes more than organizational commitment (Chen et al., 2007; Freund, 2005; Gaziel, 2004; Joiner & Bakalis, 2006; Mankanjee et al., 2006; Obeng & Ugboro, 2003).

Organizational commitment involves an employee's psychological state that is influenced by the quality of their relationship with the organization. In addition, Meyer and Allen (1997) suggested that organizational commitment is best understood and described as three distinct components: affective, continuance and normative commitment. Meyer and Allen further argued that affective, continuance, and normative commitment are components rather than types of commitment. By understanding the significance of all three components employers had the opportunity to gain focused understanding of factors that influenced an employee's relationship with an organization. Therefore, it is assumed that commitment bonded an employee to a particular organization. It was clearly advantageous for organizations to recognize that there were identifiable differences in components of employee commitment and finding out how those differences impacted work related behaviors such as, job performance, work involvement, and absenteeism. Much of the research related to organizational commitment focused on employees in small, private, and primarily blue-collar industries. Because of limited studies examining the public sector and organizational commitment across all levels of education, this study expected to make a significant contribution to the current body of literature.

In addition to organizational success, Obeng and Ugboro (2003) asserted that the study of organizational commitment led to a broader understanding of management attitudes that helped to sustain, develop, and increase organizational commitment. As organizations examined organizational commitment more closely, specific interlocking workplace relationships such as co-workers and supervisor interactions; provided better insight regarding employee organizational commitment. Obeng and Ugboro suggested that committed employees typically worked beyond their outlined job requirements in support of the organizational needs and they were more likely to display positive organizational citizenship behaviors. In their study, they examined organizational commitment among public transit employees and found that the three types of commitments identified and used may not have been necessary to examine the construct of organizational commitment among public transit workers. Obeng and Ugboro findings produced several outcomes: a) a negative relationship between education and organizational commitment suggested that employees who were well educated and were presented with more employment opportunities would be less likely to stay with the organization b) affective commitment also showed a negative relationship towards tenure in a position and overtime hours c) there were positive correlations between being a minority and number of years with an organization d) transit employees who were on the job for a long period of time indicated less normative and affective commitment to the organization and e) in support of previous studies, Obeng and Ugboro's research findings asserted a significant relationship between tenure, gender, and organizational commitment.

As previously mentioned Mankanjee et al. (2006) conducted a study among South African radiographers and examined whether or not a relationship existed between perceived organizational support and organizational commitment. In relation to organizational commitment, researchers found that radiographers who stayed with the organization did so out of free will, rather than need or obligation. In addition, the study revealed a relationship between employee affective and normative commitment. Therefore, radiographers were unlikely to engage in behaviors beyond the discretionary effort that would benefit the organization. Furthermore, Mankanjee et al. research findings confirmed that committed employees were more likely to provide better service to clients and engaged in discretionary behaviors beyond the “normal” call of duty.

Gaziel (2004) investigated predictors of absenteeism among primary school teachers in the West Jerusalem District. Research findings suggested that teachers who expressed high levels of commitment were less absent from school voluntarily. Moreover, organizational commitment, school climate, and individual schools who showed less absenteeism, were better predictors of teacher absenteeism than gender, age, and education. This finding was in contrast to previous studies that indicated women were more absent than men and younger teachers were absent than older teachers from work (Taylor, 1981; Scott & Winbush, 1991 as cited in Gaziel, 2004). Gaziel concluded that an employee’s absence from work may not be a personal reflection of his or her feelings of satisfaction with the job, but more so, a reflection of the organizational norms of that individual establishment. Freund (2005) asserted that employees often have mixed feelings regarding their unconditional commitment to organizations. It is further

suggested that because employees promoted the organization's values and goals in their daily interactions, employers should invest in elements central developing organizational commitment among their employees. Specifically, Freund suggested that employers focus their attention on commitment characteristics that highlighted the organizations values and perceptions, and encouraged an employee's freedom to promote issues of concern without fear of consequences. The primary purpose of Freund's study was to investigate patterns of organizational commitment, career attitudes, and job satisfaction on welfare workers that had withdrawal intentions. Freund's research findings suggested that organizations make an investment in various types of employee commitment that are meaningful and effective for predictors of positive employee-organization relationships. Moreover, the more valued an employee feels, he or she was likely to hold positive perceptions of fair treatment, rewards, and would remain with the organization. By making employees feel valued and showing concern for their overall well-being, employers were likely to see employ workers who make significant contributions to the organization's success.

Freund (2005) contended that employees who have high degrees of organizational commitment and are highly satisfied can be expected to also demonstrate exceptional job performances. He strongly suggested future research investigate empirical studies similar in nature to outcomes in community-based organizations to address the effects of multiple commitments of workplace behavioral outcomes.

Joiner and Bakalis (2006) research related to antecedents of organizational commitment among Australian tutors findings provided significant support to specific

antecedents that had an impact on an employee's organizational support. Specifically, their research findings indicated that higher education levels and marital status were associated with lower continuance commitment. Job factors such as organizational support, co-worker support, access to resources and role clarity were all related to higher affective commitment. Joiner and Bakalis' study indicated that pursuit of post-graduate studies at an individual's place of employment was associated with higher continuance and affective commitment. In addition, the researchers found that increased information about role clarity was associated with higher levels of affective commitment. Specifically, Joiner and Bakalis mentioned that workplace documentation such as job descriptions were often vague in the post-secondary setting which may have impacted an employee's likelihood of participating in extra-role activities. As organizations desire increased levels of commitment from their employees, it was important that they too contributed to maintaining clear expectations and objectives that assisted staff with personal and professional development. The researchers suggested that future research could contribute to this body of research by investigating the role of post-secondary tutors' commitment to their immediate supervisors. The study of this relationship would be especially beneficial in the academic setting for career placement and advancement; Furthermore, additional studies would provide insight into commitment across international boundaries where educators may hold different cultural views (Joiner & Bakalis, 2006).

Chen et al. (2007) conducted a study to examine the moderation effect of human resources (HR) strength on the relationship between employee commitment and job

performance among members of the cosmetology industry. They argued that quality communication between employee and the organization directly impacted employee commitment and job performance. Chen et al. examined specifically workplace behaviors among cosmetology stylist, managers, and owners. Three types of commitment were evaluated: affective, normative, and continuance. The research findings revealed that perceptions of HR practices did have a positive effect on employee commitment. Moreover, the more consistent the perceptions between managers and stylists the greater the employee commitment especially related to clear and direct communication regarding workplace norms and expectations. Chen et al. contended that good administrative practices directly improved employee commitment and performance. Moreover, they suggested future longitudinal studies show stronger evidence of causality of increased commitment and employee performance. Although insightful, the evidence of this study was limited to the cosmetology industry and the replication of this study in other industries would ensure study outcomes could be generalized (Chen et al., 2007).

Collier and Esteban (2007) argued that corporate social responsibility was possible predictor of employee commitment. Although the relationship is multifaceted and often complex, organizational commitment was expected to influence organizational outcomes such as perceptions of justice and fairness. Furthermore, motivation was a key stimulus facet of employee behaviors. Specifically, Collier and Esteban stated, "Motivation comes first; and commitment reinforces and embeds corporate responsible behaviors" (p. 23). It was further argued that because commitment

encouraged discretionary behaviors it was expected that those behaviors would reinforce employee commitment to the organization. More importantly, Collier and Esteban strongly suggested that organizations recognized that employee commitment cannot be forced, but only encouraged.

As a social system, organizations are expected to engage in behaviors that are both beneficial to the individual and the organization. Moreover, those behaviors should also promote personal and professional advancement that is meaningful for both contributing parties. It should be seen as a reflection of organizational excellence and cohesion.

Several scholars suggested that employees were more likely to identify with organizations that were ethical, just, and concerned about the general welfare of its workers (Chen et al., 2007; Joiner & Bakalis, 2006; Mankanjee et al., 2006). Meeting employee expectations was not only a significant element that influenced employee trust and the promotion of citizenship behaviors, but also ultimately a deciding factor that encouraged employee commitment. Based on the deficits mentioned by the previous studies, it was expected that this study would contribute to the body of literature by further investigating factors such as job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment.

Gender

There were limited studies investigating the relationship between gender and organizational commitment. Caselman and Brandt (2007) argued that gender influenced

the self-perceptions of both men and women not only in organizational settings, but in their personal and social settings as well. Nonetheless, current studies that were available showed inconsistent results regarding the relationship between gender and organizational commitment. As previously stated, Witt and Nye (1992) examined perceived fairness of pay and promotion and job satisfaction in relation to gender. Contrary to previous studies, their research found no difference in perception of job fairness and job satisfaction between male and female employees. Moreover, their findings suggested that there was no need for management to enforce different behavioral strategies for men and women when attempting to influence employee job satisfaction and perceptions of fairness among both men and women. Witt and Nye's research indicated that men are more likely to remain with an organization than women.

Kidd and Smewing (2001) investigated the role of supervisors in the career management of employees. Specifically, they examined the role of gender on organizational outcomes. Prior to their study, the researchers were under the assumption that at higher levels within organizations, women benefited more than men from career and psychosocial benefits received through organizational support; thus, were more likely to report higher levels of organizational commitment. Based on Kidd and Smewing's research findings, there were no significant gender differences in perceived organizational support for supervisors. However, increased perceived support was associated with increases in organizational commitment for women. Specifically, Kidd and Smewing contended that compared to men, women's relationship with their supervisor directly impacted their work attitudes towards the organization. They strongly

urged future researchers to identify the conditions under which organizational support may impact employee commitment.

In a more recent study, Karrasch (2003) conducted an investigation to examine antecedents and consequences of organizational commitment among men and women in the military. The Allen and Meyer (1991) Three commitment, TCM Employee Commitment Survey measuring affective, normative, and continuance employee commitment was used for the study. Specific antecedents investigated included: gender, ethnicity, branch of the Army, and perceptions of tokenism. Because of the hectic schedules, strenuous workloads, and life-threatening duties, research findings from military personnel provided a wealth of information related to organizational commitment. Moreover, Karrasch was specifically interested in investigating antecedents that did contribute to understanding the development and factors that impact commitment growth within the individual.

Karrasch (2003) suggested that males reported significantly higher continuance commitment than female military personnel. There were no significant differences in gender related to affective and normative commitment. Nonetheless, the researcher argued that perhaps the differences in male and female commitment was attributed to male soldiers having more years invested with the Army than women. Furthermore, other demographic antecedents presented in the study showed significant implications for the Army to maintain a committed workforce. Karrasch suggested that future research utilize a general scale to measure organizational commitment as compared to a multi-component

scale, which did not provide a significant difference as a measure of organizational commitment among military personnel.

Because of the lack of formal research specifically addressing organizational commitment and gender, various other studies have examined gender and its relationship to organizational citizenship behaviors (OCB). OCB is often described as discretionary “unspoken” behaviors that promoted the production, welfare, and functioning of an organization. Farrell and Finkelstein (2007) conducted a study that examined the difference between helping versus civic virtue behaviors among men and women. Their study indicated that prior research related to OCB and gender showed that helping behaviors was more expected of women and civic virtue behaviors more indicative of men. The research findings showed that only under certain conditions were observers more likely to expect male employees than female employees to participate in civic virtue behaviors. Furthermore, females were more likely to participate in helping and some evidence even showed that they were also more likely to participate in non-verbal civic virtue duties than males. Based on the results of the study, observers made different assumptions for male and female employee’s participation in helping. Farrell and Finkelstein suggested the following explanations for the biased assumptions: gender stereotyping, role expectations, the fact that men are not viewed as “natural” helpers, and they were more likely to participate in helping behaviors for alternative motives. In addition, they also suggested that researchers should further investigate whether supervisors make similar biased assumptions regarding gender and organizational citizenship specific behaviors.

