OKAN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

THE RELATION BETWEEN TRAINING AND DEVELOPMENT OPPORTUNITIES, WORK-LIFE POLICIES, EMPOWERMENT PRACTICES AND THEIR EFFECT ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Mehmet SARIDO   AN

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DOCTORATE THESIS
FOR THE DEGREE OF
DOCTORATE OF BUSINESS ADMINISTRATION
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Advisor   : Prof. Dr. Ugur YOZGAT   ____

Committee Members   : Prof. Dr. Targan ÜNAL   ____

                             Doç. Dr. Erkut AKKARTAL   ____

                             Yard. Doç. Dr. Gaye OZCEL K   ____

                             Yard. Doç. Dr. A. Murat KOSEOGLU   ____

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PREFACE

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Mehmet SARIDOGAN

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ÖZET

Örgütsel vatanda lık davranı ı konusu özellikle son otuz yılın önemli bir ara tırma alanıdır. Yazındaki mevcut birçok deneysel ara tırma bu görev dı ı davranı ların sonuçları ve bu davranı a yol açan unsurları tespit etmi tir. Bu çalı ma e itim ve geli im fırsatları, i ya am politikaları, güçlendirme ve örgütsel ba lılı ın vatanda lık davranı ları üzerindeki etkisini ara tırmayı amaçlamaktadır. Bu nedenle, e itim ve geli im fırsatları, i ya am politikaları, güçlendirme, örgütsel ba lılık ve örgütsel vatanda lık davranı ları de i kenlerinin tümünü içeren bir model olu turulmu tur.

Bu model, e itim ve geli im fırsatları, i ya am politikaları, güçlendirmenin vatanda lık davranı larını örgütsel ba lılık aracılı ı ile etkiledi ini savunmaktadir. Bahsedilen de i kenler arasındaki hipozteleri test etmek için gerekli veriler otomotiv sektöründe çalı an yöneticilerden toplanmı tır. Bu çalı mada kullanılan örneklem, otomotiv sektöründe faaliyet gösteren farklı irketlerde çalı an 310 katılımcıdan olu maktadır. Veri hem kitapçık haline getirilen hem de internet tabanlı anket aracılı ı ile toplanmı tır.

Bulgular duygusal ba lılı ın, e itim ve geli im fırsatları, i ya am politikaları, ve güçlendirme ile vatanda lık davranı ları arasındaki ili ikiye kusursuz olarak aracılık etti ini desteklemektedir.

Bu çalı ma bulguların kuramsal ve uygulamaya yönelik yorumlanması, çalı manın yönetici ve insan kaynakları uzmanları için sınırlamalarını ve gelecek çalı malara yönelik önerilerle son bulmaktadır.

Anahtar Kelimeler: Örgutsel vatanda lık davranı ı, örgütsel ba lılık, e itim ve geli im fırsatları, i ya am politikaları, güçlendirme.

SUMMARY

Organizational citizenship behavior has been an important and growing area of research for past thirty years. Numerous empirical research have identified consequences and antecedents of this extra-role behavior. This study intends to analyze the effect of training and development opportunities, work-life policies, empowerment practices, organizational commitment and their effect on organizational citizenship behavior. Therefore, a comprehensive model that includes training and development opportunities, work-life policies, empowerment practices, organizational commitment and organizational citizenship behavior at the same is constructed.

The model employed by the current thesis proposes that training and development opportunities, work-life policies, empowerment practices affect organizational citizenship behavior through the mediations of organizational commitment. In order to test the hypotheses regarding the relationship between the variables depicted, data was collected from managers from automotive sector. The sample used in this study is composed of 310 managers from automotive sector. Data was collected through paper-pen based questionnaires and web based questionnaires.

The results of the current study indicated that while organizational commitment fully mediates the relationship between training and development opportunities, work-life policies, empowerment practices and organizational citizenship behavior.

This study is concluded with discussion of the results, implications for managers and human resource professionals, and directions for future research.

Keywords: Organizational citizenship behavior, organizational commitment, training and development opportunities, work-life policies, empowerment practices.

ABBREVIATIONS

OCB	: Organizational Citizenship Behavior
OC	: Organizational Commitment
TAYSAD	: Association of Automotive Parts and Components Manufacturers
HR	: Human Resources
CEO	: Chief Executive Officer
HRM	: Human Resource Management
TNA	: Training Needs Assessment
OCBI	: Organizational Citizenship Behavior Individual
OCBO	: Organizational Citizenship Behavior Organizational
TDO	: Training and Development Opportunities
WLP	: Work Life Policies
EMP	: Empowerment Practises
KMO	: Kaiser-Meyer-Olkin Measure of Sampling Adequacy
PCA	: Principle Component Analysis
EFA	: Exploratory Factor Analysis

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1. INTRODUCTION

Many researchers have been taking strong interests in cooperative types of behaviors for more than 65 years. These behaviors are characterized as individual qualification of the employee and tried to explain the reason of some employees' considerately behaviors (Koster & Sanders, 2006). There is not any definition of Organizational Citizenship Behavior (OCB) in anywhere such as any agreement and an ordinary employee is not expected to have. Organizations do need to improve their own efficiency, therefore, they require OCB. Because OCB uses changing sources, improvement, transcribe ability to go up the organization efficiency (Turnipseed & Murkison, 1996). Organizations expect Organizational Citizenship Behavior from their employees to have but on the other hand, this requirement is not specifically written in job instruction (Farh, Zhong & Organ, 2004).

Current all effective organizations check three things;
1.   They all want the employees to carry out their assigned role requirements,
2.   They all want to retain employees within their system, and
3.   They all want their employees to demonstrate innovative and spontaneous activities that are beyond their role requirements (Katz, 1964).

In present competitive business atmosphere, to perform effectively and successfully the third requirement of Katz is extremely important for organizations. Therefore organizations need to have employees who are willing to perform "beyond the call of duty" (called extra-role behavior by Morrison, 1994) and not only limit themselves to their formally assigned specific technical job aspects (called in-role behavior by Morrison, 1994).

Katz and Kahn (1978) also advocate the need for organizations to have employees that are willing to exceed their formal job requirements. No doubt on daily basis, every department, unit, organization and industry needs to collaborate, support, advice and these kind of behaviors that researchers refer to as "organizational citizenship behavior (OCB)" (Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Organ, 1988; Bateman & Organ, 1983).

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The second thing identified by Katz (1964) for effective organizations which is to retain employee within their systems can be best achieved through another organizational factor called "organizational commitment (OC)" defined by Allen and Meyer (1990) as "psychological state that binds the individual to the organization" (i.e. makes turnover less likely). Associations have been found between facets of organizational commitment and different discretionary and extra-role behavior (Meyer & Herscovitch, 2001) including organizational citizenship behavior (Organ & Ryan, 1995).

Organizational commitment is that employees have loyalty and willingness to contribute to the organization. Employee commitment has great importance, because high levels of commitment lead to several favorable organizational outcomes (Shrestha, 2012). More specifically, if an organization is willing to take important role in today's dynamic business environment, organization has to value their workforce for high performance and better results. Developing and strengthening of human capital is, therefore, essential to ensure the long-term success in today's business life. The increasing diversity of the workforce presents myriad opportunities and challenges to the organizations.

Organizations face great competing activities depending on consciousness and information. Managers seek ways to generate greater employee's commitment and competitive advantage with increasing speed and scale of change in organizations (Lok and Crawford, 2001). There is a great interconnect between organizational commitment and organizational citizenship behavior as a structural element. (Gautam, Dick, Wagner, Upadhyay and Davis, 2004).

Companies should have certain direction for their goals because otherwise, they cannot implement training and development plans for their employee to achieve settled goals (Wilson & Western, 2000). Additionally, empowered employee has a great influence on company goals during decision-making. Empowered work life condition develops quality level of work atmosphere and expertise level. An empowered employee is one who "possesses the attribute of empowerment", that is, he or she is in a state of

empowerment and this state is characterized by perceptions of control, competence, and goal internalization (Menon, 2001).

It is believed that an environment effect is taken place in the organizations therefore organizations are transformed to enthusiastic learning organizations (Yong, 2000). In addition, Organizational Citizenship Behavior premises of "extra-role" behavior; being concerned and committed to the organization is clearly beyond contractual obligations. Additionally, a high degree of organizational involvement is likely among persons predisposed to altruistic personal behavior (Turnipseed & Murkison, 1996).

The process of empowerment is an exchange process, where managers share power with their subordinates, and in return expect to gain increased performance (Tzafirir, 2004). Employee's empowerment comprises of an innovative attitude in working with people and a shift of power from the top management control to lower level management of the organization. Researchers and leaders have enhanced for empowerment of employees to support organizations survive successfully in highly competitive marketplace (Tjosvold and Sun, 2005).

Research has been made on employees and lower directors of 310 (three hundred ten) enterprises which are members of TAYSAD (Association of Automotive Parts and Components Manufacturers) and which deal with metallic components at automotive sector. This study has focused on to investigate the significance of OCB of TAYSAD members' employees as a key intention through organizational commitment. TAYSAD is one of the biggest industrial zone, have companies which have experiences on automotive products. Therefore these companies' knowledge level of system, management, organizations, team management is much higher than other industrial companies. Because automotive sector requires high production performance, companies have to develop their ability to meet this high performance requirement. Questionnaire are going to be sent to all TAYSAD member enterprises and it is expected 150 of them will response and fill our questionnaire.

This study will support to researchers about organizational commitment's effect on OCB related to employees in automotive industry. It will define the efficient element for OCB and their effect in organizations. This study will point the connection between empowerment, work conditions and training with organizational commitment and their effect on OCB through commitment. This study will also enhance how OCB influences to achieve the goals in automotive organizations.

Most of the companies in Turkish automotive sector do not have professional Human Resources (HR) department. Managers of the companies were found unaware of the fact that organizational citizenship behavior and organizational commitment are scientifically related to organizational outcomes and can be consciously managed through organizational factors like empowerment, work atmosphere conditions and training. Although managers in Turkey are somewhat informed about these concepts but application of such concepts in the area of their responsibility is not taken care of. These managers expect employees to exhibit these behaviors as cultural norms of the country as Turkish culture is based on collectivism, maintaining relationships and helping others.

1.2 SIGNIFICANCE OF THE STUDY

Both citizenship behavior and commitment have been studied in different professional groups. Citizenship behavior and commitment are significant in reaching organizational and individual goals in automotive sector in Turkey.

Previous studies of citizenship behavior and organizational commitment have not focused managers in automotive sector. Another significant aspect of this study is that it adds evidence to the existing body of knowledge from a developing country. This opens new fronts for further researchers if differences are found in results.

This study enhances how empowerment, work conditions and training influence organizational commitment and also organizational citizenship behavior among managers in automotive sector.

1.3 OBJECTIVES OF THE STUDY

The overall objective of the study is to develop a model of the relation between training, work-life conditions, empowerment and organizational citizenship behavior through commitment.

Specific objectives of the study are as follows:

- To have an understanding about the concepts of training, work-life conditions, empowerment and organizational citizenship behavior and commitment
- To find out the relationship between training, work-life conditions, empowerment and organizational citizenship behavior through commitment.
- To find the main effects of training, work-life conditions, empowerment and commitment on organizational citizenship behavior.
- To find whether organizational commitment mediates the relationship of training and development opportunities, work-life policies, empowerment practices with organizational citizenship behavior.

2. LITERATURE REVIEW - DIMENSIONS OF CONSTRUCTS

Dimensions that are training and development opportunuties, work life policies, empowerment applications, have been reviewed and also organizational commitment and organizational citizenship behavior are reviewed.

2.1. TRAINING AND DEVELOPMENT OPPORTUNITIES

Meanings of training, education, development might be used interchangeably; on the other hand, they might have very different meanings in various contexts. In terms of human resource development, it is often necessary to define these in the light of the associated activities and desired outcomes within an organization.

Education is related to a formal academic background and history but on the other hand, employee training is related to job skills.

There are many definitions of training in various ways, such as:

a) "A planned process to modify attitude, knowledge or skill behavior through a learning experience to achieve effective performance in any activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization" (Manpower Services Commission (MSC), U.K., 1981: 62).

b) "Training endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way" (Truelove, 1992: 273)

c) "Training has been defined as an interposition based on content and trainer trying to change behavior to desired level" (Sloman, 2005: 2)

Training is best supplemented with practical, hands-on experience, ideally (Hughey and Mussnug, 1997). It is observed and enhanced that what people hear they forget, what they see they remember, what people do they understand (Overman, 1994).

2.1.1 Training Opportunities and Development Choices

Training is an activity that aims to bring new skills to employee or improve current skills of employee for their organization and a process of knowledge exchanging including a group of people as experts and trainees (McNamara, 2008).

Development process is not only one activity, is a group of activities that intends to raise performance level of employees or organizations during reaching common organizational targets. The real planned action is preparing people for new job or role in the future (McNamara, 2008).

Training and development are reversely two processes. The main difference is orientations of them. Employee should improve themselves and their job style, make better than current. Therefore, they should take a part of training process. Because of these reasons, training must deal with improvement of job performance. On the other hand, employee would like to higher positions in organization than current. Due to this wish, they and their career plan should be developed based on organization future plan. Because employee should take more and higher responsibilities in the organization. Therefore, the main difference is that training focuses jobs, development focuses career (Asare-Bediako, 2002).

Additionally, organization has to have plans to reach their objectives through an effective training and development infrastructure, sufficient work force.

Training programs are kind of comprehensive care for organizations and their workflow, departments and hierarchical structure and therefore training is proactive to give respond to chaos and big problems in organization.

Development plans about career to a better position are related to employee's potentials. Therefore, these plans are very important for the organizations to create their top or mid management team for future to have long-term life cycle.

Organization needs to increase their strength in the market, push market border and improve vision and attitude, therefore organizations have to consider these parameter when they begin to develop their plan (Asare-Bediako, 2002). Organizations mostly use these activities in on the job training, rotation and empowerment training. Most appropriate time for these activities is just after starting to work in an organization. Human resources have to determine these plans based on employee's previous experience, trainings, educational life and future expectations.

2.1.2 Objectives of Training and Development

Training programs are to aim for employees to be adept in their job and expect from employees to use what they gain during training program, for improvement in organization. After training programs, employee not only gain basic and simple skills but also they do gain competitive features. Additionally, training programs are designed to create available work force for potential replacement, rotation, increasing efficiency and team motivation.

Generally, what expected from training and development activities is improvement in pleasure of work, increasing individual and team motivation, developing processes, fast integration to new technologies, decreasing employee turnover (McNamara, 2008).

There are six reasons to encourage organization to make investment in training to increase their position from current to higher level. These reasons contain that team has to have required knowledge level to perform their job, employees have to be fast integrated to new technology, individuals should know the benefits of being a team, organization should update processes including innovative steps, and team members should work with each other in an efficient way (Goldstein and Gilliam, 1990).

The main effect of training and development programs in identifying long run profitability is development level of team members (Evans and Lindsay, 1999).

Additionally, organization consider training output quality when they plan their training program (Evans and Lindsay, 1999).

2.1.3 The Training Process

Business policies have to be identified based on company goals, and also training plan should be planned based on policies. It is clear that planning training program might make organization to achieve goals. Owner of organization is eager to achieve planned goals because of time limitation, not enough experience in training, not having specific excellence, unwillingness to share information and knowledge, unawareness of training worth.

There is a time limitation that does not let organization to plan their training. Training is an out of ordinary process for many small organizations. Additionally, managers mostly have a general experience but training needs specialism on the subject. Individuals consider that keeping information makes them competitor. Some people think that no one can control future and reality is current business process (Noe, 2002).

In training process, there are several exact steps such as in Figure 2.1 (Noe, 2002).
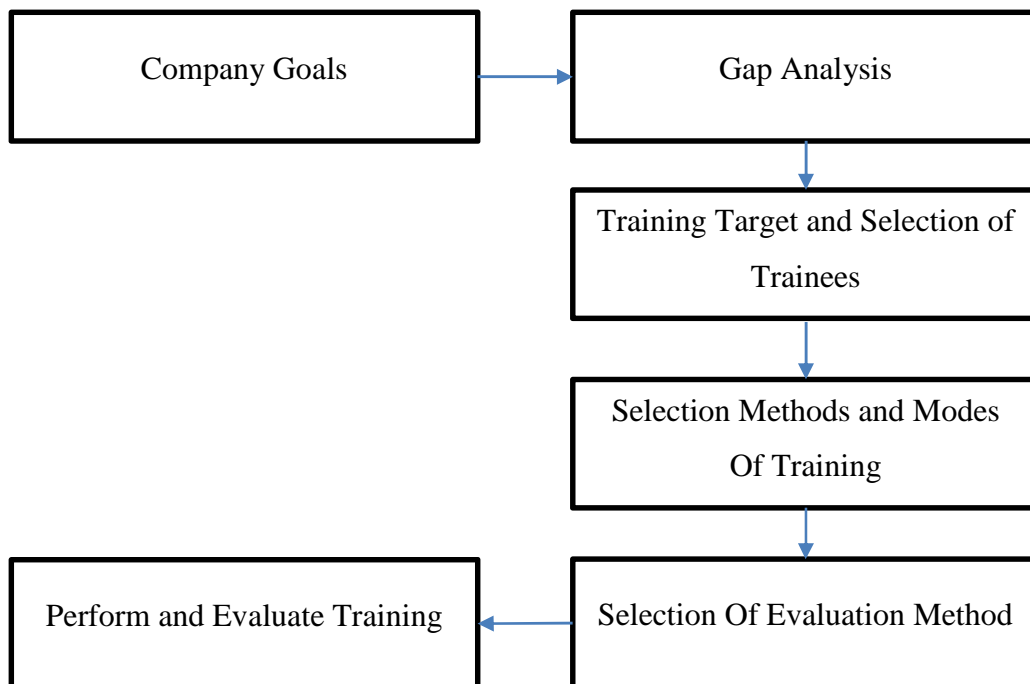
Figure 2.1 : Training Model

Source : Noe (2002)

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2.1.4.1 Identifying Training Needs

In first step, the needs of training, trainees and type of training should be identified. This step could be performed using a simple questionnaire. However, the most difficult step is this step in completely training process. Organization needs a training whether there is an absence in knowledge or skill of employees. Aim of training is to determine the gap/s between current and targeted situation (Asare-Bediako, 2002).