Van der Velde, Bossink, and Jansen (2003) investigated gender differences and the influence of professional tenure on work attitudes. In their observation much of the research prior to their study primarily focused on professional tenure among men; hence, they focused their research on a large population of both men and women. Van der Velde et al. (2003) study sample was drawn from a large Dutch oil company. The sample consisted of both professional men and women. Their findings revealed a positive correlation between tenure, age, and organizational commitment. Furthermore, evidence showed an increase in job involvement with employee age. The study further indicated professional tenure had a negative effect on job involvement and organizational commitment. However, professional tenure among female employees showed a stronger effect on organizational commitment than for their male counterparts. This study clearly demonstrated a linear relationship between gender, tenure and workplace attitudes. More importantly, it also showed a difference in attitudes based on gender. Similar to earlier studies, Van der Velde et al. research findings confirmed that men were reportedly more likely to remain with the organization than women.

Because of the current demands and changes in the types of the workplace environments, the virtual workplace, working from home, and flextime employment, has become increasingly more popular in the world of work. Current researchers argued that it is no longer “fashionable” for employees to remain with a company for an extended period of time for a variety of reasons (Farrell & Finkelstein, 2007; Meyer & Allen, 1997; Van der Velde et al., 2003). Specifically, a change in view of the traditional workforce has been cited as a plausible explanation for the negative affects on workplace

behaviors. In addition, changes in social times has also been a source identified that influenced job involvement, organizational commitment, and traditional versus non-traditional gender roles amongst both genders. Van der Velde et al. (2003) contended that staying in a specific profession for a long period of time may negatively impact work attitudes. Therefore, in order to maintain high levels of job involvement, job satisfaction, and workplace commitment; employees, avoided remaining with a company over an extended period of time.

Tenure

Tenure is a workplace variable that has recently gained much attention because of its indicated relationship to an employee's decision to remain with an organization. There were limited studies examining the relationship between commitment and tenure.

Chang and Choi (2007) argued that employees may chose to remain with an organization for the long haul because of their organizational and professional commitments alike. Chang and Choi examined the relationship between organizational and professional commitment among research and development doctorate prepared professionals at large Korean electronic companies to gain better insight into the impact of tenure on workplace behaviors including organizational commitment. Many of the professionals, because of their intensive educational and technical background reported difficulty conforming to the goals and norms of the organization; especially, in the beginning of their tenure.

Chang and Choi (2007) argued that many professionals experienced a honeymoon phase of the workplace within one to six months of their initial employment. After the

honeymoon phase, employees typically entered the “reality shock” phase. During this phase they usually reported that their expectations were unmet and stated specific instances of dissatisfaction with the organization. Typically within one to two years of joining the organization, the employee began to settle into his or her position and adjusted to the organizational norms. It was during this time that they gained a sense of belonging and experienced social exchanges within the organizational network. The research findings contended that employees who initially had low commitment and who chose to remain with the organization; over time, was expected to report an increase in organizational commitment. Consistent with past studies, Chang and Choi suggested that research and development professionals demonstrated U-shaped changes in commitment over time; therefore, managers of highly trained and educated employees may benefit from mentorship and paying special attention to the honeymoon phase employees’ early socialization interactions.

A major limitation of this study was that its data was collected from companies in Korea; therefore, the outcome generalizability was grossly limited. Chang and Choi suggested future researchers explore the dynamics investigated in this study among other professions such as medicine, law, and accounting.

As previously mentioned, Joiner and Bakalis (2006) conducted research related to antecedents of organizational commitment among post-secondary tutors. Their research findings suggested that lower tenure is associated with lower continuance and affective commitment. However, various workplace antecedents like strong co-worker and organizational support was associated with higher affective commitment. The

researchers noted that a crucial limitation to their research findings may be that the results could not be generalized to any university setting as the sample primarily represented casual academic tutors in Australia.

Feather and Rauter (2004) conducted a study to investigate organizational citizenship behaviors (OCB) in relation to: job status, job security, organizational commitment and identification, job satisfaction, and work values. Their research findings indicated that contracted, non-tenured, teachers reported more organizational citizenship behaviors when compared to tenure, permanently employed, teachers. As Feathers and Rauter mentioned, it was expected for non-tenured teachers to perform task beyond their normal duties. However, they were expected to volunteer for additional duties that would help their schools and increase their potential for tenured employment. Furthermore, tenured teachers had more job security and were more likely to have more responsibilities related to their experience and number of years on the job. Research findings did find a relationship between OCB and levels of affective commitment and identification for permanently employed teachers. Feather and Rauter suggested future studies examine, specifically, measures of expectations related to change in job status and measures of each person's goal structure for both tenure and non-tenured employees.

Caselman and Brandt (2007) investigated factors that may have influenced school social workers intent to stay with an organization. Their research findings suggested that the relationship between the intent to stay and the number of years of experience was not significant. However, there was a relationship between intent to stay, collaboration with school personnel, and self-efficacy. Specifically, when school administrators, counselors

and teachers engaged in a collaborative effort, it greatly influenced school social workers and their intent to stay with an organization. Moreover, workers who were confident in their abilities to approach different task appropriately, demonstrated an efficacious attitude that created intrinsic interest, and significant commitment to their jobs. Caselman and Brandt urged school systems to create meaningful dialogue among school personnel; hence, providing opportunities for increased employee moral, and improved student academic outcomes. Such dialogue and social exchanges would not only increase the quality of service to students, but also impact the level of employee satisfaction and their intent to stay with a given organization.

Based on the information gathered in this literature review the topic of organizational commitment is one of interest to corporations around the world in most major industries from China, to India, Japan, and the United States alike. While each country may have cultural factors impacting organizational commitment, it was evident in numerous studies that commitment did impact organizational productivity and success (Chang & Choi, 2007; Chen et al., 2007; Collier & Esteban, 2007; Coyle-Shapiro, & Conway, 2005; Farrell & Finkelstein, 2007; Freund, 2005).

Chapter Summary

The growing body of literature continues to highlight specific factors that impact workplace outcomes. Over the past four decades organizational commitment has been a workplace variable of interest among researchers. However, more recently organizational commitment has also been identified as a primary contributor of organizational outcomes. Specifically, the intent of this study was to further investigate whether or not job

satisfaction, job involvement, gender, and perceived organizational support were valid predictors of organizational commitment among educators.

One of the first steps behaviorist and industrial researchers needed to take was to investigate which attitudinal and situational variables had the greatest impact on workplace outcomes. It was evident that being systematic and providing structure is essential to organizational success. Nonetheless, greater attention focused on those persons who implement changes and hold all the organizational pieces in place effectively was warranted (Eisenberger et al., 2002; Fuller et al., 2003; Idsoe, 2006).

In the 21st century workforce, with virtual work stations, home based businesses, and the growth of work teams, significant attention continues to be “people power” focused. No matter how much technology advances, the workforce continues to require effective communication, fairness, satisfaction, collaboration, and the need for people still exist. This study drew further attention to the humanistic dimension of the world of work, which is essential to a cohesive, productive, and successful organization. Identifying factors that predicted organizational commitment in organizational settings was invaluable. It was especially helpful in education as researchers struggled to identify factors that directly or indirectly impact student failure, drop out rates, and other influences of poor student academic achievement.

Chapter 3 reports a detailed description of research study’s methodology, sample, settings, and instruments, hypotheses, and data collection methods.

Chapter 4 reports the results of the study that addresses the major research question and the examination of the study’s hypotheses.

Chapter 5 discusses the results and its comparison and contrast to previous studies related to organizational commitment.

CHAPTER 3: RESEARCH METHOD

Introduction

This study examined the relationship between job satisfaction, job involvement, perceived organizational support, and employee organizational commitment. This research used a nonexperimental design. Pedhazur and Schmelkin (1991) drew attention to the lack of agreement by experts regarding classification of research designs. They preferred to classify research broadly into experimental, quasi-experimental, and nonexperimental, with the only differences amongst them being the lack of randomization to groups for quasi-experimental and the lack of both randomization and manipulation of the independent variable for nonexperimental. The present study was considered no-experimental research. The researchers further argued it was important to note that threats to validity in explanatory research did not arise in predictive research. In actuality, few research studies were conducted as true experiments (Cook & Campbell, 1979). The design of this study had a possible threat to external population validity, but every effort was made to describe the sample as thoroughly as possible so that any significant results may be cautiously generalized to similar populations.

This chapter details the research methodology that was utilized in the study. Specifically, the chapter provides a summation of the research approach, the sample population, data collection methods, instrumentation, and statistical analysis. The reliability and validity of the instrumentation are also discussed.

Research Design

This study investigated the relationship between job satisfaction, job involvement, perceived organizational support, and employee organizational commitment through a quantitative design. Three methods of analysis were used to address the research question. Three hierarchical multiple regressions were conducted to address hypothesis 1. Hypothesis 2 was addressed with a *t*-test analysis. Hypotheses 3, 4, and 5 of the study, were addressed by correlational analysis. The independent (predictor) variables were: gender, job satisfaction, as measured by the Job Satisfaction Survey, perceived organizational support, as measured by the Survey of Perceived Organizational Support, and job involvement, as measured by the Job Involvement Questionnaire. The outcome variable was organizational commitment, and was measured by the TCM Employee Commitment Survey's three subscales: Affective, Continuance, and Normative Commitment. The demographic variables were entered first in a separate block, so that any variances attributable to these factors were accounted for prior to entering job satisfaction, organizational support, and job involvement. These last three factors were also entered in separate blocks, so that each of the three regressions tested a four-block model. The first block contained the demographic variables. Block two included job satisfaction, block three perceived organizational support, and block four included job involvement.

This study was a nonexperimental quantitative study, based on survey methodology. It was inappropriate to use analysis of variance as a statistical method. Three hierarchical multiple regressions used provided statistically powerful tools to

answer the research questions. Regression analysis explained the variance in the outcome measures due to the individual and combined contribution of the unique set of predictors that were used in this study.

Target Population and Sample

Participants for this study were solicited from educators on the primary, middle, high school, and post-secondary levels of education. Participants were solicited from faculty at the following educational institutions and school systems in North Alabama: Athens State University, Alabama A&M University, University of Alabama in Huntsville, and the Huntsville City School System. The educational institutions and systems were selected because of the researcher's affiliations, close proximity, and local accessibility. The target population included males and females between the ages of 21 to 65. The educational level of the participants ranged from a bachelor to the post-doctoral degree level. Participants' ethnicity included: African American, European American, Hispanic, American Indian, Asian, Pacific Islander, and other ethnic backgrounds. The researcher e-mailed 900 questionnaires to the study's participants. The e-mail invited them to participate in the study and included a brief description with an online link to the research survey.

The data collected for this study were confidential. The research data for the study were collected on a secure website and only the researcher had access to the study's questionnaire responses. A copy of the invitation that was sent to the participants can be found in Appendix A.

Hypotheses

The purpose of this research was to examine the relationship between gender, a selected demographic, job satisfaction, job involvement, perceived organizational support, and affective, continuance, and normative commitment.

Three hypotheses were tested in this study:

Hypothesis 1

H₀₁. There is no linear relationship between affective commitment and the following set of variables: gender, job satisfaction, job involvement, and perceived organizational support.

H_{A1}. Higher affective commitment scores as measured by the TCM Employee Commitment Survey Affective Commitment Subscale will be related to gender, higher job satisfaction, higher job involvement, and higher perceived organizational support.

Hypothesis 2

H₀₂. There is no linear relationship between continuance commitment and the following set of variables: gender, job satisfaction, job involvement, and perceived organizational support as measured by the TCM Employee Commitment Survey Affective, Continuance, and Normative Commitment Subscales.

H_{A2}. There is a relationship between higher continuance commitment as measured by the TCM Employee Commitment Survey's Continuance Commitment Subscale and gender, higher job satisfaction, higher job involvement, and higher perceived organizational support.

Hypothesis 3

H₀₃. There is no linear relationship between normative commitment and following set of variables: gender, job satisfaction, job involvement, and perceived organizational support as measured by the Affective, Continuance, and Normative Commitment Scale.

H_{A3}. Male educators with higher normative commitment scores as measured by the Normative Commitment Scale, will also have higher of job satisfaction, higher job involvement, and higher perceived organizational support.

Instrumentation

All participants completed a demographic survey. They also complete the Satisfaction Survey, the Job Involvement Questionnaire, and the Survey of Perceived Organizational Support, which measured the independent variables of the study (Eisenberger et al., 1986; Kanungo, 1982; Spector, 1997). The TCM Employee Commitment Survey's Affective, Continuance, and Normative Commitment Subscales, addressed the outcome variable of the study.

Demographic Survey

The survey consisted of 8 items and took about 1 to 3 minutes to complete. The first item asked the participant their age. The next item asked the participant his or her gender. The remaining items of the survey items were related to their career including: tenure, highest level of educational attainment, nature of their occupational organization, years of teaching experience, number of years with current organization, and the current position status of employment. This instrument was used to gather background

information about the participants for comparison of the groups and was only used for descriptive purposes. A copy of the demographic survey may be found in Appendix B.

Job Satisfaction Survey (JSS)

The Job Satisfaction Survey (JSS) is designed to measure an employee's level of satisfaction about his or her job and aspects of their job (Spector, 1997). The questionnaire was primarily used to assess the job satisfaction of adults in the public and non-profit human service industries including law enforcement and medicine.

The JSS is a 36-item, 9-facet, Likert-type scale. Scores on each of the 9-facet subscales are based on 4-items each and can range from 4 to 24. Scores for the employee's total job satisfaction is based on the total of all 36-items and can range from 36 to 216. The JSS has items written in the positive and negative direction. Specifically, high scores on the scale represent job satisfaction; therefore, the negatively worded items were reversed before adding the positively worded scores into the facets on total scores. The nine facets assessed included: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Each facet was measured by four items. A summated scale format was used in the questionnaire. The participant had six responses to choose from per item ranging from: (1) disagree very much to (6) agree very much. It took approximately 8 minutes to administer.

The instrument developed in 1985, has test-retest reliabilities ranging from .37 to .74 for the subscales and .71 for the entire scale (Spector, 1985). The alpha coefficients

for the total scale ranges from .70 to .91(Spector, 1985). Over the past 23 years, this instrument has been administered to approximately 30,582 employees in approximately 116 studies (Spector, 2007). A copy of the JSS may be found in Appendix C.

Job Involvement Questionnaire (JIQ)

The JIQ is an instrument designed to measure an individual's psychological identification with a specific job and with work in general (Kanungo, 1982). The survey has been administered to adults in corporate, healthcare, and social service industries.

The JIQ is a six-point, 10-item, Likert response scales with anchors ranging from (1) strongly agree to (6) strongly disagree. Kanungo (1982) reports a one dimensional variable with a Cronbach Alpha coefficient ranging from 0.81 to .86 (Blau, 1987; Hafer & Martin, 2006, Kanungo, 1982; Wegge, et al., 2007). The questionnaire's internal consistency is reported as .88 (Kanungo, 1982). The JIQ specifically measures an employee's attitude towards his or her job.

Over the past 26 years the instrument has test retest reliabilities of .87 and .85 respectively (Elloy, 1995; Kanungo, 1982). The JIQ was appropriate for this study because it is a reliable measurement (Hafer & Martin, 2006; Hallberg & Schaufeli, 2006; Somech & Ron, 2007; Wegge, et al., 2007) of an employee's level of job involvement. A copy of the JIQ may be found in Appendix D.

Survey of Perceived Organizational Support (SPOS)

The SPOS is designed to measure possible feelings an individual may have about the organization for which they work (Eisenberger et al., 1986, p. 502). This survey has

been administered to adults who work in white collar and blue-collar industries including the education, healthcare, postal, law, and the banking and financial industries.

The SPOS is a self-administered survey, seven-point, 36-item, Likert-type scale indicated the extent to which an employee agreed or disagreed with the statement: (1) strongly disagree to (7) strongly agree. The survey measured the following factors: in-role performance, extra role performance, employee perception of organizational support, and concern of the employee's overall well-being. It took approximately 5 minutes to complete the survey. Summing the point values derived the total scores.

The SPOS was designed to measure an employee's perception of organizational support. There is a short and long version of this instrument. The short version, consisting of 8-items, was used for this study. Previous studies reported that the instrument has high internal reliability. The short version, 8 of the 36-items loaded highly on the main perceived organizational support factor (Eisenberger et al., 1986). Shanock and Eisenberger (2006) reported high internal reliabilities with coefficient alphas ranging from .87 to .93. An item analysis was performed on the survey indicating item-total correlations ranging from .42 to .83 (Shanock & Eisenberger, 2006). Eisenberger et al. (1986) reported mean and median item-total correlations were .67 and .66 respectively. Furthermore, a statistically significantly positive relationship was found between perceived organizational support and other work related outcomes (Shanock & Eisenberger, 2006). A cross-level mediational analysis was conducted to ensure perceived organizational support significantly predicted work outcome factors. Furthermore, Lynch, Eisenberger and Armeli (1999) reported a confirmatory factor

analysis of the short version of SPOS similar to a unitary factor structure and the items indicated a Cronbach alpha of .90 (Lynch et al., 1999; Eisenberger et al., 1997). A copy of the short version of the SPOS may be found in Appendix E.

TCM Employee Commitment Survey

The TCM Employee Commitment Survey measures employee organizational commitment based on three major components: affective, continuance, and normative commitment (Meyer & Allen, 1997). The survey has been used with adults in the healthcare, business, and industrial related occupations. The TCM Employee Commitment Survey is self-administered; 7-point scale with anchors identified from (1) strongly agree to (7) strongly disagree. The survey items labeled *R* indicated the reverse-keyed items.

There are two versions of the survey, the original and the revised version. The original version is comprised of 8-items for each subscale (Meyer & Allen, 1997). The revised version includes 6-items per subscale. The revised version consisting of 18-items total was used for this study. It took approximately 5-7 minutes to administer the survey. Computing the point value of each item across each item on all subscales derived the total score. The possible scores ranged from 24 to 192. Participants with higher levels of commitment are indicated by a higher numerical score.

The instrument was developed over 18 years ago. Blau, Paul, and St. John (1993) found a test-retest reliability coefficient of .94 for Affective commitment when the survey was administered seven weeks apart to a group of employees whose average tenure with the company was more than 5 years. The number of estimates obtained for the three

subscales range from a low of 20 for the normative scale to a high of more than 40 for the Affective commitment subscale. The median reliabilities for the Affective, Continuance, and Normative subscales respectively are .85, .79, and .73 (Meyer & Allen, 1997). Factor analysis has been conducted on the three component model to confirm that the three commitment constructs are distinguishable from other related employment measures such as perceived organizational support and job satisfaction (Meyer & Allen, 1997). A copy of the scale is shown in Appendix F.

Data Collection Methods

This study was a nonexperimental research and reported correlational data. All surveys for the study were completed electronically on Survey Monkey a secure website dedicated to online surveys. Preceding the link to the survey, an introductory e-mail letter explaining the purpose of the study and addressing informal consent was provided. A copy of the introductory letter may be found in Appendix G. No potential harm, physical or mental, was expected as a result of participating in this study. In addition, participants who successfully completed the survey had an opportunity to enter into a drawing for a \$100.00 credit card.

The researcher provided electronic survey access to all participating educational institutions. The authorization official for each educational system then appointed an IT Network Specialist or administrator to forward the surveys to appropriate potential participants. The network specialist received, via e-mail, an attachment to the invitation e-mail with a link to the survey. That e-mail was then forwarded to a sample population of educators within their organization.

Nine hundred educators were solicited via e-mail to participate in the study. Two hundred surveys were sent to faculty members of Athens State University. Two hundred surveys were sent to faculty members of Alabama A&M University in Normal, Alabama. Two hundred surveys were sent to post-secondary educators at the University of Alabama in Huntsville in Huntsville, Alabama. One hundred surveys were sent to educators employed with the Huntsville City School System.

The survey was accessible to the potential participants for 30 days. Two weeks after the initial invitation via e-mail, a reminder e-mail was sent to the potential participants to complete the survey. Surveys completed within the initial 30 days, were used for the study. The data was downloaded in Excel format and then converted to SSPS for storage and data analysis.

Data Analysis

Descriptive statistics was used to characterize the sample. In addition, summary tables were provided of all the scores evaluated. Frequency tables and means and standard deviations were used according to the level of measurement of each variable.

Three hierarchical multiple regression analyses conducted to test the hypotheses. Number of years as an educator, gender, and school setting were entered in the first block as predictors, followed by the addition of job satisfaction scores, organizational support scores, and job involvement scores in separate blocks. Thus a total of four models were tested. The outcome variables for the regressions were the normative, continuance, and affective organizational commitment scores.

Prior to running these analyses, tests were conducted to assure that the analyses did not violate the assumptions of normality, linearity or homoscedasticity. In addition, tolerances were checked to avoid collinearity. A thorough data analysis provided a comparison of models so that the independent and successive contributions of the variables were assessed. In the case of a significant regression value, the beta weights were examined to determine which individual variables explained the most variance in the equation. The alpha level was set to .05.

Chapter Summary

This chapter presented the research design and survey methodology.

The target populations for the survey were educators who work in the elementary, middle, secondary, and post-secondary levels of education. The sample population was solicited from educators in the North Alabama area, within the United States.

Approximately 900 potential participants were solicited. However, due to technical difficulty at two of the solicited educational institutions only 600 surveys were actually distributed. The following instruments were used to collect the data: the Job Satisfaction Survey, the Job Involvement Questionnaire, and the TCM Employee Commitment Survey which included the Affective, Normative, and Continuance Commitment Subscales. The survey was disseminated in an electronic format. The educational Institution's that participated in the study sent via e-mail to a sample population within their organization an introductory letter, with a link to the survey. All surveys received within the first 30 days, were used for the study. The usable surveys were stored in SPSS.

Chapter 4 presents the results of the study that answered the major research question and examined the hypotheses. Specifically, it provides the results of the study and whether or not an employee's level of organizational commitment is influenced by gender, number of years with an organization, age, job satisfaction, job involvement, and perceived organizational support.

Chapter 5 discusses the results, and the comparison of those results to previous studies, and the limitations of the current study. The outcome of the study was expected to support recommendations that are applicable to various organizational settings and highlight implications for social change in educational organizations.

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to examine the relationship between gender, job satisfaction, job involvement, perceived organizational support and affective, continuance, and normative organizational commitment among educators. This study was conducted because educators are a part of an influential force that plays a key role in the success and failure of students, employees, and society in general (Parker Ayers, 2009). Educators are charged with the task of not only preparing students for the world of work, but more importantly, educational experiences that provide lifelong learning (Parker Ayers, 2009). This chapter presents the results of the descriptive statistics that summarize all collected data and the inferential analyses conducted to test the study's hypotheses.

Descriptive Analysis

Demographic Data

A total of 171 educators participated in the study. Most of the respondents were female (74.3%) and had tenure (66.6%). Twenty-four percent of the respondents had earned a bachelors degree, whereas 76% earned a Masters degree or higher. Almost all of the respondents were primarily employed by a public organization (98.8%). With regard to job description, the majority of the study's respondents were teachers (52.2%) and 21.6% of the respondents were post-secondary educators.

Table 1

Frequency Distribution of Participants' Demographics (N = 171)

Demographic	<i>f</i>	%
Gender		
Male	44	25.7
Female	127	74.3
Total	171	100.0
Tenure		
Tenured	114	66.7
Non Tenured	57	33.3
Total	171	100.0
Highest Degree Earned		
Bachelor degree	41	24.0
Master degree	67	39.2
Educational Specialists	13	7.6
Doctorate degree	50	29.2
Total	171	100.0
Type of Organization		
Public	169	98.8
Private	2	1.2
Total	171	100.0
Job Description		
Teacher	89	52.0
Administrator	16	9.4
Support Staff	29	17.0
Post-secondary educator	37	21.6

Total	171	100.0
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The summary statistics of the demographics that were measured on a continuous scale are discussed in this section. The mean age of the respondents was 48.25 years. The mean years of teaching experience was 15.36. The mean number of years in their current organization was 11.08. However, this statistic may not be the most accurate measure of central tendency for the variable because the distribution was positively skewed. The median value was 9.00 years, and is more representative of the average number of years in a present organization.