Determining of training needs are related to job and company analysis. Job analysis provides operational information such as machinery, process, standards, operation, transfer etc.. But on the other hand, company analysis provides management information such as policies, goals, investments, culture etc. After determining training needs, evaluating of training needs should be done three separated steps such as total organization, job specifications, and trainee's need.

2.1.4.2 Selection of Trainees

Training is thought that it is an additional cost for company therefore trainees and choosing of them are very important for the future of company. Because when a trainee quits from company, then cost will be double for company. Training plans should be developed based on what company needs and what trainee has. Because, at the end of training, trainee should be expected to develop process better than training, use material in an efficient way, use sources as much as s/he can. There are two points whether company could not develop an effective training program. First is decreasing motivation, wasting time. Second is cost for the company. As a result, choosing trainee has a great importance for the company future and achievements.

2.1.4.3 Training Objectives

Training objectives should be developed based on company requirements. Goals of the program have to be described as what company expects from trainees and what kind of development should be done after training. Objective should contain a development plan for the trainees because this plan should show to the trainees what kind of career plan has his/her company. Including employees during determining objectives might raise to be successful.

2.1.4.4 Training Techniques

Training program developer should ask whom, what and why questions to reach correct needs for company. In addition, currently, two kinds of training methods are used in business life such as on the job and off the job training methods.

Company could train its employees while they fulfill their regular tasks; this method is on the job training method. Company does not waste additional time for training; employees are trained while they work. Company might use various on the job methods such as orientation for new employees, job rotation for developing current employees, apprenticeships/internships/assistantships for the students. On the other hand, company might use various off the job methods such as case studies/role-playing/simulation for internal or external workshops, films/visual conferences for distance training.

2.1.4.5 Trainers

Company needs and selected trainees mostly show who are able to coordinate training. Mid-level managers are able to coordinate on the job trainings. But on the other hand, company uses internal human resource or external trainers for of the job trainings. Mid-level managers and employees are responsible of internal training. Mid-level managers should consider company needs and employees ability and they have to develop and set the objectives of training to create an effective work force for the company. They should consider increasing productivity through this kind of training. In addition, company should invest new courses for its mid-level managers to be in parallel with current business life, all manager should know actual communication methods.

Company is able to select create its own training personal as trainers using company meetings for special sessions for them for of the job trainings. On the other hand, company has various opportunities from out of company such as freelancer consultants, various occupational courses, development groups. Using external sources has pros and cons. The most important contribution of using external trainers is that external trainers could share their experience with internal trainers.

External trainers have limited experience in organization therefore, they cannot evaluate as internals. This lack of knowledge is the most important minus for the external sources.

2.1.4.6 Training Coordination

Training should be performed for chosen trainees in an efficient way. Because trainings should lead trainees to reach company objectives. Objectives are the subject of after the training but before training, operational details should be checked to improve the success of training.

To reach an efficient training, coordination steps should be as in below:
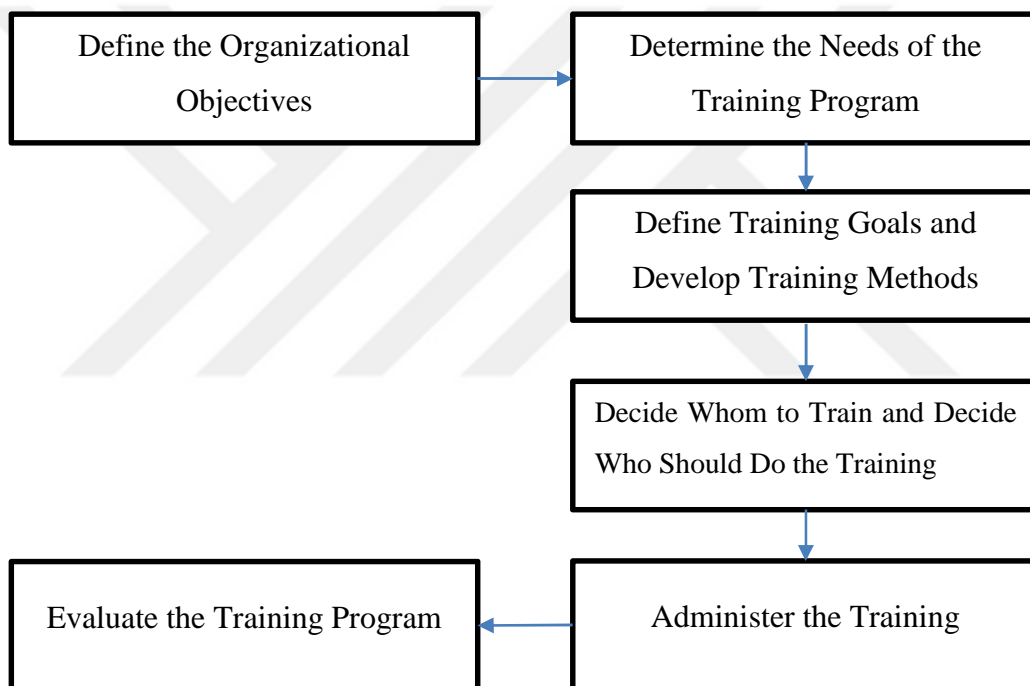
Figure 2.2 : Training Coordination Steps

Source : Garavan (1997)

Company should fulfill these steps for training as required in above to develop its experienced work force and make them effective and happy.

2.1.4.7 Training Evaluation

Once evaluation is not enough for training, therefore evaluation should be performed a lot of time when training is being performed. Evaluator of training should make before

and after analysis of trainee's skills. All progress should be noted and if there is an undeveloped skill, training program should reviewed and re-develop to reach common organization goals.

Training is a continuous process that strengthens to employees by lessons learnt. Therefore, performing training is only not enough but periodical evaluation has also great influence to increase the efficiency of training.

2.1.4 Affecting Factors to Training and Development

Training and development has significant changes in the last ten years (Garavan, Barnicle and Heraty, 1993). Training takes interest in an approach that contains applications of processes, techniques of activities and skills. Development has various steps to reach organization goals. Training has different section about learning. Main definition of training is attaining knowledge when development has steps for growth (Garavan, 1997).

Training is so important in developing positive impact between the employee and management relationship (Kalleberg and Moody, 1994). Organizations need to invest in training in order to achieve their objectives (Antonacopoulou, 2000). The employees who expect benefits from their participation in training are likely to be more committed should encourage a strategic approach to linking outcomes of training to both individual and organizational benefits (Barlett, 2001).

Professional employees training is very important because employers are going to be successful in retaining their older managerial and professional employees. They need to develop and implement HR programs that provide these employees with greater challenge in their jobs along with opportunities for continued growth and learning within their current job (Stassen & Templer, 2004). Training methods can enhance the training effectiveness when the focus is to integrate the practical work. Because of this reason, analysis is very important (Baalen & Hoogendoorn, 1999)

Many researchers mention that continuous learning is normally overlooked while the improvement in practices and continuous learning is the core of the employee professionalism. Many researchers indicated that training and development is

significantly related to important (Brown, Boyle & Boyle, 2002). The main goal of training and development is to provide skills, attitudes and knowledge to the workforce that are necessary in performing the tasks effectively (Berge, Verneil, Berge, Davis & Smith, 2002). Previous researchers show that training affects the psychological state of the employees. When training is provided, the employee feels that the organization have concerned about them and their commitment level increases (organizational commitment (Dockel, Basson & Coetzee, 2006).

Many parameters could effect on training and development opportunities in organizations. Training function in a company is mainly influenced by (Campbell, 1991; Berry, 1990);

- employee and manager roles;

- top management support for training;

- the company's degree of integration of business units;

- its global presence and business conditions;

- other human resource management practices, including staffing strategies and human resource planning;

- the company's extent of unionization;

- the extent of involvement in training and development by managers, employees, and human resource staff.

2.1.4.1 Roles of Employees and Managers

In a company, the roles of employees and managers have an unexpected influence on the focus of training, development. Employees' roles influence to affect their duty based on the managers' directions. Additionally employees are not involved in improving the quality of the products or services. Current teams and employees have different and various roles for management such as hiring, planning, managing temporal projects, scheduling work, interacting with customers, vendors, suppliers etc. with the emphasis on the creation of intellectual capital and the movement toward high performance work systems (Van Eynde, 1992; Hackmaned, 1990; McCann and Margerison, 1989). Team members need training for solving problems and team skills whether companies are using

teams to manufacture goods and provide services. Team members might receive training in skills needed for all positions on the team, not only for the specific job they are doing.

Employers, traditionally, expect from their managers to manage individual performance, develop employees, plan and allocate resources, coordinate interdependent groups, manage group performance, monitor the business environment, represent one's work unit (Kraut, Pedigo, McKenna and Dunnette, 1988; Luthans, 1988; Mintzberg, 1973; Floyd and Wooldridge, 1994). Managing individual performance is mainly related motivating employees to change performance, providing performance feedback, and monitoring training activities. Develop employees is mainly related explaining work assignments and providing technical expertise. Plan and allocate resources are mainly related translating strategic plans into work assignments and establishing target dates for projects. Coordinate interdependent groups is mainly related persuading other units to provide products or resources needed by the work group, and understanding the goals and plans of other units. Manage group performance is mainly related defining areas of responsibility, meeting with other managers to discuss effects of changes in the work unit on their groups, facilitating change, and implementing business strategy. Monitor the business environment is mainly related developing and maintaining relationships with clients and customers, and participating in task forces to identify new business opportunities. Represent one's work unit is mainly related developing relationships with other managers, communicating the needs of the work group to other units, and providing information on work group status to other groups.

Employers expect from all managers to serve as spokespersons to other work units, managers, and vendors to represent the work. Directors spend much more time managing individual performance and developing employees than midlevel managers do or executives do. The most important roles for midlevel managers and executives are planning and allocating resources, coordinating interdependent groups, and managing group performance, especially managing change.

The managers have to settle the conditions necessary to ensure team success. The main roles and duties of managers in companies who use high performance work systems are

shown in Table 2.1. These roles contains managing alignment, coordinating activities, facilitating the decision making process, encouraging continuous learning, and creating and maintaining trust (Gerber, 1992; Carr, 1991).

Managers have to be trained in people management skills such as negotiation, bargaining, sensitivity, leadership, coaching, conflict resolution and communication skills (Kizilos, 1991; Hall, 1991).

Table 2.1 : The Roles and Duties That Use High Performance Work Practices

ROLES	DUTIES
Managing Alignment	Clarify team goals and company goals. Help employees manage their objectives. Scan organization environment for useful information for the team.
Coordinating Activities	Ensure that team is meeting internal and external customer needs. Ensure that team meets its quantity and quality objectives. Help team resolve problems with other teams. Ensure uniformity in interpretation of policies and procedures.
Facilitating Facilitate team decision making.	Facilitate team decision making. Help team use effective decision-making processes (deal with conflict, statistical process control).
Encouraging Continuous Learning	Help team identify training needs. Help team become effective at on-the-job training. Create environment that encourages learning.
Creating and Maintaining Trust	Ensure that each team member is responsible for his or her workload and customers. Treat all team members with respect. Listen and respond honestly to team ideas.

Source : Gerber (1992), Carr (1991)

2.1.4.2 Top Management Support

Chief Executive Officer (CEO) is the key person who determines the importance of training and development in the company. The CEO has to draw an exact and clear direction for learning, encouragement, resources-commitment for strategic learning, developing new learning programs for the company, teaching programs or providing resources online(Meister, 2000).

2.1.4.3 Integration of Business Units and Global Presence

The variety of training has great integration effect into company's units or businesses. Therefore, employees need to understand company structure, products/services in the company. The most important action is the rotating employees into company chain to understand the whole business.

The companies have to develop global product and service market to be competitor in global market (Dolezalek, 2008). Companies has to prepare their employees for temporary or long-term overseas assignments by periodical trainings. Additionally because of employees are globally dispersed, companies must determine whether training will be conducted and coordinated or will be the responsibility of satellite installations located near overseas facilities.

2.1.4.4 Business Conditions

Companies have difficulties to find new employees or find employees with necessary skills, and retain current employees while unemployment is low and/or businesses are growing at a high rate and need more employees (Dobbs, 1999). During in these kinds of business condition, companies might hire employees who might not be qualified for the job or they need retain talented employees.

Product development is one the most important step that is dependent on employees' specialized skills in the knowledge-based economy even including companies in information technology and pharmaceuticals. Because of losing a key member of the organization, company might lose a project or might have to delay the project. Training has a key role in preparing member of the organization to be productive as well as motivating and retaining current employees. Employee rate and success have positive relationship working with good colleagues, challenging job assignments, and opportunities for career growth and development as top reasons for staying with a company. In all over the world, companies increasingly invest training and development to attract new employees and retain current ones.

Companies may postpone or settle trainings further time in an unstable or recessionary business condition. During these kind of treacherous business conditions, companies

prefer giving trainings to correct skill deficiencies rather than to prepare staff for new assignments. Training might not occur as a result of a planned action. Employees who gets a new position or promotion by a company merger, acquisition, or disinvestment find that their job requires new and different skills for new responsibilities. Employees who are in companies experiencing growth have chance for horizontal job movement. In addition, these employees are open for new development activities because of higher salary opportunities.

During revitalizing and redirecting business for companies, income is often flat. Therefore, there could be fewer incentives for participation in training.

2.1.5 Other Human Resource Management Practices

Human resource management (HRM) practices contain staffing activities, performance management, training, and compensation and benefits. Staffing is one management activities that is related to investments such as time, effort, and money. Also staffing needs to determine how many employees are needed, and recruiting and selecting employees. Mainly trainings are influenced by the strategy adopted for two human resource management practices: staffing and human resource planning.

2.1.5.1 Staffing Strategy

Staffing strategy is main step for the companies about where to find employees, how to select them, and required mix of employee skills and abilities. Two aspects of staffing strategy, assignment flow and supply flow influence the training. Assignment flow explains promotions and assignment decisions. Supply flow explains open positions and their filling methods (Sonnenfeld and Peiperl, 1988).

Companies make job assignment and promotion based on individual employee performance or business unit or team performance. They also have two sources as internal and external labor market to meet labor requirement. They need to develop current employees' skills to meet staffing requirement (internal) or they have to reach and convince competitor employees or reach new entrance into current labor market (external).

2.1.5.2 Human Resource Planning

Human resource planning contains identification, analysis, forecasting, and planning of changes of requirement human resource area to support to the companies to meet changing business conditions (Ceriello and Freeman, 1991). Companies has to plan their human resource strategy to align the movement of human resources because of turnover, transfers, retirements, or promotions. Companies understand by human resource planning that what types of skills are needed. Human resource plan is able to predict promotions, lateral movements, transfers and training could be used to prepare employees for these changes.

2.1.6 Training Needs Assessment

Training Needs Assessment (TNA) is a process that explains personal development progress including near and far future business program, work conditions, company and department culture, personal abilities and capabilities. Training objectives need to be achieve after conducting the training program. But, on the other side, conducting a systematic TNA is a difficult and initial step to design a training program and might influence the overall effectiveness of training programs (Goldstein and Ford, 2002), which also affected the performance of employees (Wagonhurst, 2002).

There are five major benefits by having and stating TNA during the training, which are avoiding ineffective training because of inadequate training may not provide a stimulus for improvement; guiding training course design, production objectives and learning points; determining exactly the main goals in the training for the reference to the trainers and for the trainees; settling an efficient training in terms of knowledge, skills and attitudes expected of the trainees and the minimum acceptable performance standards; validating of the training which providing the link between TNA and the training.

TNA content should be linked to the effectiveness of training because it provides the main questions related successful training programs. Therefore, TNA content has to identify the job requirements to be trained and who needs what kind of training during design and development process of the training programs.

At the end of the TNA process, specification of the training objectives - which describes the skills and tasks to be trained – have to be identified as an outcome of TNA. Companies should select correct approaches for the type of training. Because capability and intention of approach is related to the effectiveness of training for specific task or training contents.

3.6 Training Evaluation

Companies have to decide the choice of evaluation criteria during evaluation of effectiveness of training. The organizations should review and assess training effectiveness as final step of training, but on the other hand, training evaluation is a difficult and complex task. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Goldstein, 1993). There are four levels for clustering training criteria. Each level has own measurement method for the effectiveness of the training program. These levels are reactions, learning, transferring and results.

Organizations ask to the employee to get their response for how they liked and felt during the training. These answers are based on employees' emotions. Each training program should be assessed in this starting level to put correct training objectives and to support getting more information regarding further improvements and content of the requirement. Training method, trainer, general learning conditions, and environment are additional parameters affecting the effectiveness of training. The evaluation of training also assess what employee gain from the training as skills, knowledge, or attitude not only satisfaction. Methods locates from formal to informal testing and from self-assessment to team assessment. Some of employees take the test before the training as pre-test and after training as post-test to determine what the learning level in training is. Organizations has to settle an efficient way to ensure the training transfer such as link training, maximizing similarity between training content and work condition and environment. In addition, the managers of organizations should encourage employees to use acquired skills and organizations ensure that their supervisors are able to reinforce the transfer, select employees who are already committed to training transfer and develop re-entry plans for trainees. Training evaluation does not always exactly give us the truth because this is just a way people uses to make faster decisions. Because of conducting, an evaluation system

is very difficult and complex; most of companies are unable to settle a systematic training evaluation with using only rating sheets completed by trainees at the end of a training program. The main point of the evaluation is understanding the importance of evaluating the training programs.

2.2. WORK-LIFE POLICIES

Many studies have enhanced the importance of links among employment conflict, family responsibilities, parenting behaviors, job characteristics and workplace organization. Studies allege that excessive work, afternoon shifts, frequent overtime, inflexible hours, inability to leave for emergencies and physically or mentally demanding work are the most important issues in-creating job-family conflict (Pleck, Staines & Lang, 1980). Previous studies observed that work life policies include flexible working hours, training, breaks from work and arrangements of better work support (Maxwell, 2005).