Table 2

Summary Statistics for Participant Demographics (N= 171)

Demographic	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Age	40	75	48.25	10.86
Years of Teaching Experience	0	53	15.36	10.88
Years in Current Organization	1	39	11.08	8.80

The summary statistics for the JSS Subscales warranted attention as the statistical analysis provided very useful information. There are nine subscales in the JSS Inventory. As table 3 shows below, the lowest ranking mean subscale score was promotion, with a mean of 11.96. Other low ranking scores were pay, with a mean of 12.02, and operating conditions, with a mean of 12.49. In contrast, respondents assigned the highest ranking mean subscale score to nature of work, with a mean of 20.91. Respondents also assigned

higher mean subscale scores to supervision, with a mean of 19.08, and coworkers, with a mean of 18.08.

Table 3

Summary Statistics for Subscales of the Job Satisfaction Survey (N=171)

JSS Subscales	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Pay	4.00	24.00	12.02	4.96
Promotion	4.00	23.00	11.96	4.50
Supervision	4.00	24.00	19.80	5.02
Fringe benefits	5.00	24.00	15.76	4.40
Contingent rewards	4.00	24.00	14.25	5.28
Operating conditions	4.00	23.00	12.49	4.49
Coworker	7.00	24.00	18.08	4.35
Nature of work	10.00	24.00	20.91	3.20
Communication	4.00	24.00	15.63	4.93
Total Job Satisfaction Score	75.00	203.00	140.91	28.42

A summary of all of the inventory scores of the study has been provided and are discussed accordingly. The JIQ total score resulted in a mean of 36.25. The SPOS total score resulted in a mean of 30.38. The Affective Commitment Subscale (ACS) total score resulted in a mean of 24.50, the Continuance Commitment Subscale (CCS) resulted in a mean of 27.65, and Normative Commitment Subscale (NCS) total score resulted in a mean of 27.61.

Table 4

Summary Statistics of All Inventory Scores

Inventory Scores	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Job Involvement Questionnaire Total Score (JIQ)	171	13.00	60.00	36.25	9.22
Survey of Organizational Support Total Score (SOPS)	171	8.00	48.00	30.38	8.84
Affective Commitment Subscale Total Score (TCM/ACS)	171	13.00	34.00	24.50	3.75
Continuance Commitment Subscale Total Score (TCM/CCS)	171	13.00	41.00	27.65	6.55
Normative Commitment Subscale Total Score (TCM/NCS)	168	6.00	42.00	27.61	8.88

Multivariate Analysis and Hypothesis Testing

Using hierarchal regression, three null hypotheses were tested in this study.

Each hypothesis postulated that there were no significant changes to the criterion variable in the value of R^2 , after accounting for previous predictors entered into the regression. In addition to the hierarchical regression the significance of the individual beta weights were assessed.

Hypotheses 1: Affective Commitment

A hierarchical multiple regression was performed to test the following null hypothesis:

H_{01} . There is no linear relationship between affective commitment and the following set of variables: gender, job satisfaction, job involvement, and perceived organizational support.

The results of the hierarchical multiple regression for affective commitment are presented in this section. The fourth model, which included gender, job satisfaction scores, job involvement scores, and perceived organizational scores, provided the largest value for adjusted R^2 (.10). An inspection of the change statistics, however, showed that no significant amount of variance resulted from the addition of the POS scores ($R^{2 \text{ change}} = .016, p = .09$). The only significant change in explained variance occurred when the job satisfaction and job involvement scores were added with the second and third models. While it must be noted that an inspection of the ANOVA statistics revealed that the models 2 – 4 were all statistically significant, the lack of a significant change in explained variance in the fourth model indicated that this model should be ignored in favor of the third model, which contained the last significant change. The third model, consisting of gender, job satisfaction and job involvement, explained approximately 9% of the variance in the affective commitment total score, based on the adjusted R^2 value. This model was the most appropriate model for further examination and discussion.

The coefficients in the Model 3, consisting of gender, job satisfaction, and job involvement, were evaluated to assess the individual contribution of the predictor variables. Two factors had significant beta weights. Job satisfaction ($\beta = .28, p = .00$) was the biggest contributor to affective commitment, followed by job involvement ($\beta = .17, p = .02$). It is concluded that the hypothesis concerning affective commitment was partially

supported. Specifically, greater job satisfaction and greater job involvement were related to higher levels of affective organizational commitment. Gender and POS were not significantly related to this outcome. The results related to affective commitment are presented in Table 5.

Table 5

Regression Results for Four Predictors of Affective Commitment

Model	R^2	Adjusted R^2	R^2 Change	p F Change	p ANOVA
1	.000	-.006	.000	.99	.99
2	.080	.069	.080	.00**	.00**
3	.108	.092	.028	.02*	.00**
4	.124	.103	.016	.09	.00**

Model 3	Unstandardized Coefficients		Standardized Coefficients		t	p
	B	SE	β			
(Constant)	16.59	1.84			9.00	.00
Gender	.31	.64	.04		.49	.62
JSS	.04	.01	.28		3.78	.00**
JIS	.07	.03	.17		2.28	.02*

Note. JSS= Job Satisfaction Scores; JIS= Job Involvement Scores

* $p < .05$, ** $p < .01$

Hypothesis 2: Continuance Commitment

A hierarchical multiple regression was performed to test the following null hypothesis:

H₀₂. There is no linear relationship between continuance commitment and the following set of variables: gender, job satisfaction, job involvement, and perceived organizational support.

The results of the hierarchical regression computed for the continuance commitment subscale scores are discussed in this section. The ANOVA results, which indicated if any of the four tested models were statistically significant, showed that all four models were significant. It was necessary to examine the R^2 change statistics to reliably assess the success of the models in predicting continuance commitment. These statistics showed that gender was significant in the first model ($R^{2 \text{ change}} = .044, p = .01$), and the only subsequent model to add a significant amount of explained variance was found in third model ($R^{2 \text{ change}} = .057, p = .00$). This third model's predictors consisted of gender, job satisfaction, and job involvement and explained approximately 10% of the adjusted variance in the continuance commitment scores. The third model, therefore, was the focus of the remainder of this analysis.

The coefficients in Table 6 were examined in order to gauge the relative contribution of the predictors in Model 3, consisting of: gender, job satisfaction, and job involvement. Two of the three predictors were significant on an individual basis, job involvement ($\beta = .24, p = .00$) and gender ($\beta = .18, p = .02$), with job involvement making

the larger contribution to the explained variance. Specifically, educators with higher levels of job involvement tend to have higher levels of continuance commitment. Job satisfaction and POS were not related to continuance commitment. These results partially support the three hypotheses and are highlighted in Table 6.

Table 6

Regression Results for Four Predictors of Continuance Commitment

Model	R^2	Adjusted R^2	R^2 Change	p F Change	p ANOVA
1	.044	.038	.044	.01*	.01*
2	.054	.043	.010	.19	.01*
3	.111	.095	.057	.00**	.00**
4	.111	.089	.000	.89	.00**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	SE	β	t	p
3	(Constant)	23.12	3.21		7.19	.00**
	Gender	2.66	1.12	.18	2.40	.02*
	JSS	-.03	.02	1.11	-1.49	.14
	JIS	.17	.05	.24	3.26	.00**

Note. JSS= Job Satisfaction Scores; JIS= Job Involvement Scores

* $p < .05$, ** $p < .01$

Hypothesis 3: Normative Commitment

A hierarchical multiple regression was performed to test the following null hypothesis:

H₀₃. There is no linear relationship between normative commitment and the following set of variables: gender, job satisfaction, job involvement, and perceived organizational support.

The final analysis regressed the four predictors on the normative commitment scores. These results may be found in Table 7. The ANOVA portion of this table indicated that models 2 (job satisfaction), 3 (job involvement), and 4 (POS), were all significant ($p = .00$ in all models). In addition, the R^2 change statistics showed that after the initial model containing only gender, all subsequent variables added significant amounts of explained variance to the models (model 2, $R^2 \text{ change} = .133$, $p = .00$; model 3, $R^2 \text{ change} = .081$, $p = .00$; model 4, $R^2 \text{ change} = .023$, $p = .03$). Model 4 explained the largest amount of variance in the normative commitment scores, approximately 22% as indicated by the adjusted R^2 , and was further studied to assess the relative contributions of gender, job satisfaction, job involvement, and perceived organizational support.

The coefficients in Table 7 provide a comparison of the four predictors regarding their impact on the normative commitment scores. Three of the four predictors were significant as follows, in order of their Beta weights from the largest to the smallest: (a) job involvement ($\beta = .29$, $p = .00$), (b) job satisfaction ($\beta = .27$, $p = .00$), and (c) perceived organizational support ($\beta = .18$, $p = .03$). As these coefficients demonstrated,

higher levels of job involvement, job satisfaction, and perceived organizational support were all related to higher levels of normative commitment. Only gender was found to be not significantly related to normative commitment. Table 7 outlines the results of the study related to normative commitment.

Table 7

Regression Results for Four Predictors of Normative Commitment

Model	R^2	Adjusted R^2	R^2 Change	p F Change	p ANOVA
1	.000	-.006	.000	.88	.88
2	.133	.122	.133	.00**	.00**
3	.214	.200	.081	.00**	.00**
4	.237	.218	.023	.03*	.00**

Model 4	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	β		
(Constant)	-.05	4.11		-.01	.99
Gender	.64	1.42	.03	.45	.65
JSS	.08	.03	.27	3.37	.00**
JIS	.28	.07	.29	4.22	.00**
POSS	.17.08	.18	2.21	.03*	

Note. JSS= Job Satisfaction Scores; JIS= Job Involvement Scores; POSS= Perceived Organizational Support Scores * $p < .05$, ** $p < .01$

The first null hypothesis combined the four predictor variables used in this study while the remainder of the nulls hypothesizes no relationship between organizational commitment and each of the predictors on an individual basis. For purposes of statistical analysis, however, the four predictors were combined as per the first null hypothesis, since the selected technique (hierarchical multiple regression) allowed for the examination of the combined and individual relationships between predictors and outcome. Yet multiple regression allowed for an analysis of only one outcome variable. The outcome variable, as defined in this study, consisted of three factors: affective, continuance, and normative organizational commitment. Thus three hierarchical multiple regression analyses were conducted to test the null hypotheses of this study, one for each of the commitment outcomes .

Four models were tested in each analysis with the blocks entered as follows: (a) gender, (b) total job satisfaction score, 3. total job involvement score, and (c) total perceived organizational support score. Choosing the order of the variables was important and was based on logical considerations. Gender was entered first because it was the only demographic variable in the study and in the review of the literature related to organizational commitment, there was little evidence found, to support gender as significant predictor of organizational commitment. By entering gender first it removed the effect of any variance due to gender on organizational commitment. In addition, by adding this variable early in the analysis, made it possible to determine what job

satisfaction, job involvement, and perceived organizational support specifically added to the equation.

In the continued review of the literature by the researcher, it was discovered that job satisfaction was the most common variable identified to have the greatest impact on organizational support; therefore, it was chosen to be entered next for analysis.

Job involvement was one of the primary variables of interest for the researcher. Although the literature review indicated significant findings to the dependent variable; the researcher chose job involvement as the next variable to be entered with the assumption that job involvement would prove to be a significant predictor of organizational commitment.

Perceived organizational support was the last predictor entered. It was entered last based on the support as evidenced by the literature review. It was the variable of most interest to the researcher and she was interested in determining to what extent this variable was related to organizational commitment.

The Hierarchical Regression technique is based on theory and experience with the predictors. Stepwise Regression is based on statistical considerations, in that the variable most strongly correlated with the dependent variable is entered first. The researcher used the hierarchical regression method intending to examine the unique amount of variance added by each of the individual predictors.

The statistics are such that it was difficult to organize this section along the lines of the hypotheses, for in fact all three hypotheses were tested with each regression

analysis. Thus, these results were grouped and presented by regression analyses for the three organizational commitment subscales.

Chapter Summary

Chapter 4 presented the results for the descriptive statistical data and the inferential analyses conducted to examine the hypotheses of this study. Three hierarchical multiple regressions were performed to test the three hypotheses of the study. Hypotheses were partially supported. Job involvement was found to be positively related to all three measures of organizational commitment which included affective, continuance, and normative subscale scores. Job satisfaction was also positively related to affective and normative subscale scores, but not to continuance commitment scores. Gender only evidenced a relationship with continuance scores, with females tending to have higher continuance scores than males. Perceived organizational support was positively related to normative scores, but none of the other organizational commitment subscales.

Chapter 5 discusses the results presented in chapter 4 and relates the findings of the study to previous research on organizational commitment. Furthermore, implications for social change, specific recommendation for this population, and for future research are discussed.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the study conducted among elementary, middle, secondary, and post-secondary educators in the North Alabama area. The conclusions that have been drawn as a result of the study are interpreted and expanded on in this chapter. The limitations of the study are discussed in detail. The significance of the findings are discussed in length that may be generalized to educational systems. Implications for practice in education and people centered organizations are discussed. Finally, relevant recommendations for future research related to organizational commitment are also outlined.

Summary

This study examined job satisfaction, job involvement, and perceived organizational support as predictors of affective, continuance, and normative commitment among educators. Organizational commitment is a continuous process that develops over time (Blau, 1964). Employees begin to process commitment cognitively even before they officially join a given organization based upon perceptions, the organization's reputation, and the organization's social status within the education community (Chang & Choi, 2007; Freund, 2005).

The foundational premise of organizational commitment as a process is grounded in the assumption that attitudes of commitment lead to commitment behaviors and commitment behaviors, both voluntary and involuntary, eventually impact the level of

effort on the part of an employee (Idsoe, 2006; Joiner et al., 2006; Shanock & Eisenberger, 2006). It was assumed that it is more likely for a committed employee to make greater contributions to the organization. Once employees join an organization it is their daily interactions, formal and informal professional encounters, and experiences with coworkers, supervisors, leadership, clients, and the system in general that becomes the primary influential factors that indeed affect their level of affective, continuance, and normative organizational commitment (Caselman et al., 2007; Chen et al., 2007; Kacmar et al., 2003).

Commitment is an interrelated process that is essential for a successful organization. Members and leadership may change, but the value system, work ethic, standards of expectations, positive constituents, and public perceptions for the organization must remain in tack, in order for the organization to improve and be enhanced on a continuum (Blau, 1964; Eisenberger et al., 2002). Workplace settings in most organizations may vary, but each subunit must be lead to feel as though they are a unique part of the greater institution, made up by the total sum of its parts (Blau, 1964; Clay-Warner et al., 2005; Collier & Esteban, 2007; Eisenberger et al., 2002; Feather & Rauter, 2004). Organizational success is codependent on employee commitment and because employees are people and not machines, it is often critical for organizations to treat employees as such (Van Dick et al., 2007; Vandenberghe, et al., 2003; Van Wyk et al., 2003). According to Mowday et al. (1982) employees who perform outside of their assigned duties and responsibilities often do so for personal ownership, workmanship pride, unit pride, indebtedness to the organization, and reciprocal commitment. The

greater the contributions related to commitment of each employee undoubtedly in many cases, depends on their level of affective, continuance, and normative commitment to the organization.

The theoretical framework for the study was based on the Social Exchange and the LMX theories. Based on the results of the study, it was concluded that the social exchange and leader-member exchanges are the driving forces that mediate and primarily influence, employee organizational commitment. Specifically, job satisfaction, job involvement, and perceived organizational support were identified as primary drivers of commitment. As previous research indicated, there is consistent evidence of a relationship between perceptions of support, employee-employer indebtedness, and coworker interactions as predictors of organizational commitment. Specifically, researchers have found that LMX is related to job satisfaction, and organizational commitment (Abbott et al., 2006; Dienesch & Liden, 1986).

Based on the social exchange and the LMX theories, institutional exchanges promote a bond where both parties involved in the exchange, find the relationship beneficial. In addition, from the social exchange perspective, when the employee's emotional support and expected resource needs are met, including their basic need for safety and belonging, a significant level of affective commitment should be expected (Blau, 1964; Chen et al., 2007; Fox & Fallen, 2003; Neves & Caetano, 2006).

Three hypotheses were chosen for this study related to three types of organizational commitment including: affective, continuance, and normative

commitment. The affective, continuance, and normative subscales of the TCM Employee Commitment Survey were used to measure organizational commitment.

It was hypothesized that higher affective commitment scores as measured by the TCM Employee Survey's Affective Commitment Subscale would be related to gender, higher job satisfaction, higher job involvement, and higher perceived organizational support. This hypothesis was partially supported. Based on the results of this study, higher scores of job satisfaction and higher scores of job involvement were statistically related to higher scores of affective organizational commitment. However, there was no significant relationship found between gender, perceived organizational support, and affective commitment.

In the workplace environment, employees may perceive they are being treated unfairly and their personal expectations are not met. This perception may effect workplace attitudes, interactions, and perhaps even influence an employee's decision to leave or remain with the organization. Many employees have little choice in deciding whether to remain or leave an organization based on family, economics, and or other significant obligations (Blau, 1964; Blau & Meyer, 1987). According to the Social Exchange and LMX theories, the higher the quality of workplace interactions such as collaborations and team approaches that demonstrate mutual respect could produce: pride, commitment, dedication, esteem, and employee productivity. It is assumed that the most critical factor impacting the employee-employer relationship is a vested interest based on mutual exchanges of trust, indebtedness, equality, and fairness; which, all have

been identified as factors that lead to deeper bond and higher levels of organizational commitment (Blau & Meyer, 1987; Lawler & Thye, 1999; Mauer, et al., 2002).

It was also hypothesized that there would be a relationship between higher continuance commitment as measured by the Continuance Commitment Subscale of the TCM Employee Commitment Survey and gender, higher job satisfaction, higher job involvement, and higher perceived support. The hypothesis was partially supported. The results of the study indicated that females have higher scores of job involvement and higher continuance commitment when compared to their male counterparts. There was no significant relationship found between, job satisfaction, perceived organizational support and continuance commitment.

Employees often have to weigh the cost of leaving versus staying with an organization. The social exchange theory proposes that employee behaviors are guided by reciprocity (Blau, 1964). In the case of females reporting higher scores of commitment, it was proposed that females have more gratitude and are aware of the fringe benefits provided by the organization to meet their personal and professional needs. Some needs may include counseling, on-site childcare, maternity leave, opportunities to work from home, and other accommodations that male counterparts may not be inclined to take advantage of because of their lack of knowledge of all of the services available that comes along with being a member of their particular organization. Research findings further suggested that perceived organizational support as a major component from which employees globally evaluate the employment relationship with the organization (Coyle-Shapiro & Conway, 2005). Coyle-Shapiro and Conway suggested that future research

should examine perceptions of employee and employer obligations. This research should include the examination employee obligations towards the employer as a form of indebtedness and the potential relationship to perceived organizational support.

Lastly, it was hypothesized that male educators with higher normative commitment scores as measured by the TCM Employee Commitment Survey's Normative Commitment Subscale, would also have higher job satisfaction, higher job involvement, and higher perceived organizational support. The hypothesis was partially supported. The results of the study indicated a significant relationship between higher normative commitment, higher job satisfaction, higher job involvement, and higher perceived organizational support. No significant relationship was found between gender and normative commitment.

Based on the results of the study, employee perception of organizational support does impact organizational commitment. In many cases, it is that perceived support that enables the employee to effectively complete required tasks and increase productivity during organizational economic and enrollment hardships. This perception of support, good or bad, can ultimately impact the quality of work being produced by the employee and the success of the organization's overall effectiveness.

The literature review for this study provided evidence of job involvement as a newer, yet, significant predictor of organizational commitment (Kanungo, 1982; Hafer & Martin, 2006; Wegge et al., 2007). Job involvement is considered an employee's psychological connection to his or her job. It further emphasizes how interested, enmeshed, and engrossed he or she is in the goals, culture, and tasks of the organization

as a whole (Joiner & Bakalis, 2006; Kanungo, 1982). Specifically, Idsoe (2006) found that employees preferred job involvement at the systematic level because it provided opportunities for networking, collaboration, mutual exchanges, and feedback from of a diverse group of individuals who were also a part of the larger organization.

In relation to the results of the Job Satisfaction Survey and the three types of organizational commitment it was interesting to note the consensus among the responses of the educators. Specifically educators reported that the nature of work, supervision, and coworker interactions as the areas in which they were significantly satisfied. The conclusion was drawn that if these three needs were met, employers could expect a highly satisfied workforce. In contrast to areas of satisfaction, educator responses to questions in this study related to pay and promotion on the JSS indicated that these were the two areas in which they were least satisfied.

Consistent with the results of this study, Clay-Warner et al.'s (2005) research on organizational justice and job satisfaction reported that similar job characteristics such as job autonomy, job complexity, and coworker support, predicted higher levels of job satisfaction. Specifically, procedural justice and the level of fairness in the methods by which rewards were distributed among employees by the organization at the discretion of the supervisors directly impacted an employee's level of satisfaction. Clay-Warner et al. indicated that studies of job satisfaction could be improved by highlighting connections between job satisfaction, organizational justice, and supervisors who want satisfied workers. Employers must practice procedural justice in order to gain stronger commitment from their employees.

The Mankanjee et al. (2006) study on organizational commitment among diagnostic imaging radiographers also supported the outcome of this study which indicated that employees who were least satisfied with pay and opportunities for promotion were also the employees who reported low levels of job satisfaction. Few incentives were likely to lead to decreased morale and feelings of distress. This outcome demonstrated greater relevance to this study because employees with low affection and increased feelings of distress reportedly, also represented those employees who were less committed to a given organization.

Freund (2005) examined commitment and job satisfaction among welfare workers. It was found that job satisfaction was not as a strong predictor of organizational commitment as career commitment. Freund found that job satisfaction was the most meaningful factor that greatly influenced withdrawal intentions of employees. Dissatisfied employees developed less commitment behavioral characteristics and were less likely to make positive investments personally and professionally in the organization.

The literature review of job satisfaction indicated a codependent relationship between job satisfaction and organizational commitment. Specifically, if employees felt like the organization had a vested interest in their personal and professional welfare, studies showed that employees were more likely to not only feel satisfied but, also secure enough to weather the storm of organizational change (Somech & Ron, 2007; Valle & Witt, 1992) . Changes and the decision to make sacrificial compromises on the behalf of the organization may include key job satisfaction indicators such as pay, promotion, and fringe benefits during organizational hardships (Truckenbodt, 2000; Wayne et al., 2002).

An example of such a sacrifice would be an agreement to participate in an institutional wide furlough to keep the organization financially stable and running for an extended period of time (Parker Ayers, 2009). This level of commitment and willingness to endure the tides of hardships, were also more likely of employees with higher levels of job satisfaction versus employees who report lower levels of job satisfaction (Abbott et al., 2006; Clay-Warner et al., 2005; Freund, 2005).

Scott et al. (2003) conducted job satisfaction research among Chinese workers and found empirical results that supported the current hypothesis identified in this study that employees who have higher levels of job satisfaction also had lower intentions to leave the organization. These intentions demonstrated behavioral characteristics that could assumingly support the notion that an employee's level of commitment to his or her organization is associated with high levels of job satisfaction. The empirical results of Scott et al.'s study among Chinese employees generally mirrored the role of job satisfaction and organizational commitment in workplaces in organizations across the U.S.