Main topic about employee is the balance between work life and private life. If there is a conflict between work and family, dissatisfaction level rises and this conflict increases intention to leave from the organization as well as affects family members and activities. Many organizations try to implement the strategies to improve these tensions but still serious progresses and extensive initiatives are needed to ensure a better balance (Deery, 2008).

Importance of work and family benefits are mentioned in a large number of studies. These benefits contain flexible schedules, parental leave, childcare assistance, etc. Employees show greater organizational commitment and express lower intention to leave their jobs when they have access to work life policies (Grover and Crooker, 1995). Work life policies are positively related to organizational commitment (Dockel et al., 2006).

Despite these policy developments and changes in the demographics of workforce over the last 50 years, many workplaces remain relatively unchanged in their expectations for employees and their conception of the ways in which employees will accomplish work. Many workplaces remain organized around "the ideal of a worker who works full time

and overtime and takes little or no time off' and there is a sense that employers are entitled to workers with limited responsibilities outside of the workplace (Williams, 2000).

Often, the ideal employee is viewed as one who places work before all other responsibilities in life. Employees, who work longer hours, are viewed as team players and more dedicated employees (Bailyn, 1993). Time spent at work is seen as an indicator of employee productivity and commitment (Bailyn, 1993). Many offices still have expectations in terms of employee face-time or physical presence during normal business hours, despite the fact that technology has made the necessity of working the typical nine to five schedule obsolete (Bailyn, 1993; Friedman & Greenhaus, 2000).

While some organizations might announce their work-life policies in order to recruit employees, those employees who elect to take advantage of flexibility and to stagger their hours or to vary their schedules are sometimes viewed as less committed workers. The ideal worker model that has prevailed and continues to linger in the workplace exalts the employee who can compartmentalize work and life outside of work (Thompson, 2008).

Researches have not spent much time to understand the work life policies until 1990s. Then researchers began to explore the topic of work-life balance in the academy (Ward & Wolf-Wendel, 2004).

Research on administrators is limited and has serious shortcomings. Administrators play an important role in the work of the academy, performing much of the planning, decision-making, and goal setting for each institution. The corporate world has adopted work-life policies as a way to improve the employee experience and to enhance workplace productivity and employee retention. Within the academy, work-life policies have been implemented to remedy structural inequities faced by female faculty. Yet, we know little about the need for or the existence of work-life policies for administrators (Lester & Sallee, 2009).

2.2.1 Work-Life Balance

There have been many studies over the last several decades that are about employee work-life balance in a variety of fields from management to medicine, psychology. While some

researchers used the term work-family balance, more recently, other researchers have coined the term work-life balance to recognize the wide variety of responsibilities that individuals hold outside of the workplace (Kalliath & Brough, 2008). Although much has been written about work-life balance, there is no one accepted, clear definition of the concept in the literature or in practice (Kalliath & Brough, 2008). Work-life balance remains ill defined and abstract, perhaps in large part because the concept is an individually experienced and interpreted phenomenon. Each individual will perceive the optimal combination of work and responsibilities outside of work differently. Some individuals may be comfortable working 80 hours per week while juggling other outside commitments; others may be comfortable working fewer hours and dedicating more time to responsibilities outside of work (Ironson, 1992).

Work-life balance was defined as the optimal blend of work and responsibilities outside of work that enabled an individual to feel that s/he led a satisfying, manageable life. Work encompassed any paid labor or activities that an individual performed for an organization while responsibilities outside of work, or the life in work-life balance, included a variety of activities such as household chores, commitments to family and friends, personal interests, and social activities. Although work-life balance is an individually interpreted concept, it merits investigation because individuals who do not possess a satisfactory level of work-life balance have been found to experience job burnout and stress that affects their personal lives as well as their employers through lower workplace productivity and decreased work satisfaction (Beauregard & Henry, 2009; Matteson & Ivancevich, 1980).

2.2.2 Remaining at Work or Leaving from Employment

Many researchers have already studied the links between job characteristics, workplace organization, parenting behaviors, family responsibilities and employment conflict (Glass and Riley, 1998). Studies proved that excessive work, afternoon shifts, frequent overtime, inflexible hours, inability to leave for emergencies and physically or mentally demanding work are the most important facts in creating job-family conflict (Pleck, Staines & Lang, 1980). Previous studies showed that work life policies include flexible working hours, training, breaks from work and arrangements of better work support (Glynn et al., 2002). Work family policies and programs have been flourished over the past decade and the

interest of employers in this area continues to grow (Schwartz, 1996). Employee decision about organization is affected by work and life balance. Because if there is a conflict between work and life balance, dissatisfaction arises which affects employee performance and family life.

The majority of studies reviewed were carried out in last 15 years and draw upon a mixture of quantitative and qualitative research and their aim is to provide a systematic account of current understanding about factors which encourage people to stay, leave or return to the labor market, and the nature of the transition made in the process of moving from employment to retirement. In addition, those studies were exploring why people leave employment / remain at work.

2.2.3 Why do people leave employment?
2.2.3.1 'Push' factors

There are many reasons, determinations and explanations regarding leaving from a company as negative and positive ways in the literature. The most common negative factors are disability and health problem, although this may not be viewed at the time of leaving as a permanent move (McNair et al., 2004). Also, while the health problems are cited as the main reason for leaving from the work; other parameters (redundancy, pressure in the workplace etc.) may also be available.

The relation between early retirement and health problems has been defined in quantitative (Humphrey et al., 2003; McNvair et al., 2004) and qualitive (Barnes et al., 2002) researches.

Humphrey et al., (2003) enhanced in a labor market participation survey that the reason behind the early retirement is a mixture of 'push' (mostly negative) and 'pull' (mostly positive) factors. Moreover, they commented the younger people were when they retired, the more likely they were to report that the decision had been forced.

Banks and Casanova (2003) confirm that people in physical or heavy manual jobs generally report higher expectations of their health limiting their ability to work before they reach 65. The stress is another important factor precipitating withdrawal from work

especially for white-collar employees (Higgs et al., 2003). Barnes et al. (2004) also confirms similar result with their qualitative studies. They mentioned that during restructuring, there could be intensive work conditions, long hours working and high levels of workplace stress. Therefore, the jobs requirement is too difficult to cope and they got older earlier than their expectation.

Stress factors, with the other general problems within the workplace, might also "push" employee out of the labor market. Many people leaving work early disliked their jobs because they felt they were not leading anywhere, undervalued by employers (Hirsch, 2005).

Barnes et al. (2004) found that people who had health problems that arose directly from their employment, including injuries sustained at work and mental health problems either caused or exacerbated by workplace stress. Informal care responsibilities may be a further 'push' factor for older workers. People aged 45-65 are a key group caring for sick, disabled or elderly relatives, as well as partners or children (Evandrou and Glaser, 2004). One in five people in the age group 50-59 are providing informal or unpaid care (cited in Loretto et al., 2005).

Mooney and Statham (2002) found that hours of work were related both to the likelihood of being a carer and the amount of care given. People aged over 50 in full-time employment were less likely to provide care than part-time workers. Where full-time workers were caring, they were more likely to be providing less than five hours of care per week than those working part-time.

2.2.3.2 'Pull' factors

People have several factors as "pull" factors (mostly positive) to leave from their work. One of the significant pull parameter is financial security (Humphrey et al., 2003; Smeaton and Mckay, 2003; Lissenburgh and Smeaton, 2003). Mostly people prefer higher income to retirement because they would like to use retirement benefits.

There is a link between financial resources and early retirement (Lissenburgh and Smeaton, 2003). In addition, there are two elements – which called two nations - of early

retirement (see, also, McNair et al., 2004; Mann, 2001; Scales and Scase, 2001). On the one side, the experience of the employee is very critical element on moving out of work and towards retirement. On the other side is their financial conditions while working life. Therefore the dimensions that appear to be central in framing people's experiences are first, the degree of choice and control they experience on moving out of work and towards retirement, and second, their financial circumstances during their working life (for example, their income from earnings, access to occupational pension, and accumulation of personal savings…).

Alcock et al. (2003) study of men workforce enhancing two nations for middle-class white-collar workers. In the result, that could be understood that most of employee leave voluntarily from jobs that they have usually held for a very long time. Their main points are accumulated pension rights and time consuming with their children.

Another important pull factor for some employee might be requiring new changes in their life.
Some of them choose a way such as "enjoy life while they were still fit and young" (Humphrey et al., 2003). Another important requirement is spending more time with partners (Humphrey et al., 2003). Marital relationships is also very important middle-class couples. They think that retirement is an opportunity to improve and enrich their relationship. They focused on the need to work at it. Women would like to be their husbands might 'grow closer together', and they would like to change the way of their marriage. They expect to 'find a friend and confidante in a husband', to 'rediscover and maintain romance', to 'have a little more tenderness and attention' and 'to have a good sex life – afternoon fun'.

2.2.4 Why do people remain at work?

People have to work to extend their working life and remain at work is really and clearly important and given aspirations to analyze what kind of opportunity they have. Characteristics of the individual are able to encourage or discourage working such as demographic and health factors and conditions of work setting. Marital status, gender, educational attainment, socio-economic group, housing characteristics, financial factors are the main elements which affect the remaining at work. Also additionally, attachment

to work, type of employment and opportunities for self-employment are secondary effect elements.

2.2.4.1 Marital Status

Older people who are married or cohabiting are also more likely to be in employment than people with no partner such as never married, separated, divorced and widowed (Whiting, 2005). The employment rate among people aged 50-54 who were married or cohabiting was 82 per cent, compared with 69 per cent among 50-54 year olds with no partner. For those 55-59, the equivalent figures were 70 per cent and 58 per cent.

Male quit from permanent full time job is related to marital conditions and related their partners.

Couples' economic activities are interrelated and that partnered men are more likely to remain economically active than single men (Lissenburgh and Smeaton, 2003)

2.2.4.2 Gender

Gender has a key role to determine whether people work quality and financial conditions are to be an important element. Most married women are dependent on their husband or the state for pension provision. On the other hand, most married men participate in additional pension schemes as part of their 'breadwinning' role. People who have children have a continuous work history, and therefore they easily could have to talk the opportunity to enhance their employment and financial situation (Price and Ginn, 2003).

2.2.4.3 Educational Status

Employee's working life is influenced by higher educational qualifications. Educational qualifications influenced employee' willingness to think and plan work after retirement from their main job (McNair et al., 2004). Those with degrees were most likely to consider work of some kind (87 per cent), while those without formal qualifications were least likely to do so (65 per cent).

2.2.4.4 Socio-Economic Group

Working life is strongly in a relation with socio-economic group. Whiting has made analysis that proves this for especially upper age groups in Table 2.2. Among men and women from higher managerial and professional groups, 60 per cent of those 60-64 are

employed, compared with 49 per cent of those in lower supervisory and technical occupations, and 52 per cent of those in semi-routine occupations.

Table 2.2 : Working life and Socio-Economic Status Relation

Column percentages

	Higher managerial and professional	Lower managerial and professional	Intermediate occupations	Small employers and own account workers	Lower supervisory and technical	Semi-routine occupations	Routine occupations
50-54	94	92	88	93	87	82	79
55-59	81	80	78	89	78	77	77
60-64	60	53	51	73	49	52	57
65+	30	23	21	37	11	21	23
Total	73	70	67	73	60	61	59

Source : Labor Force Survey (Whiting, 2005)

2.2.4.5 Housing Characteristics

Both men and women groups with the highest probability of labor market participation are those with outstanding mortgages on their properties (Smeaton and McKay, 2003). Being home ownership is also an element that affects continuous economic income. The deployment in employees who are working is 22 per cent paying a mortgage, 9 per cent having own homes, 3 per cent renting. Humphrey et al. (2003) supported above results by their study which explains that there is a classification in retirement such as working (not retired), semi-retired, and fully retired. Their study has also proven that working (54 per cent) has still mortgage payment comparatively with semi-retired (22 per cent) and fully retired (15 per cent).

2.2.4.6 Financial Factors

Financial complication and adversity has a great influence, in employee's life, in making decisions to remain at work. Barnes et al. (2004) highlighted that some of employee have not many choice except to go on working due to fears and doubts about their financial conditions in future. Problems have been accelerated by an unexpected events approaching retirement such as, health problems, divorce, redundancy. Higgs et al. (2003) demonstrated that some of employees responding questions, as they cannot to take early

retirement due to financial commitments such as children still at university, non-working partners or other dependents, mortgages.

2.2.4.7 Attachment to Work

Positive feelings about work are also likely to play a significant role in encouraging people to think about extending employment. Positive orientation is another important factor for employee to think that they have a conclusive well-being and considerable identity in society (Barnes et al., 2004).

Especially men are mainly much more with strong attachments to their jobs and it is very slight probability that men are coping with losing their work especially in conditions which they ca n not manage the timing of leaving. When employees have strong, indispensable identities and work they did not choose atmosphere, in that case they face a painful retirement process. Additionally they do not have any second plan as an alternative to survive in his/her life during absence of paid employment. (Barnes and Parry, 2003: 35)

2.2.4.8 Type of Employment

The natural wish, aspiration and requirement of employee are strongly linked with the variety of employment. Employees - who work as freelance – are much more eager to work more than employees to continue to work later, moreover until they cannot continue to work physically (McNair et al., 2004).

The freelance workers are a different group in the light of gender, economic conditions and educational features. Men are much more eager to move out of full-time employment into self-employment than women are. Having children, better qualifications and experience are a number of positive factors associated with this type of transition. Because men who have children have better possibilities to become a self-employed rather than leaving from the work. Sometimes, this option provides better financial opportunities to support to children more than during paid employment. Another tendency is that employees who are better features, qualifications are much more possibility to earn more as self-employed.

Age as an experience determiner is an important factor for the employee to make decision becoming self-employed or not. Transition from paid employment to self-employment is unattractive as an option as people grew older, with only 1.3 per cent of those in their 60s making this move (McNair et al., 2004) To become self-employed and the possibility of losing properties are strongly associated assumed risks late in working life for the older employees (Curran and Blackburn, 2001).

2.3. EMPOWERMENT PRACTICES

Empowerment or participation is the subject of research more than 50 years (Nykodym, Simonetti, Nielsen &Welling, 1994). Empowerment is an employee skill that supports to understand the selection that are recognized as the difference for the company owner. Empowerment is a management practice of sharing information, rewards and power with employees. Therefore, they can take initiative and make decisions in problem solving and improving service and performance.

Empowerment is an employee ability that provides understanding the selection that are recognized as the difference for the company owner (UK Essay, 2003). A number of researchers define empowerment as giving power to the other person or authorizes (Tulloch, 1993).

Empowerment contains employee commitment and employee involvement (Val & Lloyd, 2003). Empowerment has a relation with work satisfaction. Empowerment is expected by an individual locus of control, availability of information and self-esteem (Spreitzer, 1995). Empowerment significantly related to intention to quit and affects the employee to leave the organization (Avey, Hughes, Norman, Luthans, 2008).

Participative management and employee involvement are main core of empowerment theory. Therefore, notions of empowerment are derived from theories of participative management and employee involvement. Theories of participative management advocate that managers share decision-making power with employees to enhance performance and work satisfaction (e.g., Cotton, Vollrath, Froggatt, Lengnick-Hall & Jennings, 1988; Locke & Schweiger, 1979; Miller & Monge, 1986; Wagner, 1994). Theories of employee

involvement emphasize cascading power, information, rewards, and training to the lowest level possible in the organizational hierarchy to increase worker discretion (Bowen & Lawler, 1992; Lawler, 1992). Until recently, many organizational scholars have defined empowerment unidimensional as self-efficacy (Conger & Kanungo, 1988) or self-determination/autonomy (Burke, 1986; Liden, Wayne, Sparrowe & Bradway, 1993; Macher, 1988; Neilsen, 1986). Most recent conceptualizations of empowerment, however, are broader, defining empowerment as a constellation of experienced psychological states or cognitions (Spreitzer, 1992; Thomas and Velthouse, 1990). This more complex perspective on empowerment focuses on the individual experience of empowerment (Thomas and Velthouse, 1990); that is, what individuals need to experience or feel in order for such interventions to be effective rather than the specific management practices intended to "empower" employees (Spreitzer, 1996).

In the classic theoretical work on empowerment, Thomas and Velthouse (1990) conceptualized empowerment as the gestalt of four cognitions: a sense of meaning, competence, self-determination, and impact. These dimensions are not predictors or outcomes of empowerment but they comprise its very essence. Meaning, or purpose, involves a fit between the needs of one's work role and one's values, beliefs, and behaviors (Brief & Nord, 1990). Competence, or self- efficacy, is a belief that one possesses the skills and abilities necessary to perform a job or task well (Gist, 1987) and is analogous to agency beliefs, personal mastery, or effort-performance expectancy (Bandura, 1977). Self-determination is the belief that one has autonomy or control over how one does his or her own work (Deci & Ryan, 1985; Wagner, 1995). Self-determination is consistent with notions of personal control (Greenberger & Strasser, 1991; Greenberger, Strasser, Cummings, & Dunham, 1989). Impact is the perception that one has influenced strategic, administrative, or operating outcomes at work to make a difference (Ashforth, 1989). Impact is different from self-determination; self-determination refers to individuals' sense of control over their own work, while impact refers to individuals' sense of control over organizational outcomes. Where self-determination implies job involvement, impact implies organizational involvement (Spreitzer, 1995). Together, these four dimensions (self-determination, meaning,

competence and impact) reflect a proactive, rather than passive, orientation to one's work role.

Though acknowledging that the four dimensions are key elements of the empowerment process, some have questioned whether three of the four dimensions are more appropriately conceptualized as antecedents (i.e., competence) or outcomes (i.e., impact or meaning) of empowerment rather than facets of empowerment itself (Liden & Tewksbury, 1995). While some of the empowerment dimensions do indeed reinforce each other (e.g., a greater sense of self-determination may reinforce greater meaning), the conceptual work on empowerment argues that each dimension adds a unique facet to an individual's experience of empowerment (Spreitzer, 1992; Thomas and Velthouse, 1990). As described below, only together do the dimensions produce the proactive essence of employee empowerment.

Empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well as holding them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction. Empowerment is thought as part of an evolution, an evolution that goes on whenever you have two or more people in a relationship, personally or professionally (Pastor, 1996). Employee empowerment is a significant factor to understand the variations in service quality. (Samat, Ramayah & Saad, 2006).

Employees who are seeking the job consider that they have to start to work a company that has already centralized the empowerment in the meaning of getting employees. The second main and efficient factor is effectiveness that is and outcome of employee empowerment. Last one is organizations need employee who can cope ambiguity, complexity, and change for uncontrollable new paradigm and the constant change of the external environment. (Thomas and Velthouse, 1990).

Employees have to manage their work under all kind of pressure and strain but they need the help of empowerment. Because the logic of empowerment supports people to control

their own work. In addition, the strain of job is another parameter that is affected by employee empowerment.

In this section below, we review the literature with respect to the dimensions of empowerment such as meaning, competence, self-determination, satisfaction and impact.

2.3.1 Meaning

During the theory allege that there is a relation between meaning and work performance (Hackman & Oldham, 1980), but on the other hand, most studies prove and demonstrate that there is a stronger connection between meaning and work satisfaction (Hackman & Oldham, 1980; Thomas and Tymon, 1994). One of the most important determiner of work satisfaction is the degree to which an employee finds work individually meaningful (Herzberg, 1966). Besides, low levels of meaning has a relation with apathy at work and, additionally lower levels of work satisfaction (Thomas and Velthouse, 1990).

The relation between meaning and satisfaction is related transformational leadership literature but here the relation with our subject is that creation sense and effect of meaning for the employees by using strong vision, energizing and aligning employees skills. As a result, this sense of meaning gives us an increase in motivation and satisfaction (Bass, 1985; Bennis & Nanus, 1985).

Meaning and strain has a bi-directional relation. Thomas and Tymon (1994) demonstrated that there is no significant relationship between meaning and stress. Yet, Staw (1984) found cases where subjects experiencing either very high or very low levels of meaning reported heightened strain levels. During non-challenging, monotone work - which is not meaningful - could be stressful, but reversely, high requirement in the job in a combination with low decision authority could be stressful, too (Karasek, 1979).

Employees who find and fell their jobs as individually meaningful are much more eager to develop themselves for their company and for their own life, resulting in more potential for strain on the job, particularly when things do not go as planned. On the other hand, employees who do not fell their job meaningful are not eager to develop themselves and are apt to be less strained when things do not go as planned. Finally, the literature

demonstrate that empowerment-meaning dimension might have both positive and negative effects on job-related strain.

2.3.2 Competence

Self-efficacy has strongly effects in individual work performance. Specifically, empirical studies reporting a positive relationship between self-efficacy and a variety of work related performance measures: sales and research productivity, learning, achievement, and adaptability (Gist and Mitchell, 1992). Locke, Frederick, Lee and Bobko (1984) demonstrated that there is appositive relation between self-efficacy and future task performance whether ability and past performance were reviewed. Also, initiating behaviors, effort, motivation have positive relation with self-efficacy that influence job performance (Bandura, 1977). Additionally, low self-efficacy shifts avoidance of all daily tasks, pointing in low performance (Bandura, 1982).

In previous studies, at least there is relation between competence and performance but reversely, Thomas and Tymon (1994) did not find any relation between competence and work performance during impact, meaning, and choice were controlled.

Individuals feel more competent about work whether they feel more satisfied about their work. Because of satisfaction as a result of previous accomplishment and feelings of personal causation (Gist, 1987), competence has been studied as self-efficacy. In a similar way, Similarly, Harackiewicz, Sansone and Manderlink (1985) determined that competence is related to intrinsic motivation.

Many direct researches determined that there is absolute relation between competence and strain, which means individuals who feel more competent about their abilities, do not feel significant strain on the job. Self-efficacy is an important element that affect employee functions and physical and psychological health (Gecas, 1989). Similarly, Thomas and Tymon (1994) allege that there is a relation between competence and lower levels of strain.

2.3.3 Self Determination

Positive associations are available with job performance, work satisfaction, and stress in the light of wide-range summarizing the relationship of perceived control (Spector, 1986). Spector found out that there is continuous form of the relation between perceived control and job performance, satisfaction and emotional distress while based on 101 samples from 88 studies.

Self-determinations has a relation with effectiveness in the light of cognitive and motivational studies. Individual has a solid and complete experience and knowledge about his/her work sometimes even more than his/her boss/es do. But individual has to create and settle a plan to manage job requirement, to understand the problems and solve those problems for optimal job performance and to gain a better position (Cook, 1994). Employees have to realize which tasks and behaviors are most strategic, important and effective to improve their own job performance (Lawler, 1992). But when autonomy responsibility is given to employees shoulder to complete their duty, job performance becomes the most important factor (Locke & Schweiger, 1979; Miller & Monge, 1986).

Effectiveness might be increased through pointing individual motivation by self-determination. Employees who have more responsibility and authorization are able to manage their own work with more success than the other is. Therefore, employees who have choice about how to perform the work are found to be higher performers than those with little work autonomy (Thomas and Tymon, 1994). Besides, employees who have more control in their work and their decision about their work are evaluated in high performers group by their managers than those with less control over their work (Liden et al., 1993). Effectiveness - which is a job characteristic - is in a relation with job autonomy through employees' motivation. (Hackman & Lawler, 1971; Hackman & Oldham, 1976; Turner & Lawrence, 1965).

2.3.4 Satisfaction

Self-determination has bi-lateral features such as being a key component of intrinsic motivation and critical determinant of satisfaction (Deci & Ryan, 1985). Employees who have more authorization in work management are likely to experience intrinsic rewards

from work (Thomas and Velthouse, 1990) and are less likely to feel withdrawn (Abramson et al., 1978).

Self-determination is also proposed as a psychological need in literature. Whether providing the need for self-determination, self-determination contributes better results in work satisfaction (Conger & Kanungo, 1988; Greenberger, Strasser, Cummings, & Dunham, 1989; Parker, 1993). Higher levels of personal control has a relation with work satisfaction and this has been proved by Liden, Wayne, Sparrowe & Bradway (1993) and Thomas and Tymon (1994) through their empirical work.

2.3.5 Impact

During the impact dimension of empowerment has evaluated as less in the literature than the other dimensions, theory suggests that it should be positively related to performance and satisfaction, and negatively related to job related stress.

When employees who are a part of the system believe that they could have impact on the system, they can affect the organizational efficiency. Additionally, after they see their impact on the system, they will be more effective (Ashforth, 1989). Reversely, employees who do not believe that they are able to create a difference, will be less likely to try as hard in their work, and then will be seen as less effective. Employees who hear their own ideas from the other employees are likely to be seen as more effective than those who have little influence on the direction of their work unit (Ashforth, 1990).

A lack of opportunity to have an impact on the organization is negatively related to work satisfaction (Ashforth, 1990). Universal learned helplessness resulted in dampened ability to recognize opportunities, reduced motivation, and depressed affect (Abramson et al., 1978).

2.4. ORGANIZATIONAL COMMITMENT

One of general definition of organizational commitment is that an employees' psychological connection with company where s/he works for, with the inclusion for being a part of the decisions, fidelity and adoption to concept of the organization

(O'Reilly, 1989). Form this point; it has been assumed that individual would like to accept of organization objective and to endeavor to realize the objectives for the company (Miller & Lee, 2001). Commitment is an instric push which binds employee to the organizational goal or goals (Cohen, 2003).

Organizational commitment is an employee behavior that has supportiveness and emotional connection to the company (Meyer, Allen and Gellatly, 1990). Therefore based on this definition, organizational commitment is a psychological connection to the organization that having willingness to go on being a part of organization.

Concept of organizational commitment has been evolving for last 30 years (Putterill & Rohrer, 1995). Organizational commitment is generally used to refer to antecedents and consequences, as well as the process of becoming attached and the state of attachment itself (O'Reilly & Chatman, 1986).

Previous studies provide us that as organizational commitment reduces absenteeism rate and turnover ratio, has an influence on organization efficiency (Jernigan, Beggs & Kohut, 2002). Because of having interconnection with nonattendance, exertion for work and leaving ratio from organization, organizational commitment has great effect for the organizations (Joiner & Bakalis, 2006).

Theorists and researchers have an agreement that consensus on how organizational commitment is to be defined is yet to be achieved (Zangaro, 2001). Since its definition by Mowday et al. (1979) as "notional power of an employee's intervention and identity in a company" the concept of organizational commitment has been differentiated by many researchers from other behavioral constructs like occupational commitment, job satisfaction, career salience, job involvement and work group attachment (Dockel, 2003). Table 2.3 below shows a summary of different definitions of organizational commitment.

Organizational commitment is function of the approach that one takes to define it (Scholl, 1981). Suliman and Isles (2000) have identified four major approaches that are used to define and conceptualize organizational commitment. These are attitudinal approach, behavioral approach, normative approach and multidimensional approach.

Table 2.3 : Definitions of Commitment and Organizational Commitment

Commitment in General
"… engagement which restricts freedom from action." (Oxford English Dictionary, 1969)
"Commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activity." (Becker, 1960)
"… a stabilizing force that acts to maintain behavioral direction when expectancy/equity conditions are not met and do not function." (Scholl, 1981 p.593)
"… a forces that stabilizes individual behavior under circumstances where the individual would otherwise be tempted to change that behavior." (Brickman, 1987 p.2)
"… one's inclination to act in a given way toward a particular commitment target." (Oliver, 1990 p.30)
"… an obligation force which requires that the person honor the commitment, even in the face of fluctuating attitudes and whims." (Brown, 1996 p.241)
Organizational Commitment
"… the totality of normative pressures to act in a way which meets organizational goals and interests." (Wiener, 1982 p.421)
"…a psychological state that binds the individual to the organization…" (Allen & Meyer, 1990)
"…a bond or linking of the individual to the organization." (Mathieu and Zajac, 1990)

Attitudinal Approach: According to this approach, commitment is mainly viewed as an attitude or in other words a set of actual behavioral intentions. Porter and his associates give most widely accredited definition of organizational commitment according to

attitudinal approach. They have defined organizational commitment as "notional power of an employee's intervention and identification in a company" (Mowday et al., 1979). Three main characteristics of employee's commitment to organization by Mowday et al., (1979) are

(i)   a strong adoption to organizational objectives

(ii) an eagerness to fulfill required tasks in the name of company

(iii) willingness to continue to work in the company

According to attitudinal approach antecedents of organization commitment are individual's personality traits, work related good experiences and characteristics of job while effects of organizational commitment are less employee absenteeism, high employee and organizational performance and less turnover.

Behavioral Approach: Commitment is also defined as a behavior (Zangaro, 2001), (Suliman & Isles, 2000). The theme of research as per behavioral approach is on the obvious symptoms of commitment. According to this approach, employees continue working for their organizations because they have invested their time in their organizations, have developed friendly relationships with their coworkers and do not want to lose benefits of continued employment like pension and gratuity. So "sunk costs" are the real reasons for which employees remain committed to their organizations. Side bet theory of Becker (1960) is believed to be the basic pillar of behavioral approach towards organizational commitment who is of view that employee remains committed to the organization after realizing the switching costs. Another advocate of defining commitment as behavior is Kanter (1968). He views commitment as "profit" which employee gets by remaining engaged with an organization or "cost" that an employee bears by leaving the organization. So employee commitment can be described as profit that employee wants to earn or cost that employee wants to avoid. Behavioral approach is based on "investments as a force that ties employees to organizations", to explain organizational commitment (Scholl, 1981).

Normative Approach: Normative approach defines organizational commitment as "the totality of internalized normative pressures to act in a way that meets organizational goals and interests" (Weiner, 1982). This approach proposes that employees feel committed to

their organizations when there is compatibility between personal goals of employee and goals of the organization (Becker, Randall and Reigel, 1995).

Multidimensional Approach: This approach argues that organizational commitment of an employee is more complicated than just employee's emotional bond to the organization, apparent costs of leaving the organization or moral compulsion of continuing with the organization. Commitment of an employee results as an interaction effect of three before mentioned components. Kelman (1958) is considered to be first contributor to multidimensional approach to commitment. He set the basis for this approach when found associations between employee's attitude change and internalization, compliance and identification. Etzioni (1961) cited by Zangaro (2001) is also amongst the early researchers who viewed commitment as a multidimensional construct. He proposed three dimensions of organizational commitment that are as follows:

(i)   Moral involvement defined as "a positive orientation based on an employee's internalization and identification with organizational goals",
(ii)   Calculative involvement defined as "either a negative or a positive orientation of low intensity that develops due to an employee receiving inducements from the organization that match his/her contributions" and
(iii)   Alienative involvement defined "as a negative attachment to the organization". These dimensions explain normative, attitudinal and behavioral facets of employee commitment.

O'Reilly and Chatman (1986) also advocate multidimensional approach to commitment. Using the work of Kelman (1958) as foundation, they proposed three unique dimensions of organizational commitment that are compliance, identification and internalization. Compliance is when to gain a particular reward employee changes attitude and related behavior. Identification is when employee accepts attitude and related behavior to continue a satisfying relationship. Internalization is when employee accepts and adopts attitude and related behavior by feeling compatibility of that attitude and behavior with his/her own values.

Most widely accredited and popular approach to define organizational commitment as a multidimensional construct is. Using side-bet theory of Becker (1960), Meyer and Allen (1984) added continuance commitment dimension to the already presented affective dimension of commitment. As a result, organizational commitment became a bi-dimensional construct containing both an attitude and a behavior perspective. Later Allen and Meyer (1990) introduced normative commitment, a third dimension to the already existing two dimensions of organizational commitment. They argued that commitment is employee's psychological attachment to the organization that can take three forms that are affective commitment, continuance commitment and normative commitment.

Allen and Meyer defined Affective commitment has been defined as "notional power of an employee's intervention and identification in a company", continuance commitment as "commitment related to the costs that individual has relation with quitting from their job" and normative commitment as "an individuals' feelings of willingness to continue to work for the company". According to them, each of the above-mentioned dimensions explains a unique reason for an employee being attached to the organization. Inverson and Buttibieg (1999) studied the multidimensional nature of organizational commitment in Australia. They proposed that organizational commitment has four dimensions. They labeled these four dimensions as normative, affective, low perceived alternatives and high personal sacrifice. Meyer and Herscovitch (2001) have summarized different studies that have attempted to define the dimensions of organizational commitment. The results of their study are presented in the Table 2.4.

The concept of organizational commitment has been evolved for 30 years (Putterill & Rohrer, 1995). Individual's commitment in organization has potential to be developed in a favorable way whether work atmosphere has a push factor in daily life (Chew et al., 2008). If individual has an opportunity to evaluate the self-governance then commitment in organization has a chance to shift in a favorable direction (Parish, Cadwallader & Busch, 2008).

Employee commitment has a great interconnection with nonattendance, exertion for work and leaving ratio from organization and because commitment makes down the level of

nonattendance, leaving ration from organization and makes up efficiency through pushing exertion for work (Jernigan, Beggs & Kohut, 2002, Joiner & Bakalis, 2006).

Strong leadership, teamwork and support, specifically concerning the role of line management, have great influence on commitment; therefore, they are so important (McCabe & Garavan, 2008). In addition, customer focus, organizational trust, organizational communication, employee involvement and empowerment are positively linked with organizational commitment (Boon et al., 2006).

Modern companies face high-level competitive challenges than ever before therefore a strategy that could support organizations to build up loyal and committed workforce will bring high financial rewards (Huselid, 1995). If organizations create their own employee-focused strategy that cannot be imitated unlike others, it will be only competitive advantage in the market. Employees - who are loyal and committed to the organization – have to be kept engaged contribute to the high organizational outcomes like increased profitability, higher productivity and increased employee retention because these employees better associate them with the mission and vision of the organization.

This concept of organizational commitment has been well identified and investigated in the literature of organizational behavior. This idea of retaining and developing employees in order to achieve competitive edge is also well rooted in modern HR literature (DeYoung, 2000). However, this idea is not entirely new. Because it was also advocated by Katz (1964) and he declared retention of employees inevitable for effective functioning of organization. Walton (1985) also advised organizational managers to change focus to employee commitment from employee control.

Modern executives who are in the light of above arguments make efforts to persuade work-related attitudes of employees with the intention to shift their behavior, as it is the major aspect of their job to comprehend, foresee and polish employee behavior (Hafer and Martin, 2006). Organizational commitment is work related attitude, enhances the feeling, emotions and obligation to stay at organization (Dyne & Pierce, 2004). Because a person who works for an organization asks him/herself that why s/he should retain

organizational membership. That person will think and will show any sort of one's psychological relationship to give the answer for this question (Dyne & Pierce, 2004). OC is an important element in expecting employees' attitude and their intention to quit from the organization.

Table 2.4 : Dimensions of OC with Multidimensional Models

Angle and Perry, 1981 Value Commitment Commitment to Stay	Commitment to support the goals of the organization Commitment to retain their organizational membership
O'Reily and Chapman, 1986 Compliance Identification Internalization	Instrumental involvement for specific extrinsic rewards Attachment based on a desire for affiliation with the organization Involvement predicated congruence between individual and organizational values
Penley and Gould, 1988 Moral Calculative Alienative	Acceptance of and identification with organizational goals A commitment to an organization which is based on the employee's receiving inducements to match contributions Organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investments; yet s/he remains due to environmental pressures
Meyer and Allen, 1991 Affective Continuance Normative	The employee's emotional attachment to, identification with and involvement in the organization An awareness of the costs associated with leaving the organization A feeling of obligation to continue employment
Mayer and Schooman, 1992 Value Continuance	A believe in and acceptance of organizational goals and values and willingness to exert considerable effort on behalf of the organization The desire to remain a member of the organization
Jaros et al., 1993 Affective Continuance	The degree to which an individual is psychologically attached to an employing organization through feeling such as loyalty, affection, warmth, belongingness fondness, pleasure and so on The degree to which an individual experiences a sense of being locked in place because of the high costs of leaving The degree to which an individual is psychologically attached to an employing organization through internalization of its goals, values and missions

Source : Meyer, J.P. and Herscovitch, L. (2001). Commitment in the workplace; towards a general model. Human Resources Management Review, Vol 11, pp299-326.