Conclusions and Interpretations

A total of 171 educators participated in this study. The majority of the respondents were female (74.3%). The results related to gender were unique in that in previous studies and other literature related to organizational commitment, the majority of respondents were male (Sorensen & Stuart, 2000). The respondents represented educators employed at the elementary, middle, secondary, and post-secondary levels of education. With consideration to the profession of education, the gender response rate

may be directly related to the fact that education is a female-dominated profession (Somech & Ron, 2007). The literature review also revealed that similar to this study, regardless of the type organization or industry research related to organizational commitment women were the primary respondents (Freund, 2005; Joiner, 2006; Mankanjee et al., 2006; Scott et al., 2003). Mankanjee et al. studied commitment behaviors among diagnostic imaging radiographers and found a majority of their respondents were female. The Joiner and Bakalis (2006) investigation of commitment among graduate assistance found that 64% of the respondents to the survey were female.

In this study, the majority (66.7%) of the respondents were tenured. In education, tenure is considered a special professional attainment (Parker Ayers, 2009). It often serves as a protective measure to maintain one's employment status within a given educational institution and makes the difference regarding employees who will be laid off, compared to employees who may be offered the opportunity for early retirement and or given various options to remain with the organization during hardships (Abbott et al., 2006; Somech & Ron, 2007).

In regards to level of degree earned 39.2% of the respondents had earned a master's degree. Over 70% of the educators demonstrated their commitment to education by seeking education beyond the minimum required degree at the bachelor's level. Ninety-eight point eight percent of the respondents worked in the public sector. In relation to job description, teachers accounted for the majority of the respondents at the rate of 52%. This was also an interesting finding because it was assumed that teachers have a detailed structure, timelines, and many duties that did not provide the time to

complete a survey that was voluntary in nature. Given the time the survey was released, during the month of May when final exams, graduation, and other state mandated documents are due for all educators, the high response rate from teachers was unexpected. In addition, in the case of this study, various administrators on the secondary-level predicted that there would be little or no responses from teachers because of their already overwhelming schedules. They were reminded by the researcher that participation was on a voluntary basis. Perhaps the use of the incentive prompted the unexpected response rate. The mean age of the respondents was 48.25.

The average years of teaching experience for the respondents for this study was 15.36 and the mean years in their current organization was 11.08. The results from this sample population indicated that many of the educators reported various levels of affective, continuance, and normative commitment.

The examination of the major hypothesis of this study showed that the outcomes were partially supported. The Hierarchical Regression analysis of affective commitment showed that there is a relationship between job satisfaction, job involvement, and affective commitment. Although higher job satisfaction was the most significant contributor, higher levels of job involvement were also significantly related to higher levels of affective commitment. Gender and POS were not significantly related to affective commitment.

The ANOVA results of continuance commitment showed that female educators with higher levels of job involvement tended to also have higher levels of continuance

commitment. Job satisfaction and POS were not significantly related to continuance commitment; therefore, demonstrating partial support of the major research hypothesis.

Three hierarchical regression analyses used to test the independent variables identified in the study and to test the prediction of normative organizational commitment among educators. The results indicated that the higher the level of job involvement, job satisfaction, and perceived organizational support the higher level of normative commitment was found. Gender was the only independent variable found that was not significantly related to normative commitment.

This study has provided statistically significant findings that partially support the major research hypothesis. Because educators operate within a larger system, frontline workers (classroom teachers and professors) are typically the last to be informed regarding the state of the institution at any given time because they are focused on attending to the needs of their students. It is clear that being satisfied with one's job as an educator, becoming more involved beyond required duties, and establishing a trustful and reciprocal positive relationship between the employee and employer is key to organizational commitment. This study has further contributed to the body of literature regarding organizational commitment by providing specific variables individually and collectively that predict affective, continuance, and normative organizational commitment. Moreover, it provided a solid statistical foundation for future research in education, and the expansion of future studies in organizational commitment across a variety of settings.

Limitations, Assumptions, and Scope of the Study

Similar to most research studies, this study possessed various limitations. The most common limitation of survey related research is that the data collected is self reported which may result in false negative and or false positive responses. The limitation was also applicable to this study. Although the online survey's invitation indicated that the respondents identity would not be revealed, because of a lack of trust within many organizations, as a limitation, potential participants may have chosen not to participate in the study because of fear related to retaliation.

Another limitation is that the results of this study may not be generalized to other types of organizations because the study was conducted among educators who worked on the elementary, middle, secondary, and post-secondary levels of education and who successfully received the invitation to complete the survey via e-mail.

Although the sample of 171 was adequate for statistical analysis caution should be noted that it represented a smaller portion of the population initially proposed for the study. Although the results yielded valuable information, perhaps a larger representative sample from each level of education would have provided other results. It is likely that because education is a "person centered" organizational system, the dynamics of this study can not be generalized to other non people centered professions where professional and interpersonal exchanges are unlikely. Therefore, an employee's level of commitment would not be influenced by the variables selected for this study. Nonetheless, employees who perform well on the job were possibly the typical employees who were also more willing to participate in work related research studies.

The timing of the research was a significant limitation and may have caused a decreased response rate and the respondent's willingness to participate because of other work related obligations. The survey was made available online during the end of the last semester of the school year. This time is typically hectic for most educators regardless of the level being taught. Educators were generally preparing for final exams, graduation, year end personnel evaluations, and summer vacation. In addition, with consideration to the current economic times and education related budget cut backs, many educators may not have been motivated to participate in the study as their morale was low based on the uncertainty of job security and systematic changes that may have influenced their willingness to participate in activities beyond their expected duties.

The length of questionnaire created another significant limitation. This was evidenced by at least 4 participants failing to complete the last two 2 pages of the questionnaire. The survey required that the respondents answer every question posted which totaled over 80 questions.

The scope of the study was limited because generalizability of this study's findings was grossly represented by females and educators in the southern region of the United States. In addition, like most institutions, Education is a systematic entity that operates based on a set of rules and governance's all of its own. Nonetheless, like most organizations, it still remains a people powered society driven, type of organization.

Significance of Findings

The results of this study yielded many significant findings. The findings were useful beyond the study's initial intended purpose, which was to determine if there was a

relationship between gender, job satisfaction, job involvement, perceived organizational commitment as predictors of affective, continuance, and normative organizational commitment. Based on the study's findings, educators who had higher levels of job satisfaction and job involvement also had greater levels of affective organizational commitment. Specifically employees with strong emotional attachment to the organization were also more likely to demonstrate higher levels of commitment. Moreover, members who could identify with the organization were expected to also demonstrate their commitment by way of higher personal and professional involvement in the organization.

Based on the results of the current study it was found that female educators with higher levels of job involvement were also more likely to have higher levels of continuance commitment. It was assumed that the gender of role of women in general, supported their perspective, feelings, and attitudes of continuance commitment compared to men based on role expectations, financial needs of the family, their personal need to contribute to the workforce and or a female's need to instinctively make the choice to remain committed as a part of their personal preference. Job involvement was identified as the most frequently indicated variable impacting all three levels of organizational commitment.

Implications for Practice

This study provided a wealth of noteworthy considerations for practice. Specifically, it provided direct implications for practice among educators on the elementary, middle, secondary, and post-secondary levels of education. Although the

major hypotheses were partially supported, the results of the study identified useful information regarding specific variables that significantly impact organizational commitment. In line with previous research, this study also demonstrated that when given an opportunity (voluntary survey) to support research in their area of interest, people recognize that while they may not be heard as an individual participating in research provides valuable information for leaders in organizations.

The results gathered based on this study may be beneficial not only to education related organizations, but also to the community at large, constituents, and politicians who seek positions and who are determined to make community-wide improvements on the local and national level based on scientifically sound research.

This study provided useful information to educational systems on the elementary, middle, secondary, and post-secondary levels of education in Madison County in the state of Alabama. Social change in of itself does not occur without the valuable input from all members of society. Perhaps the community and other interested parties may be willing to take a closer look at job characteristic components within organizations that influence the operation the large system that drives change. As research similar to this study provided vital information of social change, community leaders and citizens may recognize the value of increased taxes, the importance of increased personal financial contributions, and perhaps it nothing else, recognize the value of their vested interest and become more active as a change agent who could make a difference in educator affective, continuance, and normative commitment. Ultimately, administrators may have the final piece to the puzzle to assist educators by providing opportunities for increased job

involvement, higher job satisfaction, and higher levels of perceived organizational support as they have been identified as significant factors that influence organizational commitment among educators.

Based on the current study's results, leadership acknowledgement, opportunities for job involvement, and willingness to accept and implement change based on the needs of the members that make up the organization; could lead to collaborative change, a more qualified workforce, and more importantly, the advancement of the organization to benefit the population it serves.

Job involvement is an individual predictor of organizational commitment that has been identified as a result of this study. It is critical that employees and employers recognize specific characteristics that this predictor entails. As a key factor impacting organizational commitment on the affective, continuance, and normative levels, job involvement promotes employee and employer responsibility for the success of the organization. Job satisfaction, job involvement, and perceptions of support from the organization can not be ignored. Educational organizations should use this useful information as an opportunity to enhance, create, and promote positive organizational attitudes, effectiveness, and change. The information yielded was not only vital to educators, but also to employers that desire a more committed team of practitioners. Moreover, the study's findings could be used to help improve, refine, and examine closely employment practices that may need revising, criteria objectives for new employees, the morale of employees, and the training and professional development of existing employees lacking motivation and commitment because of low levels of job

satisfaction, job involvement, and perceived organizational support. The results of this study demonstrated the need to invoke employee engagement in order to maintain and promote higher levels of affective, continuance, and normative commitment.

Previous studies did not dispute facts related to factors that may influence employee commitment (Blau & St. John, 1993; Caselman & Brandt, 2007; Coyle-Shapiro & Conway, 2005; Somech & Ron, 2007). Based on the results of this study, educators similar to other industries employees have a need for job satisfaction, job involvement, and perceived organizational in order to accomplish many of the surmounting tasks and challenges that are laid before them in this 21st century workforce Caselman & Brandt, 2007). Research studies have indicated that some employees can not endure many of the sacrifices that may come along with the unique demands of commitment like decrease in salaries, budget cuts, doing more with less, and unpaid overtime. But, be assured that the research also indicated that there were many committed employees who remained and continued employment with organizations simply for the love of the organization. It is clear, affective, continuance, and normative commitment are byproducts of the quality of exchanges between the employee and the organization. Those byproducts will ultimately influence the level of success, longevity, and opportunities for success as an organization for generations to come.

Future Research

The results of this study partially support the major hypothesis and similar to past studies, specific variables such as job involvement and job satisfaction continue to be identified as factors that influenced employee organizational commitment (Hafer &

Martin, 2006; Idose, 2006; Neves & Caetano, 2006; Van Dick et al., 2007). Identifying the interrelated factors impacting organizational commitment could be the most crucial and powerful evaluation tool yet, an organization may have that is desperately seeking the formula that guides or predicts its people power in the equation of organizational success. Most organizations share a group of established connectedness. This study has identified factors of commonality that organizations could use to better focus their efforts and attention towards a collective and committed workforce. While many institutions, organizations, and industries have a mission and various objectives, many organizations continue to function as an individual industry that stands alone. Organizational leaders, supervisors, and employees must examine closely the value of a joint venture and its benefits of all parties involved. The major research question that continues to plague the specialization of organizational psychology is, can organizations survive with low commitment levels from employees? The answer unfortunately is, yes. However, the real question should be whether or not organizations can reach the pinnacle of their organization's success, remain competitive, meet the demands of their market with low levels of affective, continuance, and normative organizational commitment? The research says, no.