There are two distinctive organizational commitment approaches for definition; first one is psychological approach, second one is exchange approach but both approaches have failed to provide the range of relevant factors that determine organizational commitment (Stevens, Beyer and Trice, 1978). The presence of organizational commitment has very strong impact on the employee during whole job time. In early job career stage organizational commitment is important for decreasing the turnover intentions of the employee and in mid and last career stages it reduces the absenteeism and increases performance (Cohen, 1991).

To understand organizational commitment; first the concept of commitment has to be taken a look over. Simplest definition of OC is employee's loyalty to his/her employers (Cichy, Cha & Kim, 2009). The commitment is the process through which individual interests become attached to the carrying out of socially organized patterns of behavior that are seen as fulfilling those interests, as expressing the nature and needs of the person (Kanter, 1968). Organizational commitment is psychological link of employee with organization, it minimize the chances that the employee leave organization voluntarily (Allen & Meyer, 1996). So overall concept of organizational commitment targets to comprehend the nature of the attachments formed by individuals to their employing organization (Shahnawaz & Jafri, 2009).

The popularity of commitment expands day by day in the literature on employees who are in industrial and their psychology (Cohen, 2003). In early studies, perspective, identification, involvement and loyalty are described as the main factors of organizational commitment (Porter, Steers, Mowday & Boulian, 1974). Employees shape and give form psychological attachment and affective commitment based on his/her notional power of intervention and taking part in management (Porter, Steers, Mowday & Boulian, 1974).

Normative and calculative perspective explain that employee continue working for the organization based on the notion of weighting cost-benefits of leaving an organization (Hrebiniak & Alutto, 1972).

Researchers have studied organizational commitment into a structure that has two titles as continuance and affective. Affective commitment as "positive feelings of identification with, attachment to and involvement in the work organization", and they defined the second dimension, namely continuance commitment as "the extent which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving" (Meyer

and Allen, 1984). After further research, normative commitment has been added as a third dimension (Allen & Meyer, 1990).

Three dimensions/facets of organizational commitment that are affective commitment, normative commitment and continuance commitment were studied in literature. These three components describe three psychological states that reflect want, need and ought or obligation (Allen & Meyer, 1990). Employees who possess high affective commitment stay the part of organization because they "wish for"; who possess high normative commitment stay the part of organization because of feeling which tend them "ought to do so"; who possess high continuous commitment stay the part of organization for the reason "that they need to" (Allen & Meyer, 1990). Normative commitment has been defined as willingness to continue to be in the organization (Allen & Meyer, 1990). As a result, with all these literature reviews, the notion of organizational commitment is tried to explain using a structure that has three titles as affective, continuance and normative (Meyer and Allen, 1991).

2.4.1 Organizational Commitment Model

Three titles - normative, affective and continuance commitments- have been used to explain the details of organizational commitment (Meyer and Allen, 1997). Organizational commitment and its effect have been tried to explain using these three titles.

2.4.2 Affective Commitment Dimension

The first title is affective commitment and has been defined as notional power of an employee's intervention and self-expression of individual in the organization (Meyer and Allen, 1997). Employees, who are committed to a company on an affective basis, continue working for their own company and their reason is that they would like to go on (Meyer and Allen, 1991). Additionally with this, employees who are committed to an affective level, stay much longer with the organization whether they understand that their goals and values are similar with their organization (Beck & Wilson, 2000). Affective commitment is an attitude that has relation to work with positive feelings to the organization (Morrow, 1993; Sheldon, 1971). The main connector between organizational need and employee's need from expressional point is affective commitment (Mowday et al., 1982). Additionally, if organizational need meets the employee's needs from expressional point, then strong affective commitment relation is created between two parties.

ANTECENDETS DISTAL ➔ PROCESSES PROXIMAL ➔ COMMITMENT ➔ CONSEQUENCES

Organizational Characteristics
Size
Structure
Climate

Personal Characteristics
Demographics
Values
Expectations

Socialisation Experiences
Cultural
Familial
Organizational

Management Practises
Selection
Training
Compensation

Work Experiences
Job Scope
Relationships
Participations
Support
Justice

Role Status
Ambiguity
Conflict
Overload

Psychological Contract
Economic Exchange
Social Exchange

Affect Related
Attribution
Rationalisation
Met Expectations
Person-Job Fit
Need Satisfactions

Norm Related
Expectations
Obligations

Cost Related
Alternatives
Investments

Affective Commitment
Organizations
Union
Team

Continuance Commitment
Organizations
Union
Team

Normative Commitment
Organizations
Union
Team

Retention
Withdrawal Cognition
Turnover Intention
Turnover

Productive Behaviour
Attendance
Performance
Citizenship

Employee Well-Being
Psychological Health
Physical Health
Career Programs

Figure 2.3 : Tri-Dimensional Organizational Commitment

Source : Meyer and Allen, (1997)

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Kanter who is the first identified affective commitment concept as cohesion commitment in 1968. Affective commitment as sentimental bonding an individual senses toward the organization which is characterized by involvement and recognition with organization and also gratification in being an organization member (Allen & Meyer, 1990). When employees have high affective commitment then they would need a smaller amount of encouragement because emotional affection of employees to organization is valuable for generating and retaining an optimistic impression on others (Shore and Wayne, 1993).

Employees do not deploy impression management when they have strong affective commitment and high levels of organizational support perceptions (Pare and Trembley, 2007). The strong negative relationship exists between occupational turnover intention and affective occupational commitment, while the relationship between organizational turnover intention and affective occupational commitment is mediated by occupational turnover intention (Chang, Chi and Miao, 2007). The personal outcomes and desirable work are associated with affective commitment so affective commitment is a universal component that means of positive work experiences. Due to a greater dependence on social exchange theory, a source is provided by social exchange theory for understanding commitment in different forms of social exchange theory. Employees can decrease their thankfulness by boosting affective connection of the employees to the organization (Shapiro & Morrow, 2006).

Affective commitment - which generates feeling of comfort and personal competence - is developed as a result of work experiences (Allen & Meyer, 1991). It was also argued that when organization does in the best of employees and employees feel their organization is commitment with their values and contributions, they reciprocate with affective commitment (Sinclair, Leo and Wright, 2005). But development could vary from an organization to another and depend on the nature of the job.

Affective commitment is in favor of both employee and organization because it is negatively correlated with stress and work-family conflict (Meyer et al, 2002). Affective commitment is higher in employees who have positive and favorable early work experience (Meyer, Irving, & Allen, 1998). Affective commitment is generally related to following categories; work experiences, structural characteristics, personal characteristics and job related characteristics (Mowday, Steers and Porter, 1982).

2.4.3 Continuance Commitment Dimension

Continuance commitment is second title and described, "the cost effect of individuals quitting from their job" (Meyer and Allen, 1997). To consider leaving from the current job brings some financial obstacles because of individual's perception, weighing of costs and risks, therefore this is naturally calculative (Meyer & Allen, 1997).

The main difference between continuance and affective commitment is the need of individuals. Because, in continuance commitment, employees need to work to keep their survival life standards. Therefore, because of individual needs and responsibilities, individual has to continue to work for the organization (Meyer and Allen, 1991). But on the other hand, employees whose primary link to the organization is based on affective commitment remain because they want to do so.

Individuals have association with their organization based on an assessment of economic benefits gained where continuance commitment might be supposed as an instrument (Beck & Wilson, 2000). While employees obtain different kind of extrinsic rewards through their effort-bargain activities, then they develop commitment to their organization as members of the organization.

Leaving of a member of an organization creates sometimes direct, sometimes indirect cost to that organization. Because the cost of individuals' quitting from their job, continuance commitment becomes more important for the organization (Meyer and Allen, 1984). While availability of alternative options are few and the number of investments are high, continuance organizational commitment has been the strongest (Best, 1994). Therefore, when employees find better alternatives, they may leave the organization.

Continuance commitment is the level to which a person needs to stay with the organization, due to the costs of relinquished benefits associated with an individual's investments in the organization (Allen & Meyer, 1990). These investments are secure relations of an employee with associate workers, pension benefits, seniority, career and special competencies achieved by working in an organization for a long time. People have doubts of losing these investments in case of going away from the organization. A lower level of OCB is related to continuance commitment that demonstrates that employees who go on working for their organization due to go up side bets are less likely to engage in extra role behaviors (Shore and Wayne, 1993).

Continuance commitment appears to be more creative type of connection for individuals elevated on collectivism (Wasti, 2002).

Thinking profits and costs of leaving from the system are greater than the costs not of leaving from the system occurs continuance commitment. This process is a result of cognitive orientation of the person (Kanter, 1968). Continuance commitment can be created by anything that has potential to increase the cost attached with leaving the organization (Meyer, Irving & Allen, 1998).

Continuance commitment is developed based on two elements: number of investments individual make and a perceived lack of alternatives (Allen & Meyer, 1990). Employees with stronger continuance commitment have a stronger intent to remain with organization and are expected to avoid those behaviors that put their organizational membership in danger (Mayer & Schoorman, 1998). Employees, who give value to comfortable work place and security, aim to have higher continuance commitment (Meyer, Irving & Allen, 1998). Employee who has value commitment but less continuance commitment will leave the organization when he gets a better opportunity (Mayer & Schoorman, 1998). People will discontinue relationship with organization when employee believes that the organization or supervisor is not treating him fairly and he perceives that cost of continuing relationship outweighs the benefit (Blakely, Andrews & Moorman, 2005).

2.4.4 Normative Commitment Dimension

Normative commitment is the last title of the organizational commitment model. Individuals consider that they should oblige to sustain being a member of the organization because of their intrinsic normative beliefs about their duty (Allen & Meyer, 1990). Therefore, it could be defined as a feeling of obligation to continue employment (Meyer and Allen, 1997)

Main difference of normative commitment from affective and continuance commitment is to be based on ethical and moral rules in the organization. Ethical values are main parameters for employees' commitment (Iverson & Buttigieg, *1999)*.

Individuals' feelings of willingness to continue to work for the company is explanation of normative commitment (Wiener and Vardi, 1980). Employee, who are associated with normative committed to an organization, considers it morally right to stay in the organization.

Normative commitment as the degree to that a person is duty-bound to stay with organization or in other words, it is individual's link with organization because of compulsion on the part of the individual (Allen & Meyer, 1990). Normative commitment is socialization process which could be role model and with the use of rewards and punishment.

There is a high negative association between normative organizational commitment and organizational turnover intention (Chang, Chi and Miao, 2007). Moreover, the relationship between occupational turnover intention and normative organizational commitment is mediated by organizational turnover intention. There is a strongest effect of experiences and work values on affective commitment, however values and experiences do relate to the prediction of normative commitment as well, although the nature of the relations are unusual for experience combinations and different work values (Meyer, Irving & Allen, 1998).

2.5 ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Organizational citizenship behavior (OCB) definition was used first time in the literature about organization in 1980s. The concept of OCB was first introduced by D. W. Organ and T. S. Bateman in the 42nd National Management Conference in 1982 and in their study "Job Satisfaction and the Good Soldier: The Relationship between Affect and Employee Citizenship" in 1983. Then C. A. Smith, D. W. Organ and J. P. Near used OCB in their article "Organizational Citizenship Behavior: Its Nature and Antecedents" (Podsakoff, MacKenzie, Paine and Bachrach, 2000).

Organ presented the most efficient definition of the concept of OCB that has been considered to be the widely accepted definition in the field of management sciences. This definition of organizational citizenship behavior is that an individual works more than his/her responsibilities beyond the standards and job descriptions determined by the organization and makes extra voluntary effort in this regard (effort which was not included and defined in the official reward system of the organization) (Organ, 1988). OCB could be explained as an employee accomplishes more beyond his/her responsibilities (Greenberg and Baron, 2000: 212) and makes more effort on behalf of the organization (Yılmaz and Çokluk-Bökeo lu, 2008). The concept of organizational citizenship behavior is also related to encouraging the organizational performances of the workers total performance of organization (Podsakoff, Blume, Whiting

and Podsakoff, 2009). Besides organizational citizenship behavior is an individual behavior which plays an important role in the efficiency and effectivity of the organization (Peelle, 2007),

OCB has a great effect on employee from increasing their willingness and changing their attitudes in a positive way. Because if employee is happy, relax and express him/herself easily, then, most probably, s/he works more and harder, try to be included him/herself to the work (Dimitriades, 2007).

OCB has favorable effect in performance increasing, effectiveness, sense of customer (Torlak & Koc, 2007). Perception of organizational citizenship is measured by organizational citizenship as a reliable and valid scale (Tasdan & Yilmaz, 2008). Managers have great effects on employee job satisfaction and therefore improvement of OCB is vital (Gonzalez & Garazo, 2006). On the other hand, OCB is described as an excess workload that is comprised by individuals (Schepman & Zarate, 2008). Essentially, considerable interest is needed for understanding academic and professional literature of management about the extra-role of employee behaviors that are considered as the contributors to organizational performance (Ertürk, 2007).

Organizational citizenship behavior has significant amendments about its definitions since 1980s; however, the main construct remains same. OCB contains anything that employees choose to behave spontaneously and often lies outside of their specified contractual obligations. Companies do not always reward OCB directly and formally such as through salary increments or promotions. But it may be affected by favorable supervisor ratings or better performance appraisals. It can facilitate future rewards gained indirectly by this method. Finally, OCB must 'promote the effective functioning of the organization' (Organ, 1988, p. 4).

Organizational citizenship behavior has a great role between individuals and organizational performance in order to achieve organizational targets. Due to the number of variables related with OCB, there is no unique cause of OCB. Theoretically, framework of all kinds of OCB from job performance to turnover, from motivation to absenteeism, includes multiple sources of causation.

Organizational citizenship behavior leads to a more efficient organization (Organ, 1988). OCB provides positive and new changes, developments. Effective functioning of these kinds of

organizations attracts new employees. Besides, the most important thing is goodwill of organization that increases customer beliefs about the company product and service.

Organizational citizenship behavior supports improving the organizational performance of the firms (Podsakoff et al., 2000). Since this is the main target of all companies, it lets managers benefit for understanding how variables influence organizational citizenship behavior. Therefore understanding the concept of organizational citizenship behavior and its related factors help human resources managers of organizations to assess the type of environment to be provided for their employees and also the factors of motivation and satisfaction.

Organizational behavior is the study of such theories and their applications that help in understanding the actions of people as individuals and in groups in organizations. Three facets of organizational behavior that are compliance, misbehavior and citizenship behavior (Vardi and Weitz, 2004). Compliance is defined as "working to the rule". Misbehavior is defined as such acts and actions of employees that intentionally breach the rules of organization.

Bateman and Organ (1983) first conceived the concept of organizational citizenship behavior. Organ (1988) defined organizational citizenship behavior, as "OCB is an optional and clear behavior that also increases effectiveness of the organization". The word "discretionary" here means that such behavior is not the formal part of an employee's job description and purely optional in its nature. OCB itself is "entirely voluntary, constructive, not formally assigned, non-compensated but desired by the organization" (Turnipseed & Murkison, 2000). According to Moorman and Blakely (1995), a good citizen is that employee who extends help and support to organization, even when organization does not verbally stipulate such support. For organizations to survive and prosper, it is extremely important to have members who behave as good citizens (Jahangir, Akbar & Haq, 2004).

Smith, Organ and Near (1983) first gave a measure of citizenship behavior. They proposed two components of organizational citizenship behavior. Altruism is the beginning behavior that is willingness to support other employee in same organization and second factor was generalized compliance (behavior that is more impersonal and representative of compliance with norms defining a good worker). Later Organ proposed a five dimensional construct of OCB instead of two-dimensional construct. He expanded the concept of Smith, Organ and Near (1983) into five

dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, 1988).

Altruism is described as such actions that are aimed at helping other employees and eventually will benefit the organization. Example of altruism is help and support rendered by an employee to his/her colleague who could not complete the job in time for some reason (Organ, 1990).

Conscientiousness refers to such discretionary behaviors that are not focused to individual employees or groups but do good to the organization as a whole. Examples of conscientiousness behaviors are employees abiding by to the rules and regulations of the organization, working late hours, coming early to work and avoiding long and unnecessary breaks (Schnake, Cochran & Dumler, 1995; Organ, 1988).

Sportsmanship refers to behaviors that benefit the organization instead of coworkers like tolerating such disliked things in an organization that are unavoidable and cause inconvenience and irritation (Organ, 1988). Other examples of sportsmanship are not filing complaints, grievances, having more focus on the positive aspects of the organizational life, ignoring, and tolerating its trivial negative aspects (Podsakoff, MacKenzie, Moorman & Fetter, 1990).

Courtesy is described by Organ (1988) as touching base with other colleagues when one is doing his/her own job and making his/her own decisions that can possibly affect the job of others. For example if the job of an employee cannot be completed as per plan and it can impinge the jobs of other employee(s) then informing all relevant in time so that they can adjust accordingly. Courtesy is not the same as altruism. It differs in a way that it asks for informing and organizing others in advance so as to avoid work overload at their end and thus if exhibited well courtesy will reduce if not eliminate the need for altruism (Fournier, 2008).

Civic virtue is the fifth and last dimension of OCB given by Organ (1988). It refers to those behaviors where employee prioritizes organizational interests over personal interests. Examples are when employee attends meetings that are not absolutely necessary, involves himself/herself in organizational developments and issues (Becker & Kernan, 2003), offers suggestions and feedback and participates in the political life of the organization (Deluga, 1998).

A four dimensional conceptualization of organizational citizenship behavior has also been presented as a substitute to Organ's (1988) five dimensional conceptualization (Moorman & Blakely, 1995; Graham, 1989). According to this approach, OCB is made up of interpersonal helping, loyal boosterism, personal industry and individual initiative. Interpersonal helping is synonymous to Organ's altruism that is behavior aimed at benefiting a colleague. Loyal boosterism is when an employee promotes and talks good about his/her organization in the community. Personal industry is synonymous to consciousness given by Organ that is to do such acts and tasks that are not the part of duty. Individual initiative, the fourth and last component is synonymous to courtesy. This refers to such behaviors when employee facilitates the working of department, unit and organization by communication (Graham, 1989).

Williams and Anderson (1991) proposed two constructs of organizational citizenship behavior later also supported by Lee and Allen (2002): OCBI and OCBO. OCBI is behavior aimed at helping an individual in the organization (helping a specific other person with a relevant task) while OCBO is behavior aimed at helping the organization as a whole (carrying out role requirements well beyond minimum required levels and helping organization in achieving goals). According to Williams and Anderson (1991), OCBI is "behaviors that immediately benefit specific individuals and indirectly through this means contribute to the organization (e.g., helps other who have been absent, takes a personal interest in other employees) … Prior research has labeled the OCBI dimension as altruism. . ." (p.602) and OCBO is "behaviors that benefit the organization in general (e.g., gives advance notice when unable to come to work, adhere to informal rules devised to maintain order) . . . Prior research has labeled . . . OCBO dimension as generalized compliance" (p.601-602). Although there is high consensus among researchers that OCB is an important employee behavior but they appear far from any agreement about what behaviors exactly constitute organizational citizenship behavior. Podsakoff, Mackenzie, Paine and Bachrach (2000) have summarized in their study seven different themes that are common in OCB research among different authors. These common themes are "helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development". A comparison of seven dimensions suggested by Podsakoff, Mackenzie, Paine and Bachrach (2000) with the dimensions of different researchers is shown in Table 2.5 on following page after next page.

Although Podsakoff, Mackenzie, Paine and Bachrach (2000) in their study deliberated, the relationship of OCB dimensions with each other but they did not study the relationship of OCB

to its antecedents and outcomes. LePine, Erez and Johnson (2002) filled this gap in their meta-analysis. In first step of their study, they examined the relationships of OCB dimensions with each other and found that all the dimensions have strong correlations with each other except sportsmanship and civic virtue. They used the dimensions given by Organ (1988). In next step of their study LePine, Erez and Johnson (2002) studied the relationship of OCB dimensions with its antecedents. Specifically they studied how different dimensions of OCB differentially relate to different commonly studied antecedents of OCB. The results of their study showed that there is no differential relationship between the dimensions of OCB and antecedents of OCB. In simple words, it does not matter that OCB is measured as single construct or multidimensional construct. Likewise, similar results were found with the analysis carried out with two-dimensional construct of OCB given by Williams and Anderson (1991) i.e. OCBI and OCBO. In the last step of their study LePine, Erez and Johnson (2002) studied the predictive validity of aggregate and dimensional constructs of OCB and found no significant differences in them.

A number of studies have appeared which explore the construct validity of organizational citizenship behavior (Allen, Facteau & Facteau, 2004). In this study, OCB has been measured as a latent construct consisting of five dimensions proposed by Organ (1988) because it simplifies the understanding of phenomenon and moreover according to LePine, Erez and Johnson (2002) there is no significant difference in the predictive validity of single and multidimensional constructs. Hoffman, Blair, Meriac, and Woehr (2007) have also advocated single factor use of OCB. According to them OCB can more clearly be distinguished from task performance as a single factor model.

Table 2.5 : Summary of OCB Dimensions by Different Researchers

		Research Studies and Their Equivalent OCB Dimensions				
Dimension Of OCB from Podsakoff et al, 2000		Organ, 1988, 1990a, 1990b	Moorman & Blakely, 1995; Graham, 1989	Van Dyne, Graham & Dienesch, 1994	George & Brief, 1992	Williams & Anderson, 1991; Lee & Allen, 2002
	Helping Behavior	Altruism, Peacemaking, Cheerleading, Courtesy	Interpersonal Helping	Social Participation		OCBI
	Sportsmanship	Sportsmanship				OCBO
	Organizational Loyalty		Loyal Boosterism	Loyalty		OCBO
	Organizational Compliance	Conscientiousness		Obedience	Spreading Goodwill, Protecting The Organization	OCBO
	Individual Initiative	Conscientiousness	Personal Industry		Making Constructive Suggestions	
	Civic Virtue	Civic Virtue		Organizational Participation	Protecting The Organization	OCBO
	Self-Development		Personal Industry	Functional Participation	Self-Development	

Source : From Fife, C.M. (2008). A Social-Cognitive Assessment of Organizational Citizenship Behavior. Masters dissertation. Virginia Polytechnic Institute and State University

Current organizations perform work structures that are team-oriented and self-governing rather than individualized and centrally controlled. This application has increased the importance of cooperation and initiative among employees (Ilgen & Pulakos, 1999). All of this has made discretionary behaviors like organizational citizenship indispensable for organizations (LePine, Erez and Johnson, 2002). Research scholars and organizational managers have shown high interest in organizational citizenship behavior (Korsgaard, Meglino, Lester, & Jeong, 2010; Podsakoff, Whiting, Podsakoff, & Blume, 2009; Hoffman, Blair, Meriac, and Woehr, 2007; LePine, Erez and Johnson, 2002; LePine, Hanson, Borman, & Motowidlo, 2000; Motowidlo & Schmit, 1999; Organ & Ryan, 1995) because it relates to important organizational outcomes like profitability (Koys, 2001). Exhibition of such extra-role behaviors that augment organizational goals but are not explicitly rewarded or cannot be fully monitored, is a key challenge for organizational managers (Korsgaard, Meglino, Lester, & Jeong, 2010).

Generally, following points are enhanced about the definitions of organizational citizenship in the literature; OCB has not directly relation with the reward system in the organization and does not require punishment when an individual does not perform it.

The five-dimensional classification of Organ (1988) in the field of organizational citizenship behavior which was developed depending on the responsibilities resulting from being a civil citizen (altruism, conscientiousness, courtesy, civic virtue, and sportsmanship) is the most commonly used classification in the literature. The Table 2.6 presents the definitions and the relevant examples regarding each dimension of organizational citizenship behavior developed by Organ (Organ, 1988; Podsakoff, MacKenzie, Paine and Bachrach, 2000; Bolat, Bolat and Seymen, 2009: 218; Somech and Drach, 2004; Güven, 2006).

Employees behave based on OCB because sometimes they are eager to perform actions unrelated with their job instruction or support other people (Organ and Ryan, 1995).

There are five different kinds of OCB in work life. First one is supporting other colleagues that is called altruism. Second is warning colleagues about changes that is called courtesy. Third one is behaving beyond minimum requirement of organization that is called conscientiousness. Fourth one is containing himself to grievance that is called sportsmanship. The last once is taking a part of organizational management that is called civic virtue (Podsakoff, Mackenzie, Paine and Bachrach, 2000).

Table 2.6 : Dimensions of OCB

OCB Dimensions	DEFINITIONS	EXAMPLES
ALTRUISM	Includes all voluntary behaviors aiming to help the other members of the organization gratuitously in case of a problem or while performing a duty.	Helping a new worker so that s/he can easily adapt to the work, helping a co-worker having a heavy work load, helping other workers use the equipment, prepare presentations, comprehend the usage of a computer program, undertakes the duty of a co-worker in case that s/he gets sick etc.
CONSCIENTIOUSNESS	Includes a behavior beyond one's responsibilities. It means that an employee makes extra voluntary effort to contribute to the functionality of the organization.	Coming work at an early hour, leaving the workplace at a late hour, a low level of discontinuation, avoiding long and unnecessary breaks, continuing working in case that the work that has to be done is not finished in the working hours, completing the duties before the due-date, attending the intra-organizational meetings regularly.
COURTESY	Includes the positive behaviors of the members who continuously interact with each other because of their duties and gets affected by the decisions and duties of each other. These behaviors are based on the principle of informing others previously on the act or decision that might affect them.	Informing others on the work schedule when necessary, informing and reminding others previously on the decisions that might affect them, asking for the opinions of other workers who get affected by his/her decisions.
CIVIC VIRTUE	Includes a responsible and structural participation in the political process of the organization. It is the constructive intervention within the political life of the organization.	Contributing to the reputation of the organization, observing the opportunities and threats regarding the organization, improving and renewing him/herself more than the others, following the developments in the field, following the changes in the organization closely.
SPORTSMANSHIP	Includes avoidance from negative behaviors that might result in a tension among the members and maintenance of his/her positive mood in case of difficulties or losses while performing a duty.	Being tolerant towards the stress and difficulties caused by the job, not complaining about the people disturbing him/her, maintaining the positive attitude when problems occur, adopting a positive attitude towards the negative situations, not exaggerating the problems.

Source : Organ (1988)

2.5.1 Altruism

Altruism has different description in work life but commonly a behavior that has intention to support other people. In addition, this behavior avoids the problem in work life happen again (Williams and Anderson, 1991). The most common measure method is Smith, Organ, and Near's (1983) measure in this behavior.

Mood status and desiring supporting other people have favorable connection for altruism (George, 1991). George and Brief (1992) suggested the conceptual proposition that there would be a consistently relation between positive mood and helping behaviors. This definition explains us that why if people are in positive mood, they are eager to help other people. If employee has a good mood state, s/he has favorable feelings for coworkers ad more willingness to support them (Forgas, 2002).

2.5.2 Civic Virtue

Civic virtue has been defined as taking part in organizational management and to have willingness to be included in meetings. The main actor of definition of citizenship as multidimensional is Organ and his studies especially in 1988. Predictor of civic virtue has a great effect on citizenship behavior. Because initiative and active participation of individual are becoming critical day by day for organizational performance, therefore organization should take care of these for dynamic nature of the competitive environment.

2.5.3 Sportsmanship

Sportsmanship has been defined as eagerness to be patient of any problem in the organization without any complain (Organ, 1990). There is a smooth similarity between sportsmanship, loyalty and compliance. The result of organizational loyalty is promoting own company values to the people who are outside of the company, advocating it to external attacks and remaining commitment of all employees as much as it could be.

Organizations have to consider individual's obedience to organizational rules, regulations, and procedures while proving organizational compliance or generalized compliance.

2.5.3 Conscientiousness

The definition of conscientiousness is taking care of rules, regulations and procedures of the organization. Conscientiousness has a great effect on the output quality such as predictable work schedules and high reliable service (Parasuraman, Berry and Zeithaml, 1991).

2.5.4 Courtesy

Courtesy is another supportive behavior as altruism. But reversely, altruism focuses specifically one person, but courtesy is much more general and it focuses all groups and main aim of courtesy is avoiding problems from beginning. If one employee gets a parts information and this part is no sense for him/her, but on the other hand, this part could be more important to other colleagues, therefore s/he has to share this information with them. There has been many studies for organizational citizenship research and courtesy.

2.5.5 Outcomes of OCB

OCB has two outcomes that have been focused in recent literature and those are as in follow, effect of OCB on the managerial evaluations of performance of employees and effect of OCB on overall effectiveness of the organization.

2.5.5.1 OCB and Employee Performance

Managers take into consideration the extra-role behaviors and OCBs of their employees along with other objective measures while evaluating their performance (Podsakoff et al., 2000; Van Scotter, Motowidlo, & Cross, 2000; MacKenzie, Podsakoff, & Paine, 1999; Podsakoff & MacKenzie, 1994). Managers do this action consciously or subconsciously. It was studied as based on meta-analysis of eight different samples, 9.3% of the variation in performance evaluation of employee is caused by in-role behaviors while 12% of the variation in performance evaluation of employee is caused by extra-role behaviors or OCBs (Podsakoff et al., 2000).This study proves that organizational managers not only notice but also take into account the OCBs while writing the performance evaluation reports of their employees. It is said about OCBs that these behaviors "make the manager's job easier" (Organ, Podsakoff and MacKenzie, 2006). This is another reason for manager's taking account of OCBs in performance evaluations. This makes organizational citizenship a highly desired behavior.

2.5.5.2 OCB and Organizational Effectiveness

OCB was first time defined as "encouragement of efficiency of total organization" and this definition has the relationship between OCB and organizational effectiveness. However there

are many other reasons to believe that OCB will affect the organizational effectiveness like OCB will increase the productivity of manager and other co-workers as a result of help rendered by OCB exhibitor, OCB will not keep the resources engaged unnecessarily and will free these resources for other more productive use, OCB will improve the public image of the organization, OCB will help the organization to attract the best job candidates and OCB can increase the potential of organization to better adopt to changes taking place in its environment (Podsakoff et al., 2000). Organizational citizenship behaviors enhance "effectiveness and efficiency" (Organ, Podsakoff and MacKenzie, 2006).

It was reported that the outcomes of OCB are classified into two categories. One is individual level outcomes and two is organizational level outcomes.

Individual level outcomes that have been found associated with OCB are employee absenteeism, intentions of turnover, actual turnover, decisions regarding allocations of rewards and managerial evaluations of performance of the employee. Organizational level consequences include reduced level of cost, unit level turnover, satisfaction of customers, increased efficiency and productivity. However, it was observed that the association between these outcomes and OCB was stronger in longitudinal studies (Podsakoff, Blume, Whiting and Podsakoff, 2009).

2.5.5.3 Antecedents of OCB

There are many antecedents of organizational citizenship behavior that have been identified in the literature. It was classified the OCB antecedents in four main categories. These categories are organizational characteristics, leader behaviors, task characteristics, and individual characteristics (Podsakoff et al., 2000)

2.5.6 Organizational Characteristics

There are many contradictory findings in literature about association between organizational characteristics and organizational citizenship behaviors. Formalization in organization, flexibility in organization, spatial distance and support from staff do not have any relation and connection with organizational citizenship behaviors (Podsakoff et al., 2000). However, Kaufman, Stamper and Tesluk (2001) found the positive and significant association between organizational support and OCB. Randall has also confirmed this relation between organizational support and OCB, Cropanzano, Bormann and Birjulin (1999) indicating that employee looks for balance in his/her exchanges with the organization. This means that

citizenship behaviors exhibited by the employees are in proportion to the amount of support received by them from their organization.

2.5.6.1 Task Characteristics and OCB

Different task characteristics have been studied in relationship with organizational citizenship behaviors and those studies have proved that these task characteristics are having relation to OCBs. Task routinization, task feedback and intrinsically satisfying nature of task have been found significantly associated with the organizational citizenship behaviors (Podsakoff, MacKenzie & Bommer, 1996; Podsakoff & MacKenzie, 1995). In addition, it has been confirmed that there is an indirect associations between task characteristics and organizational citizenship behaviors. Intrinsically satisfying task and task autonomy were significantly related to job satisfaction that in turn predicted OCB (Todd, 2003).

2.5.6.2 Individual Characteristics and OCB

Individual characteristics have been studied in association with OCB are divided into two main lines. First one is morale factors and second one is dispositional factors.

Morale factors include commitment, satisfaction, fairness perceptions and leader supportiveness perceptions of employees (Organ & Ryan, 1995). Although all of these morale factors have been found associated with organizational citizenship behaviors but satisfaction has been found the biggest correlate.

Dispositional factors that have been studied include conscientiousness, agreeableness and positive and negative affectivity (Organ and Ryan, 1995). Those studies find consistent direct relationships between these dispositional factors and organizational behaviors rather indirect associations were found between the two. These dispositional factors predispose employees to some orientations that in turn increase the likelihood of organizational citizenship behaviors (Organ and Ryan, 1995). Positive mood of the employee has positive and significant association with the exhibition of organizational citizenship behavior (George, 1991).

2.5.6.3 Other Antecedents of OCB

In addition to above mentioned antecedents some other factors have also been found linked with organizational citizenship behavior in literature which are mentioned below:

Nature of employment, Perceived organizational justice, Impression management, Organizational politics, Employee interdependence, Professionalism, Self-monitoring and OCB, OCB and culture, Collectivism and OCB

Nature of Employment: OCB is related to workers and nature of employees. Using part time employees may be helpful for the organizations in short term but organizations need to consider that they may be losing organizational citizenship behavior by using part time employees. Using part time employees could create problems for organizations (Stamper and Van Dyne, 2001). Employees who are involuntarily working as part time workers means that they want to work as full time employee but due to whatever reason (opportunity etc.) cannot work as full time employees, exhibit a low citizenship behavior (Stamper and Van Dyne, 2001). Therefore considering the voice (suggestions) or help (assistance of coworkers), organizations should also consider the preference of employee for his job (full time or part time).

Perceived Organizational Justice: The source of reduction in OCB of employees is lack of trust and faith. When employees have a belief on perceived organizational justice then there is a higher level of OCB prevailing within the organization, on the other hand, when there is lack of justice and trust of employees on their employer the level of OCB is found to be low amongst the employees. There is a significant impact of collectivism and propensity to trust on OCB but it depends on the self-esteem (Van Dyne, Vande Walle, Kostova, Latham & Cummings, 2000).

Impression Management: Impression management is a force that motivates the individuals toward OCB (Robinson and Morrison, 1995). OCB that is influenced by impression management is closely related to appraisal and it has a chance of recency error which means preferring more recent employees (Becton, Giles & Schraeder, 2007). Some employees many be exhibiting OCB not to help and increase the productivity of their work place but to show their helping behavior to their peers and get respect and improve their image. The factor of impression management is more prominent in the case of temporary employees who want to get a permanent job. They will show OCB to get the permanent position.

Organizational Politics: Organizational politics defined as unprofessional and inequitable behavior damages the growth and productivity of the organizations and also creates hurdles for OCB (Organ, 1988). Organizational politics have a negative impact on OCB (Gadot, 2006). Organizational politics is one of the strong predictors of OCB, the relationship between peer

support and supervisory relationship is based upon the level of politics in the organization, if there is a low level of organizational politics then there will be a high level of OCB in the organization, where as if the level of organizational politics is high then OCB will be low. Trust is an important determinant of OCB, it increases the level of OCB, if there is lower level of politics in the organization and the level of trust is high then OCB will increase (Poon, 2006).

Psychological Contract and Organizational Cynicism: OCB is affected by the psychological contract of employee; some employees take OCB as a part of their job (Robinson and Morrison, 1995). Some jobs require interdependence and interaction of employees that is basic necessity of the specific job for example; police services and fire brigade etc. The support of employees for each other in this case does not refer to OCB. Moreover, the cynicism of personal level and organizational durability are not strongly related with OCB, cynicism has a very little impact on OCB and in the same way tenure of organization also have a very little impact on OCB (Dyne, Graham & Dienesch, 1994).

Employee Interdependence: OCB is increased with the increase in interdependence between the employees, OCB is strongly affected by the interdependence and it can be effectively managed through a clear design of workflow. If organizations create a more interdependent environment then OCB is increased (Comeau & Griffith, 2005).

Professionalism: There is evidence that professionalism is positively related with OCB but it is not the strong determinant of OCB. But still as positive correlation between professionalism and OCB is significant, so it is considered as an important factor that influences OCB (Cohen & Kol, 2004).