Although previous studies mentioned limitations related to the lack of generalizability, it is important to note that this study and similar studies in other types of organizations have resulted in significantly similar findings. The replication of this study is recommended to examine the difference of commitment overtime once the variables that have been identified as predictors of higher levels of commitment have been

adequately addressed through intervention strategies to improve organizational commitment.

Systematic intervention strategies at each individual level of education are needed and if educators are not provided with sufficient resources and above substandard facilities whether in the classroom, laboratory, or the music room, it is unlikely that educators will report higher levels of commitment. Specifically, future research should expand on the organization's use of climate survey feedback and its impact on employee commitment. In addition, focus should be directed towards employee feedback and its relationship to organizational commitment as many educators who complete the survey may feel as though they are merely going through the annual "process" of evaluation. The development of protocol systems that are mandatory to help drive systematic changes and evaluate feedback forms based on the training and development seminars and workshops employees have attended should also be a future consideration. This should help to gauge the needs of not only the educator, but also academic units, a specific school or system, grade level, and student learning outcomes should also be addressed. Future studies may also identify additional areas in education that may improve attitudinal workplace behaviors.

More specifically, departmental and administrative support units on the post-secondary level of education should be addressed such as Counseling and Development, Student Retention, and Admission Offices to ensure adequate student learning outcomes are realistic for the body students for which the educational organization is providing services. When educators are forced to remediate, provide crisis counseling, and other

duties for which they should not be liable, it is likely that the lack of those resources would cause a role strain, further impacting their level of organizational commitment.

Future studies examining commitment and its relationship to availability of necessary tools, resources, adequate facilities, and access to adequate funding to provide superior education should also be examined. In many cases, the resources available for students to complete required assignments are not locally accessible. By ensuring adequate funding is available for the purchasing of learning resource instruments, books, and tools on-site (campus), may actually motivate student learning, decrease the frustrations among educators and students, and increase the level of job involvement, job satisfaction, and the perceived organizational support of many educators.

The research may also extend to examine whether or not the level of educational preparedness (degree) is related to employee commitment. In general, it would be beneficial to explore the variables used in this study as predictors of organizational commitment in other types of organizations, industries, and educational organizations in the north region of the United States. It may also be beneficial to examine organizational commitment with a large sample size and for the sake of comparisons, examine further, the complexity of these interactions.

Future investigations of job involvement and organization commitment could be very valuable to Education as a discipline, administrators, and society at large as systemic improvements are sought to increase levels of affective, continuance, and normative commitment among educators. In addition, the three primary subscales of job satisfaction indicated factors that increase job satisfaction, but factors that influenced dissatisfaction

were also identified and should be investigated further as predictors of organizational commitment.

In conclusion, this study sought to investigate the relationship between gender, job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment. The results of the current study revealed that a very unique relationship between job satisfaction, job involvement, perceived organizational support and organizational commitment indeed exists. Regardless of the type of organization, the results of this study highlighted the fact that employees do have perceptions of organizations that may ultimately affect attitudinal behaviors and the success of the organization. Attention to the relationships identified in this study should serve as a spring board for future studies seeking to improve the quality of education as a system, by providing interventions that forge higher commitment among educators, the masters of that plight. By increasing educator commitment, a surge should also spark the movement of social change, by increasing job involvement, job satisfaction, perceptions of organizational support, and dedication to a profession cultivated for global service to all humanity.

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of pay or promotion and job satisfaction. *Journal of Applied Psychology*, 77(6), 910-917.

APPENDIX A:

LETTER OF INVITATION TO PARTICIPATE IN THE STUDY

Dear Educator,

You are invited to take part in a research study examining the role of job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment among educators. You were chosen to participate in this study because you are an educator involved on the elementary, middle, secondary, or post-secondary level of education.

This study is being conducted by Jennifer Parker Ayers a faculty member at Alabama A&M University, and a doctoral candidate in the School of Psychology at Walden University. I am seeking your participation and support in completing the attached survey instrument, as an integral component in completing the study.

The result of this study will be invaluable to not only you as an educator, but also to Education as a discipline, educational institutions, the body of research in organizational commitment, and most importantly, to the students we serve every day.

Your participation in this study is voluntary. Any information you provide will be anonymous. By clicking on the link below, you are agreeing to participate in the survey. It will take approximately 10-15 minutes to complete the survey. If you are not automatically connected with the site by clicking on the link, please copy and paste the entire link to the address bar of your browser.

Participants who successfully complete the survey will have the opportunity at the end of the survey, to click on a link provided to enter into a drawing for \$100.00 dollar master or visa card.

If you have any questions regarding your rights and privacy, you may contact Dr. Leilani Endicott at Walden University. Her phone number is 1-800-925-3368, ext. 1210.

Thank you for your attention, and in advance, I appreciate your efforts in doing your part to help promote social change within education.

(URL link)

Best regards,

Jennifer Parker Ayers

APPENDIX B:
DEMOGRAPHIC SURVEY

- 1) What is your age range? 20-29__ 30-39__ 40-49__ 50 & up__
- 2) What is your gender? Male__ Female__
- 3) Are you? Tenured__ Non-tenured__
- 4) What is your highest level of educational attainment? Bachelor degree __ Master degree __ Educational Specialist degree __ Doctorate degree ____
- 5) What is the nature of the organization you represent?
Public sector__ Private sector ____
- 6) How many years of teaching experience? Less than 2 years ____ 3-5 years ____ 6-10 years__ 11-15 years ____ 16 years or more ____
- 7) How long have you been working in your current organization?
Less than 1 year____ 2-5 years 6-10 years ____ 11-15 years ____ More than 16 years ____
- 8) Are you currently a: Teacher ____ Administrator ____ Support Staff ____ Post Secondary Educator ____

APPENDIX C:
JOB SATISFACTION SURVEY

The JSS is copyright 1994 Paul E. Spector, all rights reserved.

Directions: Below are a number of statements related to employee job satisfaction. The responses ranging from (1) disagree very much to (6) very much agree. Please indicate the degree of agreement or disagreement with each statement.

1. I feel I am being paid a fair amount for the work I do.
2. There really is too little chance for promotion on my job.
3. My supervisor is quite competent in doing his/her job.
4. I am not satisfied with the benefits I receive.
5. When I do a good job, I receive the recognition for it that I should receive.
6. Many of our rules and procedures make doing a good job difficult.
7. I like the people I work with.
8. I sometimes feel my job is meaningless.
9. Communications seem good within the organization.
10. Raises are too few and far between.
11. Those who do well on the job stand a fair chance of being promoted.
12. My supervisor is unfair to me.
13. The benefits we receive are as good as most other organizations offer.
14. I do not feel that the work I do is appreciated.
15. My efforts to do a good job are seldom blocked by red tape.
16. I find I have to work harder at my job because of the incompetence of people I work with.
17. I like doing the things I do at work.
18. The goals of this organization are not clear to me.
19. I feel unappreciated by the organization when I think about what they pay me.
20. People get ahead as fast here as they in other places.
21. My supervisor shows too little interest in the feelings of subordinates.
22. The benefit package we have is equitable.
23. There are few rewards for those who work here.
24. I have too much to do at work.
25. I enjoy my coworkers.
26. I often feel that I do not know what is going on with the organization.
27. I feel a sense of pride in doing my job.
28. I feel satisfied with my chances for salary increases.
29. There are benefits we do not have which we should have.
30. I like my supervisor.
31. I have too much paperwork.
32. I don't feel my efforts are rewarded the way they should be.
33. I am satisfied with my chances for promotion.
34. There is too much bickering and fighting at work.
35. My job is enjoyable.
36. Work assignments are not fully explained.

APPENDIX D:

JOB SATISFACTION SURVEY REPRINTED PERMISSION

Reprinted with electronic permission from Paul Spector December 2008

On Thu, 28 Aug 2008, Jennifer Parker Ayers wrote:

Hell Dr. Spector,

I am Jennifer a doctoral candidate at Walden University. I am at the dissertation phase of my terminal degree. My research study is examining the role job satisfaction, job involvement, and perceived supervisor support as predictors of organizational commitment among educators.

The reason for the email is I would like to use the JSS to measure job satisfaction, but the survey is very lengthy compared to the other three instruments I am using for the study. My question is, is there a shorter version with statistical analysis available.

I look forward to your response.

--

Count it all joy!

Jennifer Parker Ayers, MS,NCC, LPC

-- Count it all joy!

Jennifer Parker Ayers, MS,NCC, LPC

Reply Forward

Paul Spector (PSY)Dear Jennifer: You have my permission to use the JSS in your research. If you...
12/15/08

Reply

|Jennifer Parker Ayers to Paul
show details 12/15/08

from Jennifer Parker Ayers <barackstrategies@gmail.com>
to "Paul Spector (PSY)" <spector@shell.cas.usf.edu>

date Mon, Dec 15, 2008 at 4:15 PM
subject Re: Short Version of JSS
mailed-bygmail.com

hide details 12/15/08

Thank you so much. I look forward to results of the study.
- Show quoted text -

On Mon, Dec 15, 2008 at 10:24 AM, Paul Spector (PSY) <spector@shell.cas.usf.edu> wrote:

APPENDIX E:

JOB INVOLVEMENT QUESTIONNAIRE

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Job Involvement Questionnaire Reprinted with permission from Greenwood Publishing Group, May 2009

Directions: Below are a number of statements each of which you may agree or disagree with depending on your own personal evaluation of your present job. Please indicate the degree of your agreement or disagreement with each statement by putting a (X) in one of the six blanks representing the answer categories: (strongly agree, agree, mildly agree, disagree, and strongly disagree) that appear against the statement.

1. The most important things that happen to me involve my present job.
2. To me, my job is only a small part of who I am.
3. I am very much involved personally in my job.
4. I live, eat, and breathe my job.
5. Most of my interests are centered around my job.
6. I have very strong ties with my present job which would be very difficult to break.
7. Usually I feel detached from my job.
8. Most of personal goals are job oriented.
9. I consider my job to be very central to my existence.
10. I like to be absorbed in my job most of the time.

APPENDIX F:
JOB INVOLVEMENT QUESTIONNAIRE PERMISSION



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JIQ 1

1/6/2009

Ms. Jennifer Parker Ayers
210 Cypress Creek Drive
Madison, AL 35758

Your title: *Dissertation Proposal Title: Job Satisfaction, Job*
Publisher: Walden University
Est. Pub. date: 5/1/2009 **Reference #:**

Dear Ms. Parker Ayers:

Thank you for your recent request (copy attached) for permission to Display Material material from pages pg. 97 in **Kanungo. WORK ALIENATION** (P 1982).

We are pleased to grant permission for use of materials described in your request, subject to the following conditions:

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Instrument Permission:
Job Involvement Questionnaire (JIQ)

APPENDIX G:

SURVEY OF PERCIVED ORGANIZATIONAL SUPPORT (SPOS)

Copyright Eisenberger, Huntington, Hutchison and Sowa, 1986.

Directions for SPOS: Listed below are a series of statements that represent possible feelings that individuals might have about the organization for which they work. Please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement. (0=strongly disagree, 1= moderately disagree, 2= slightly disagree, 3= neither agree or disagree, 4=slightly agree, 5=moderately agree, and 6= strongly agree)

(R) indicates the item is reverse scored

1. The organization values my contribution to its well-being. (1)
2. The organization fails to appreciate any extra effort from me. (R) (3)
3. The organization would ignore any complaint from me. (R) (7)
4. The organization really cares about my well-being. (9)
5. Even if I did the best job possible, the organization would fail to notice
6. The organization cares about my general satisfaction at work. (21)
7. The organization shows very little concern for me. (R) (23)
8. The organization tries to make my job as interesting as possible. (27)

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APPENDIX H:
SURVEY OF PERCEIVED ORGANIZATIONAL SUPPORT (SPOS) REPRINTED
PERMISSION

Original E-mail

> From: eisenber@UDel.Edu
> Date: 12/17/2008 03:56 PM
> To: Jennifer Parker-Ayers
> <jennifer.parker-ayers@waldenu.edu>
> Subject: Re: Permission to the SPOS Instrument
> Dear Jennifer,
> I am happy to grant permission for you to use the
> SPOS for your interesting dissertation project. I
> wonder if I might receive an electronic copy of your
> dissertation when it is complete.
> Cordially,
> Bob
> Robert Eisenberger
> Professor
> Psychology Department
> University of Delaware
> Newark, DE 19716
> eisenber@udel.edu
> (302) 831-2787
>
> ----- Original message -----

APPENDIX I:

TCM EMPLOYEE COMMITMENT SURVEY

AFFECTIVE, CONTINUANCE, NORMATIVE COMMITMENT SCALE

(Copyright Meyer and Allen, 1997).