Self-Monitoring and OCB: Self-supervision is found to be positively related to the extra-role behavior of the employees. If a person is high self-monitor then there is a strong chance of high exhibition of OCB (Blakely, Andrews & Fuller, 2003).

OCB and Culture: Majority of the research conducted in the discipline of OCB is focused on American cultural context and the findings are supposed to generalize to the worldwide population. OCB is specifically related to the organizations and it has a cultural component. Organizational citizenship behavior does not merely differ across national borders, but also varies across the type of organization in a single society (Farh, Zhong & Organ, 2004).

Collectivism and OCB: A research was studied in the collectivistic culture of Nepal where there is largely risk-averse population and its result demonstrated that there is a positive relationship between the two dimensions of OCB that are compliance and altruism and also confirmed significant positive relationship between affective and normative commitment (Gautam, Dick, Wagner, Upadhyay and Davis, 2005). Continuance commitment has negative association with compliance and altruism. There is a negative association of OCB (compliance) with continuance commitment. It is also found by the authors that cultural factors strengthen the growth of normative commitment, which is a strong determinant of OCB. There is a negative relationship between continuance commitment and organizational citizenship behaviors in the culture of Nepal.

Another research study in which culture was studied as a moderator by means of two proportions of GLOBE and Hofstede's cultural model. These two dimensions are individualism and power distance. The results of study show that there was no significant association amongst the two dimensions of culture i.e. power distance, individualism, and group OCB/OCB of collective groups (Euwemai, Wendt and Emmerik, 2007). Employees belonging to a collectivist society are found to be more strongly engaged in OCB. Individual differences are a weak predictor of OCB (Moorman & Blakely, 1995). There is a strong and significant link between collectivism, individual differences and perceived trust on organizational citizenship behavior (Van Dyne et al., 2000). The perception of organizational justice and OCB varies in accordance to the national culture. (Ang, Dyne and Begley, 2003). Cultural differences especially individualistic or collectivist orientation does have an impact on organizational citizenship behavior (Cohen, 2006).

2.6 THE RELATIONS BETWEEN THE DIMENSIONS

2.6.1 Training and Development and Organizational Commitment

Learning and development is a systematic approach in human resource management that creates benefits for the organizations. Organizational business objectives have strong relation with the development of skills. Most companies do not pay attention to the evaluation of training as required (Keep and Rainbird, 2000). Companies could use a variety of human resource strategies and approaches to reach organizational goals. Training should be one of the biggest element of that human resource strategies and approaches that ensures employees' commitment

and retention. Training according to Brum (2010), Owens (2006) will increase employees' commitment, which can further counter the numerous direct and indirect costs associated with employees' turnover. Training could be supposed as an investment into employee work life. An investment that makes anticipation for future works.

Howard Becker (1960) identified these investments as "side bets". In many aspects, training is one such "side bet" that may increase employee investment and commitment. The question is how training achieves this. Gary Becker (1993) examined the relation between cost and returns by training to understand the types of training - general training and specific training. General training provides the skill development for the workers not only applicable at the present employer, but also at other firms throughout the labor market. Several types of general training programs are apprenticeship trainings, general computer training, learning surgical techniques etc. Educational reimbursement is also an example of general training, when the skills acquired can be used many different employers (Kaufman and Hotchkiss, 2006).

In addition, because general training provides skill development that can be used at other companies, the employer does not need to invest in it again. Whether a company provides general training to its own employee, this makes for that company to pay an additional wage for their new skills and their higher level of production. However, in contrary, employees are paid for their level of production in the competitive labor market. Companies that continue investing in training rate of pay, risk losing the employee to another firm with higher salary. Therefore, turnover would increase. By paying the higher wage, as well as paying for the general training, the current employer is not able to recover all this investment. As a result, companies have no incentive to pay for general training and it is the workers themselves that will need to bear this cost (Frazis and Spletzer, 2005).

Besides, specific on the job training makes increase in productivity and output only in the company that provides this specific training. The difference between specific on the job training and general training is bearing the cost of training which means typically the company and not the worker bears the cost of the training. The main idea of this that training is specific for the company and cannot be transferred to another one, the efficiency of the worker increases for that particular company. As a result, it is unlikely that specific training would result in turnover.

These results could be associated to the commitment in many different ways. Most of companies have similar consideration that skills are company specific during general training investment. Employee commitment might be obtained whether the time and energy management are performed as required during training process. On the other hand, employee is another input into the training and if an employee puts time and effort in any training program, that program is able to lead a more committed worker.

Krueger and Rouse (1998) proved that there is an intersection between general and specific training. In addition, employees, who attend training without any specific aim, become more invested people and because of this, they have more possibility to have better job attendance than those that did not attend. The general training has been afforded by the employer essentially let to less employee turnover and to create more committed employees to the organization. Individuals might consider that training is a future investment that may offer a greater "pay off" at a later date. This increased investment on the part of the employee ties them closer to the organization (Scholl, 1981). Should the investment achieved from training become linked to part of a more global human resource strategy within the organization, then commitment will grow even more.

2.6.2 Training and Development and OCB

Employees can consider that the training is a kind of support from organization related with new demands. It has been proved that organizational help has a great favorable connection with organizational commitment (Meyer, Allen and Gellatly, 1990). Also, supporting colleagues has similar relation with organizational help (Shore and Wayne, 1993).

Eagerness of learning is a kind of push effect for trainees to understand training deeply (Noe, 1986; Noe and Schmitt 1986). Whether there is no desire, individuals might fail to master the training even if s/he has the ability to do (Noe 1986). Mostly, it has already proved that if trainee has high willingness, then s/he is much more successful than expected (Quinones, 1995).

Many researches have already proved that eagerness of trainees and quality of training have great importance on OCB. Also this relation has a favorable effect in training result. Another example is from army and high level of OCB has pushed the attendance to the training (Tannenbaum, Mathieu, Salas, and Cannon-Bowers, 1991). Therefore, eagerness of trainees is one of the main and important factor in achievement to goals of organization. Also, high

willingness provides to trainees to get new skills. As a result, when trainee is eager, OCB begins to affect organizational effectiveness.

Trainee and organization gain many new features after the training. Trainees recognize many improvements such as self-confidence, attitude about open mind after training and helping each other (Donovan, Hannigan and Crowe, 2001). Besides, trainees are eager to reach common organizational goals, that means training process has reached the success.

2.6.3 Work Life Policies and Organizational Commitment

Time management becomes most important factor in work life therefore time pressure is a serious problem in current workforce even if companies hire more employees who bear major responsibilities and meet higher job expectations (Glass et al., 2002). A mismatch between family and work roles can be disadvantageous for both employees and employers. More flexibility in work schedule has been reported as having efficient effects on job dedication and organizational commitment (Muse et al., 2008). Work life policies has a wide focus field from intact nuclear families and largely ignored other household structures (Casper et al., 2007).

Work life policies minimally influence affective commitment and strongly affecting continuance commitment (Paré, Tremblay & Lalonde, 2001). The most important topic is commitment work and work life balance in a developing organization that has many conflicting responsibilities. There are many factor that contribute to the interest in work life balance such as global competition, renewed interests and global force. When the workload is given beyond the bearable limit, it could affect the family. Naturally, the family members are driven to think that organization are overtaxing them and thus having a direct impact on employees' retention. Employers need to be more flexible, small gestures like allowing parents to attend to their children's functions would improve loyalty and extended employment.

2.6.4 Work Life Policies and OCB

Previous studies have not research the link between work-family balance with OCB. Therefore work family balance still is not certain a value of an organizations which attempts to create an environment conducive to the exhibition of OCB. Previous research has considered the impact of some of the separate elements of work-family balance on OCBs and because of lack empirical evidence about work-family balance with OCB creates a gap in the work-family arena.

On the positive side of the work and family topics, improvement and development have been examined as a resource upon which employees might draw to engage in behaviors such as citizenship. The work-to-family direction of improvement plays a mediating role in the relationship between job characteristics and organizational citizenship behaviors (Baral & Bhargava, 2010). Further, both directions of work-to-family improvement have been demonstrated to link to OCBs (Bhargava & Baral, 2009). Even if these studies may demonstrate some relationship between unique work-family experiences and OCB, they only provide some narrow glimpses of the larger phenomenon of interest to workers. Because employees have to meet both expectations from work and from family. They have to balance these two responsibility. On the negative side of the work family topics, it was found that greater role demands lead individuals to withhold discretionary work-related behaviors thus linking elevated work-family conflict with lower OCB (Beham, 2011; Bolino & Turnley, 2005; Bragger, Srednicki, Kutcher, Indovino, & Rosner, 2005; Thompson & Werner, 1997).

Work-family balance is a highly desired but rarely obtained outcome for a substantial proportion of employees (Keene & Quadagno, 2004). Besides some previous studies demonstrate that work-family balance has a key role in organizing and shaping individuals' lives (Newhall-Marcus, Halpern & Han, 2008). The basic argument from the theory is that work-family balance generates or sustains a level of positive emotion that stimulates outward seeking behaviors, such as OCB. Accumulated over time, the positive emotions that accompany work-family balance and the resulting pattern of broadened outlooks likely build cognitive and psychological resources that enable regular engagement in OCB (Fredrickson et al., 2008). Therefore, employees who experience work-family balance will engage in citizenship behaviors.

2.6.5 Employee Empowerment and Organization Commitment

Current companies which are in global competitive atmosphere, are having major challenges like changing technology, shortage in manpower, obsolescence of products and services which are compelling for reorienting of existing employees in order to survive and compete.

A highly dedicated and committed workforce is essential for achieving organizational goals (Locke *et al.,* 1990). Empowered employees are - much more than non-empowered - confident to shape their job and work environment in a meaningfully way. These type of employees are

much proactive and innovative. The main way to convince the management about cost reduction and more productivıty is based on and with satisfied and committed work force

The efficiency of empowerment practices has results such as increased productivity and proactivity, faster answer for required service. Additionally, attitudinal results come out from job satisfaction, organizational / team and individual commitment (Kirkman *et al*., 1999). Committed and empowered individuals are really attached his/her own job and less eager to quit from the organization and they are extremely valuable asset to the organization (Kuo *et al*., 2009). They believe that the organization is the place that they gain their daily bread money and make greater contribution for the success of the organization. The fundamental goal of empowerment is redistribution of power between employer and employee most commonly in the form of increasing employee authority, responsibility and influencing commitment (Greasley *et al.,* 2004).

2.6.6 Employee Empowerment and OCB

The basic principal, coming from Katz's statement in 1964 about extra role behavior which was introduced by Organ (1977) and defined it as behavior that is ''OCB is an optional and clear behavior that also increases effectiveness of the organization'' (Organ, 1988). Previous studies already stated the significant importance of OCB on the achieving goal and the success of organization (Chen, Hui, & Sego, 1998; Karambayya, 1989). OCB has another importance for the organizations to reach the organizational common interest. Therefore, organizations cannot anticipate the whole range of behaviors needed for the achievement of organizational goals through formal job descriptions (Vanyperen, van den Berg, & Willering, 1999).

OCBs operate indirectly and affect social and psychological atmosphere of organizations, which in turn influence the technical core (Diefendorff et al., 2002). OCB affects the technical core since it involves extra role behaviors of some employees toward coworkers. These kind of managers help his/her team with current materials, acquire expertise in new areas that contribute to their work, prepare special assignments and work collaboratively with others. All these OCBs relate to the technical core of the organization. However, in the case of managers who exhibit OCBs, they also help to achieve organization goals. This is reflected through extra role behaviors toward the organization, expressed by managers organizing social activities, volunteering for roles and tasks that are not part of their jobs, providing innovative suggestions to improve and by organizing joint activities. Zimmerman and Rappaport (1988) who view the

concept of empowerment as a ''sense of civic duty'' involving democratic participation and affecting community life and social issues (p. 136), one can expect to find a relationship between empowerment and OCB. Participation in decision-making, one of the characteristics of teacher empowerment, has been found to lead to engagement in OCB in various contexts (Porter, Lawler, & Hackman, 1996). Self-efficacy has been found to be related to OCB toward the team and the organization (Somech & Drach-Zahavy, 2000). To date, limited research has been conducted on the relationship between managers' commitment to the organization, their OCB, and employee empowerment.

2.6.7 Organizational Commitment and OCB

A research study about Chinese employees that found positive effect of continuance commitment on extra role behavior (OCB, altruisms). This indicates that organizational commitment in Chinese culture predicts citizenship behavior of employees (Liu and Cohen, 2010). Another study which found positive association between affective commitment and organizational citizenship behavior, also found that organizational commitment is determinant of job satisfaction and leads to higher level of OCB (altruism) (Neininger, Willenbrock, Kauffeld and Henschel, 2010).

OCB has a positive relationship with all three types of organizational commitment (affective, normative and continuance), but OCB is found to be positively and significantly associated with affective commitment (Tsoumbris & Xenikou, 2010).

Gellatly, Meyer and Luchak, (2006) found that organizational commitment is significantly related with organizational outcomes like extra-role behavior. It is also strong predictor of reduction in turnover.

Employees who are having a higher level of normative organizational commitment are more likely to show higher level of extra role behavior. On the other hand, if employee/individual is having a higher level of continuance commitment then he/she is more likely to show a lower level of OCB (Herscovitch & Meyer, 2002).

Organ (1988) explained that organizational commitment and OCB are positively linked with each other; if the employees are committed with the organization, they will exhibit a higher level of extra-role behavior.

Gautam, Dick, Wagner, Upadhyay and Davis, (2005) examined the development of organizational citizenship behavior in collectivist culture of Nepal in relationship to organizational commitment. They used three component model of organizational commitment (affective, normative and continuance commitment) to predict two dimensions of organizational citizenship behavior (altruism and compliance). Using a sample of 450 employees working in Nepalese organizations, they found that affective and normative commitment were positively related to both dimensions of organizational citizenship behavior and continuance commitment was found negatively related compliance dimension of OCB and no associations was found between continuance commitment and altruism dimension of OCB. They also found that affective and normative commitments were correlated to each other as well.

Chen and Francesco (2003) in China have found a positive relationship between affective component of organizational commitment and extra-role behavior with moderating impact of normative commitment, whereas there is a weak/ insignificant relationship between continuance commitment and extra role behavior. No direct relationship between normative commitment and organizational citizenship behavior was found. Employees with higher level of continuance commitment are found not to indulge themselves in OCB (Chen and Francesco, 2003).

Organizational citizenship behavior has been found consistently and strongly related to employee attitudes like job satisfaction and organizational commitment by Hoffman, Blair, Meriac, and Woehr (2007) after quantitatively reviewing the existing literature on OCB. Their study was an extension of previous meta-analysis of organizational citizenship behavior.

Ackfeldt and Coote (2000) examined 500 employees having direct contact with the customers. They found that organizational commitment has positive correlation with helping behavior of these employees (12 = .59, t = 4.57). In addition to this, it was also found by them that organizational commitment mediated the relationship between employee responses like administrative mechanisms and organizational citizenship behavior.

According to Felfe, Schmook and Schyns (2008), there is significant link between commitment to organizational, organizational citizenship behavior and satisfaction with job. This relationship can be explained in a way that if employees have high level of commitment with workplace then they are likely to exhibit high level of extra-role behavior and at the same time they will be having a higher level of satisfaction with their jobs.

There is strong, significant link between affective commitment and organizational citizenship behavior, individual with high level of affective commitment followed by normative, and continuance commitment will exhibit a higher level OCB (Meyer & Herscovitch, 2001).

Affective commitment is outcome of positive organizational experiences like satisfaction with job and organizational justice and fairness. It has a significant relationship with extra-role behavior; it helps reduce turnover and absenteeism. Continuance component of commitment is a weak predictor of OCB as it is more related to the lack of accessibility to substitutes of jobs/employment. Normative commitment is also a predictor of extra-role behavior but not as stronger as is affective commitment (Wasti, 2002).

Dependent workers, in some organizations, have positive social exchange relationships with the organizations. They have higher level of affective organizational commitment, and they engage in high levels of organizational citizenship behavior (Dyne & Ang, 1998).

Robinson, Rousseau (1994) and Morrison (1997), found that affective commitment has a strong impact on OCB, employees who are committed with their organizations and their jobs are more like to get involved in OCB (helping and voice). Affective and normative commitments are negatively related to tenure. Employees may feel insecurity and uncertainty at the start, but after spending some time the uncertainty reduces and employees are more with the organization at the same time they exhibit citizenship behavior. Employees with higher level of affective commitment are more likely to exhibit OCB in contrast to employees who have low level of affective commitment (Kim, 2006).

Meyer, Stanley, Herscovitch and Topolnytsky (2002) in their meta-analysis of three component model of organizational commitment found that all three dimensions of organizational commitment (affective, normative and continuance) relate negatively with withdrawal

behaviors like turnover. They also found that affective commitment was the one which had most strong and favorable association with "organization-relevant (attendance, performance, and organizational citizenship behavior) and employee-relevant (stress and work–family conflict) outcomes". Normative commitment was also found associated with these outcomes but the relationship was not strong enough. Continuance commitment however was found either not related or negatively related with above-mentioned outcomes.

On the basis of above cited literature only affective commitment have been included in this study because affective organizational commitment is the only form of commitment which has consistent positive associations with the organizational citizenship behavior. Normative commitment has been found associated with the organizational citizenship behavior but the associations are not consistent. Moreover affective and normative commitment are significantly correlated to each other (Sommers, 1995; Meyer, Allen & Smith, 1993), there is high overlapping in the antecedents of both types of commitment and past research shows more confidence and consistency in relationship of organizational citizenship behavior and affective commitment rather than normative commitment. Continuance commitment has been found either negatively related or unrelated with organizational citizenship behavior.