Directions: The following statements address an employee's level of affective, continuance, and normative commitments. Please indicate your degree of agreement or disagreement with the statements by indicating (1) strongly agree to (7) strongly disagree.

Affective Commitment Scale Items

1. I would be very happy to spend the rest of my career in this organization.
2. I enjoy discussing my organization with people outside it.
3. I really feel as if this organization's problems are my own.
4. I think I could easily become as attached to another organization as I am to this one. (R)
5. I do not feel like "part of the family" at my organization. (R)
6. I do not feel "emotionally attached" to this organization. (R)
7. This organization has a great deal of personal meaning for me.
8. I do not feel a strong sense of belonging to my organization. (R)

Continuance Commitment Scale Items

1. I am not afraid of what might happen if I quit my job without having another one lined up. (R)
2. I would be very hard for me to leave my organization right now, even if I wanted to.
3. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.
4. It wouldn't be too costly for me to leave my organization in the near future. (R)

5. Right now, staying with my organization is a matter of necessity as much as desire.
6. I believe that I have too few options to consider leaving this organization.
7. One of the few negative consequences of leaving this organization is that leaving would require considerable personal sacrifice; another organization may not match the overall benefits I have here.
8. If I had not already put so much of myself into this organization, I might consider working elsewhere.

Normative Commitment Scale Items

1. I think that people these days move from company to company too often.
2. I do not believe that a person must always be loyal to his or her organization. (R)
3. Jumping from organization to organization does not seem at all unethical to me. (R)
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.
6. I was taught to believe in the value of remaining loyal to one organization.
7. Things were better in the days when people stayed with one organization for most of their careers.
8. I do not think that wanting to be a “company man” or “company woman” is sensible anymore. (R)

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APPENDIX J:

TCM EMPLOYEE COMMITMENT SURVEY PERMISSION

Subject: PayPal money request from WORLDiscoveries™

Note:

Dear Jennifer Parker Ayers, In response to your request to purchase TCM EMPLOYEE COMMITMENT SURVEY LICENSE AGREEMENT – FOR STUDENT USE, and your agreement to the license terms through Flintbox on 31 March 2009 12:10 PST, here is a request for payment in the amount of \$31.50 Canadian. -Heather Dimson

This email confirms that you sent a payment for \$31.50 CAD to ecomm@worlddiscoveries.ca

CURRICULUM VITAE

Jennifer Parker Ayers, MS, LPC, NCC

parkerayers@gmail.com
Jennifer.parker@aamu.edu

PROFESSIONAL PROFILE

Jennifer Parker Ayers has over 12 years of professional experience ranging from the counseling, education, nursing, vocational, management, motivational speaking, and rehabilitative service fields. Mrs. Parker Ayers is a dedicated practitioner, with a passion for diversity and change facilitation, participation in supportive services, and health promotion. Her passions specifically include: educating clients, students, and the community at large in strategies for good emotional and physical health, and disease prevention. She is also an innovative workshop and seminar presenter, with an energetic spirit and devotion to education and the practice of counseling. Mrs. Jennifer Ayers is currently pursuing a Doctorate of Philosophy degree in Psychology, at Walden University, Minneapolis, Minnesota. She anticipates completing her terminal degree requirements in May of 2009.

EDUCATIONAL BACKGROUND

2001 Master of Science Degree in Counseling Psychology, Alabama A&M University, Normal, Alabama

1998 Bachelor of Science Degree in Nursing, University of Alabama at Huntsville, Huntsville, Alabama

LICENSE AND CREDENTIALS

Licensed Professional Counselor (LPC) Alabama Board of Examiners in Counseling, Birmingham, Alabama

National Certified Counselor (NCC) National Board of Certified Counselors, Greensboro, North Carolina

Adult and Child CPR Certification
American Red Cross, Huntsville, Alabama

Certified Change Works Practitioner (CCP)
MasterStream Training, Charlotte, North Carolina

OTHER PROFESSIONAL TRAINING

- General Education Student Learning Outcomes Assessment Workshop- 2009
- Technology and Webcasting Approaches to Student Learning; Summer 2009
- Assessment Workshop II: The “FAMOUS” Approach- June 2009
- Assessment Workshop I: Student Learning Outcomes in Higher Education
- MasterStream Changes Works Seminar and Certification-2008
- Seven Habits of Highly Effective People Workshop Completion-2006
- Access 2002 Level Certification, New Horizons Computer Learning Center
- Drug Task Force Intervention Strategies Course, Huntsville City Police Department-2003

PROFESSIONAL EXPERIENCE

2009- Present: **MEI-SAMSHAHIV/AIDS Grant University Liaison**
Alabama Agricultural and Mechanical University, Normal, Alabama

Summer 2009: **Institutional Research and Planning Assessment Associate**
 Alabama A&M University, Normal, Alabama

2008- Present: **Licensed Professional Counselor (LPC)**
Barack Behavioral Health Strategies, Madison, Alabama
 Provide individual, group and family counseling, and psychological assessments to a diverse clientele.

2008-Present: **Behavioral Military & Family Life Consultant (CYB-MFLC)**
United States Government Department of Defense Contractor
 Provide crisis intervention, mental health, coping and adaptation skills to children, youth, and families of active duty military personnel stateside and abroad.

2008-Present: **Appointed School of Education Curriculum and NCATE II Committee Member**
Alabama Agricultural and Mechanical University, Normal, Alabama
 Assist in the design, review, revisions, and implementation of changes to the School Education curriculum including the Communicative Science, Psychology & Counseling, and Teachers Education programs, to meet NCATE accreditation standards.

2006- Present: **Academic Instructor**
Alabama A&M University, Normal, Alabama
 Instruct students on the post-secondary level on course related to Education,

Psychology, Counseling, and other helping professions; advise students as necessary.

2005-2006: Interim Middle School Counselor

Decatur City Schools, Decatur, Alabama

Provided testing, enrollment and withdrawal services, progress reports, in-class counseling, group counseling, individual counseling, and presented a variety of workshops relevant to students on the elementary and middle school levels.

2004 -2005: Adult Education Instructor

Calhoun Community College, Decatur, Alabama.

Provided testing, tutoring, and counseling to students pursuing their GED. Subjects of mastery: Mathematics, English/Language Arts, Writing, Science, Social Studies, and Reading.

2002 – 2005: Launch Program Counselor

Madison County Launch Program, Huntsville, Alabama

Provided daily individual counseling sessions, bi-weekly group counseling sessions, sought out and enlisted adult mentors for program participants, functioned as the community service liaison, provided job coaching, administered career, psychological, and academic assessments.

2000 – 2002: Upward Bound Summer Component Instructor

University of Alabama at Huntsville, Huntsville, Alabama

Instructed students in the following courses: Sociology, Communication 101, Psychology, Role Playing, Career Exploration, and Multi-Cultural Studies; facilitated resources and information for careers in the Human Services fields.

1999 – 2002: Upward Bound (UB) and UB Math & Science Program Counselor,

North Alabama Center for Educational Excellence Huntsville, Alabama

Conducted group and individual counseling, coordinated the counseling curriculum, administered career and psychological assessments including the Myers-Briggs Type Indicator, TABE, and the Self Directed Search survey.

PROFESSIONAL AFFILIATIONS

- Society for Industrial and Organizational Psychology
- Madison City Chamber of Commerce Business Member
- American Counseling Association
- Madison County Mental Health Association Board Member
- Alpha Kappa Alpha Sorority, Inc.
- American Psychological Association
- Madison County Youth Services Council Member
- National Board of Certified Counselor

- American Association of University Professors

MAJOR RESEARCH IN PROGRESS

Mrs. Parker Ayers is currently a doctorate of philosophy candidate at Walden University. She is in the dissertation phase of completing her terminal degree. Her research question will address whether or not job satisfaction, job involvement and perceived organizational support are predictors of organizational commitment.

TEACHING EXPERIENCE AND TOPICS OF INTEREST

- Image Projection
- Change Strategist
- Group Dynamics
- Human Relations
- Psychology of Adjustment
- Human Growth and Development
- Career Exploration and Counseling
- The Effects of War on Individuals and Family Dynamics
- Adaptation to Biracial Families
- Community Health (Children and Women)
- Organizational Change
- Helping Skills
- Abnormal Psychology
- General Psychology
- Educational Psychology
- Industrial Psychology

COMMUNITY SERVICE ACTIVITIES

- 2007-present Head coordinator for the Cradle Roll Department, First Seventh-day Adventist Church
- 2007-present Mental Health Association Board Member
- 2008-present Alabama A&M Changing Lanes Mentor
- 2007-present Alabama A&M University Psychology Department Student Advisory Board Chairperson and Undergraduate Student Advisor
- 2004-2005 Coordinator of the National Youth Volunteer Day at the Huntsville Employment Center
- 2005-2005 Presenter in the National Mental Health Day
- 2004-2005 North Alabama Coordinator for National Alcohol Screening Day

- 2003-2005 North Alabama Coordinator for National Alcohol Screening Day
- 2003-2005 World AIDS Day testing facilitator
- 2002-2005 Director of Lady Allure Mentoring Program
- 2002-present AGAPE Respite Care parent
- 1996-1998 CASA Rebuilding Houses for the Community Volunteer
- 1996-present American Red Cross Disaster Relief Volunteer

PROFESSIONAL PRESENTATIONS

- Presented various workshops on AIDS/HIV and STD prevention
- Presented a seminar on “Professionalism” to adults returning to the workforce after several years of unemployment
- Presented a workshop on “Orienteering” an experiential learning process that helps individuals adapt and learn from their environment
- Presented various workshops on the importance of “Constructive Criticism” and “Effective Communication” Seminars
- Presented a workshop on current academic and psychological testing resources available to an audience of educational personal at the elementary, secondary, and post secondary levels
- Presented a workshop on “What the Industry Looks Like for an Employee”
- Presented a seminar entitled “Business 101” an interactive seminar to help individuals acclimate themselves to the workplace of the 21st Century
- Presented numerous workshops to youth and older adults on “The Importance of a Positive Attitude”
- Presented numerous workshops on “The Importance of Psychology in the Workplace”
- Presented a Career Counseling workshop on “Why Counseling”
- Presented a workshop on “The Role of Motivation in the Educational Process”

PROFESSIONAL PROJECTS

- **Project year 2009-present:** Recent Appointment as Project Director for the MEI-SAMSHA Initiative at Alabama A&M University
- **Project year 2007-current:** Currently conducting research to evaluate students who have graduated from the Alabama A&M University psychology department within the past five years to evaluate: success rates with job retention, education satisfaction, and the level of job preparedness in their chosen profession based on the degree earned at Alabama A&M University.
- **Project year 2002:** Assisted in the development of the counseling component for the Launch Program when it was established in 2002
- **Project year 2002:** Collaboratively created and implemented the Launch Program clinical assessment tools, counseling forms (6) for documentation, and designed the counseling curriculum
- **Project year 2001:** Developed and implemented the counseling curriculum for the North Alabama Center for Educational Excellence
- **Project year 1999:** Designed, introduced, and implemented the Testing Services Curriculum Program for the North Alabama Center for Educational Excellence
- **Project year 1999:** Created the Upward Bound and Upward Bound Math & Science counseling curriculum forms and surveys for the North Alabama Center for Educational Excellence