2.7 MODEL AND HYPOTHESES OF THE STUDY
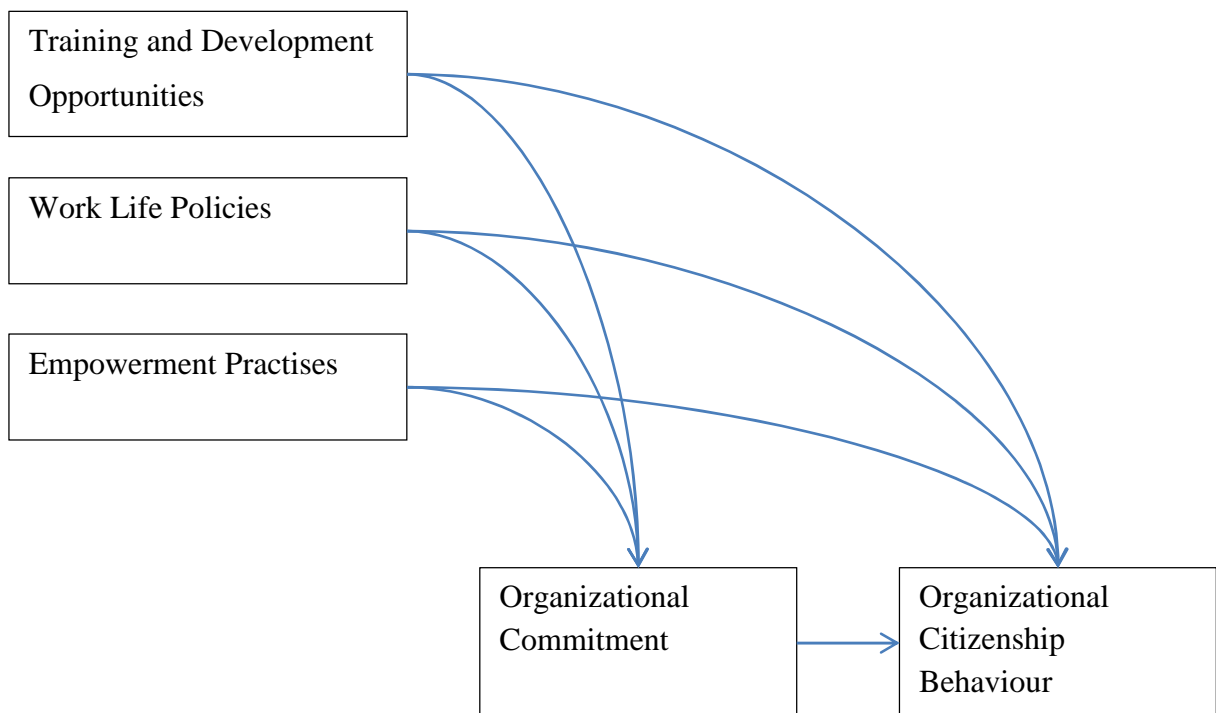
Figure 2.4 : Research Model of the Study

H1: Training and development opportunities will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.

H2: Training and development opportunities will be positively and significantly related to Organizational Commitment of employees in automotive sector.

H3: Work life policies will be positively and significantly related to organizational commitment of employees in automotive sector.

H4: Work life policies will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.

H5: Empowerment practices will be positively and significantly related to organizational commitment of employees in automotive sector.

H6: Empowerment practices will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.

H7: Organizational commitment will mediate the relationship between empowerment practices and organizational citizenship behavior.

H8: Organizational commitment will mediate the relationship between work life policies and organizational citizenship behavior.

H9: Organizational commitment will mediate the relationship between training and development opportunities and organizational citizenship behavior.

Research questions related each topic are listed in below as a guideline of each factor of organizational commitment and organizational commitment behaves as a factor of organizational citizenship behavior.

Q1: Do Training and Development opportunities have significant positive relationship with the organizational commitment?

Q2: Does Work-Life Policies has significant positive relationship with the organizational commitment?

Q3: Does Empowerment practice have significant positive relationship with the organizational commitment?

Q4: Does Organizational commitment have significant positive relationship with the organizational citizenship behavior?

2.8 SUMMARY OF LITERATURE REVIEW AND GAP IDENTIFICATION

As a brief, it is very clear in the literature that researcher certainly should pay attention to organizational citizenship behavior of individuals and also organizational commitment of individuals to their companies should be highlighted by academic world.

Most of the companies in Turkish automotive sector do not have professional HR department. Employees and managers of the companies are not really aware of the importance of organizational citizenship behavior and organizational commitment. Also organizational citizenship behavior and organizational commitment should be known that they are scientifically related to organizational outcomes and can be consciously managed through organizational factors like training, work-life conditions, and empowerment.

This study will give idea to understand the organizational commitment's influence on automotive sector employees' OCB. Also, this study is going to represent the effect of OCB in developing automotive sector and improving efficiency in organizations. Another aim of this study is to point the connection/s between training, work-life conditions, empowerment, development with organizational commitment and their all effects on OCB in automotive sector employees.

This study fills this specific gap by modeling all these variables together in a linear way to know how they are related and what is explanatory power of these variables in explaining organizational citizenship behavior of manufacturing companies' managers?

3. METHODOLOGY

This study has studied the interaction of training, work life condition, empowerment, development with commitment then commitment's effect on organizational citizenship behavior of the manufacturing companies in Automotive Sector in Turkey.

3.1 RESEARCH MODEL AND HYPOTHESES OF THE STUDY

Research design is "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Sellitz, Jahoda, Deutsch & Cook., 1965). The nature which is under plan and observation design differentiates research from other forms of observations. Research design included details of study regarding its type, settings and unit of analysis that are discussed below.
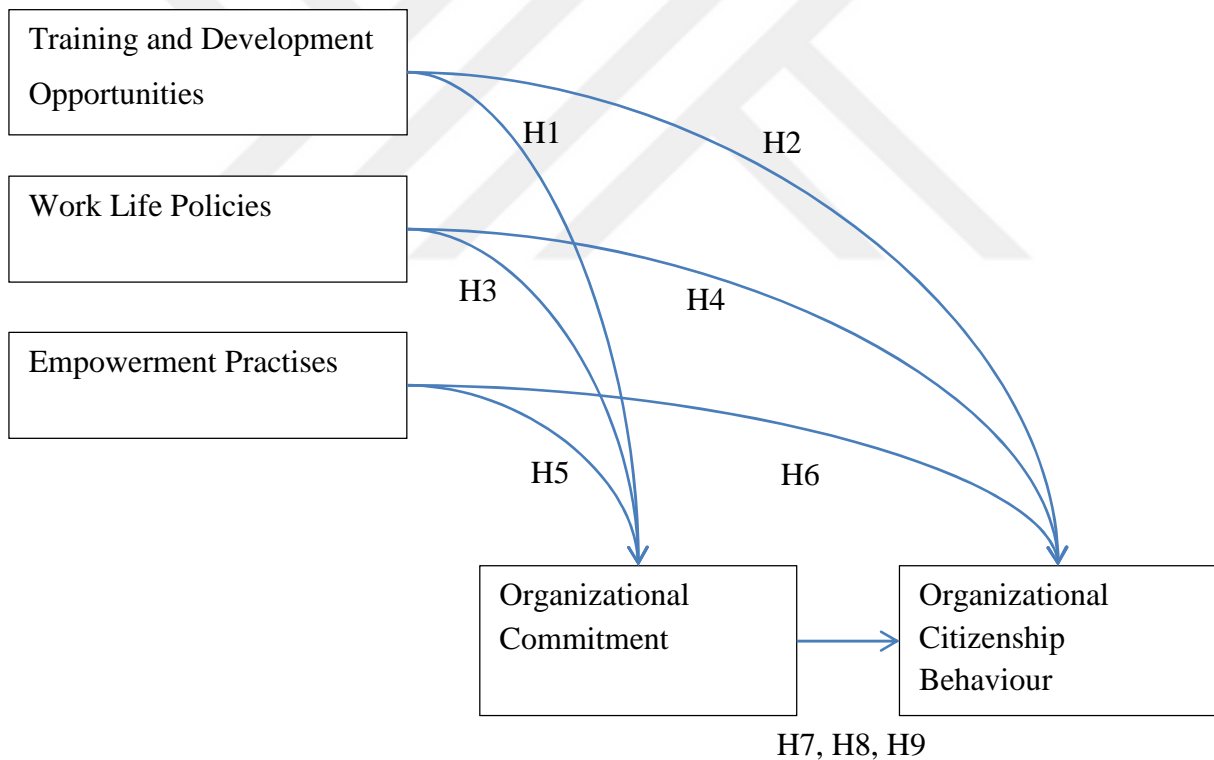
Figure 3.1 : Research Model with Hypotheses

The explanation regarding hypotheses are in below.

Hypothesis No	Hypothesis Statement
H1	Training and development opportunities will be positively and significantly related to organizational commitment of employees in automotive sector.
H2	Training and development opportunities will be positively and significantly related to organizational citizenship behavior employees in automotive sector.
H3	Work life policies will be positively and significantly related to organizational commitment of employees in automotive sector.
H4	Work life policies will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.
H5	Empowerment practices will be positively and significantly related to organizational commitment of employees in automotive sector.
H6	Empowerment practices will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.
H7	Organizational commitment will mediate the relationship between empowerment practices and organizational citizenship behavior.
H8	Organizational commitment will mediate the relationship between work life policies and organizational citizenship behavior.
H9	Organizational commitment will mediate the relationship between training and development opportunities and organizational citizenship behavior.

Research questions related each topic are listed in below as a guideline of each factor of organizational commitment and organizational commitment behaves as a factor of organizational citizenship behavior.

Do Training and Development opportunities have significant positive relationship with the organizational commitment?

Does Work-Life Policies has significant positive relationship with the organizational commitment?

Does Empowerment practice have significant positive relationship with the organizational commitment?

Does Organizational commitment have significant positive relationship with the organizational citizenship behavior?

3.1.1 Type of Study

This is a relational study in which the impact of Training and Development Opportunities, Work Life Policies, Empowerment on organizational citizenship behavior through organizational commitment. This impact has been measured based on self-reported perception of respondents about these variables. In a study, survey research design is considered the most appropriate way to understand respondents' perception. The main contribution of survey is gathering data from a large population. According to Burns (2000), survey has two main advantages. First one is allowing the respondents to answer questions at their own pace. Second is using same set of questions phrased in exactly similar way for each and every respondent.

Survey method is a way of gathering quantitative data and prescribed format to facilitate the handling and analysis of data. Data is collected from sample and perception is formed about the entire population (Kerlinger & Lee, 2000). Although sample needs to be selected in accordance to scientific research methodology.

There are two types surveys as descriptive and relational (Rungtusanatham, Choi, Hollingsworth, Wu and Forza, 2003). Descriptive surveys are used to study to present state of affairs. But on the other hand, relational surveys are used to empirically study the relationship between dependent and independent variables.

In this thesis, relational survey design was used because, in this thesis, the main aim is to find out the interaction of training, work life condition, empowerment, and development with commitment then commitment's effect on organizational citizenship behavior.

3.1.2 Study Setting

This is a field study because participants i.e. managers in manufacturing companies have been contacted on their job and they filled the questionnaires in their natural work environment. Variables were neither controlled nor manipulated, and no artificial settings were created for the study.

3.1.3 Unit of Analysis

The unit of analysis for this thesis is individual (managers in manufacturing companies), as the research is understanding the effect of conditions of the work place (training and development opportunities, work life policies, empowerment) on the behavior of individuals (organizational citizenship behavior) through individual's attitude (organizational commitment).

3.1.4 Population

Research has been made on employees and lower directors of 310 (three hundred ten) enterprises which are members of TAYSAD (Association of Automotive Parts and Components Manufacturers) and which deal with metallic components at automotive sector. This study aims to understand the significance of TAYSAD employees' OCB through commitment.

3.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Respondents have shared their response based on demographic characteristics in this study include five different aspects. First is gender and it was measured into two categories of male and female. Second was age that was measured as categorical variable having four options 20-29 years, 30- 39 years, 40-49 years and more than 50 years. Third was qualification that was measured in three categories of High School, Bachelors, Masters / Doctorate. Fourth was the mother tongue that was measured in four categories of Turkish, English, German and other. Fifth was marital status that was captured in categories of married, single and divorced.

The situation about all respondent and missing information has been showed in table 3.1.a. There is no missing data in the questionnaires.

Table 3.1.a : Total Situation

		Gender	Age	Qualification	Mother Tongue	Marital Situation
N	Valid	156	156	156	156	156
	Missing	0	0	0	0	0

Gender: Gender of the respondents was tapped in two categories of male and female. As seen in Gender table, Table 3.1.b, the majority belongs to the male respondents by %87,2, the rest belongs to female respondents as %12,8.

Table 3.1.b : Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Female	20	12,8	12,8	12,8
Valid	Male	136	87,2	87,2	100,0
	Total	156	100,0	100,0	

Age: Respondents were given four categories, as shown below in table 3.1.c, to report their age. As seen in the table there is an overwhelming majority of respondents was found to be in age group of 30-39 years. But on the other hand, being young is an disadvantage such seen in age group 20-29. In addition, %28,2 respondents are in age group 40-49. Another exact information is that companies keep experienced people by a limit. As seen, only %7,7 of respondent are in age group in Over 50.

Table 3.1.c : Age

		Frequency	Percent	Valid Percent	Cumulative Percent
	Between 20-29	17	10,9	10,9	10,9
	Between 30-39	83	53,2	53,2	64,1
Valid	Between 40-49	44	28,2	28,2	92,3
	50 and over	12	7,7	7,7	100,0
	Total	156	100,0	100,0	

Qualification: Qualification of respondents was measured in three categories as shown below in table 3.1.d. The highest percentage is of respondents who have bachelor's degree i.e. 85.3%. Respondents who have high school degree is the lowest, was found to be 4.5% of the total respondents. The rest 10,3% of the respondents held the MS or PhD degree. This is because of the fact that having a PhD degree during being an employee in a manufacturing company is difficult. The main difficulty is managing both sides at the same time as having both responsibility as attending courses in university and managing her/his own department in the company.

Table 3.1.d : Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	High School	7	4,5	4,5	4,5
	Bachelors	133	85,3	85,3	89,7
Valid	Masters / Doctorate	16	10,3	10,3	100,0
	Total	156	100,0	100,0	

Mother Tongue: This feature of respondents was measured in four categories as shown below in table 3.1.e. The highest percentage (%96,8) is of respondents whose mother tongue is Turkish and it's natural because of this questionnaire has been performed in Turkey. Respondents whose language is English are in %1,9 percentage group. The rest is very small and contains German and the other languages.

Table 3.1.e : Mother Tongue

		Frequency	Percent	Valid Percent	Cumulative Percent
	Turkish	151	96,8	96,8	96,8
	English	3	1,9	1,9	98,7
Valid	German	1	,6	,6	99,4
	Other	1	,6	,6	100,0
	Total	156	100,0	100,0	

Marital Situation : Marital status of the respondents was captured using three options in table 3.1.f. Three options of married, single, divorced were common in the questionnaires of for both countries. As presented in table 3.1.f high percentage of respondents (75,6%) data is married in this section. Surprisingly very low percentage of respondents (3,8%) reported that he/she is divorced. The rest has been reported as single (%20,5).

Table 3.1.f : Marital Situation

		Frequency	Percent	Valid Percent	Cumulative Percent
	Single	32	20,5	20,5	20,5
	Married	118	75,6	75,6	96,2
Valid	Divorced	6	3,8	3,8	100,0
	Total	156	100,0	100,0	

3.3 DATA COLLECTION METHOD

By mailing or face-to-face visiting, all questionnaire were shared with related respondents. Questionnaire was used in this study for all the variables of the study including a set of questions for capturing demographic properties of the respondents. As all the scales used in the study are originally developed in English and English is not the national language of Turkey. English language scales can be safely used especially when the population belongs to higher education sector (Raja and Johns, 2010).

Questionnaire begins by a cover letter that explained the objectives of the study and ensured the respondents about their privacy. Because of questionnaire used in this study was lengthy, an explanation was added into cover letter that why it is so important to answer all the questions. Guidelines were provided at the beginning of each section about how to answer the questions of that section in the light of recommendations by Babbie (1998). Like when answering questions of organizational citizenship behavior and organizational commitment think of yourself and your company.

At the beginning, to avoid all confusions, it was decided to separate the questionnaires into different sections. Sections are described as in below.

Section 1 contains demographic information like personal and background details of respondent. Section 2 included questions measuring training and development opportunities. Section 3 incorporated questions that measured work life policies. Section 4 had questions measuring empowerment. Section 4 had questions about organizational commitment. Section 5 included questions measuring organizational citizenship behavior.

A thanks note was placed at the end of the questionnaire appreciating the respondent for time taken to complete the survey form. Some respondents shared their responses by mail but most of the questionnaires were created during face-to-face meeting.

3.4 RESEARCH VARIABLE

The variables that are being considered are described in the theoretical framework. Training, work life condition, empowerment, development are independent variables, organizational commitment is intervening/mediator variable and organizational citizenship behavior is dependent variable.

3.5 MEASURING INSTRUMENTS

A 45-item questionnaire was used that consists of two parts, the first part of the questionnaire focused on the demographic data that included information about years of employment, qualification, native language, marital status, gender and age. While the second part required respondents view regarding to the determinants of organizational commitment, training and

development, work life policies, empowerment and then the organizational citizenship behavior as the outcome of organizational commitment.

Questionnaire for variables used 5 point Likert scale to measure respondent's possible responses from 1=strongly disagree to 5=strongly agree. The questionnaire was directed to 350 CEOs and 156 of them have responded.

Six items for training and development was adopted which is developed by the Rogg, Schmidt, Shull and Schmitt (2001). Paré, Tremblay & Lalonde (2001) adopted four items for work-life policies that is developed. Tremblay, Rondeau and Lemelin (1997) adopted nine items for empowerment practices that is developed. Eight items for organizational commitment was adopted that was developed by Porter, Steers, Mowday & Boulian (1974). Twelve items was adopted for the organizational citizenship behavior that was developed by the Podsakoff, MacKenzie, Moorman & Fetter (1990) and Williams & Anderson (1991).

3.6 DATA ANALYSIS METHOD

In this part of the research, hypotheses of the study will be tested by appropriate statistical tests. Tests are separated based on hypotheses because of mediating effect. Therefore, from hypotheses H1 till H6 will be tested by calculating Pearson Moment Correlation Coefficient and Spearman Correlation coeffient at alpha = 0.05 level.

Linear regression method will be used from hypotheses H7 till H9 to understand mediating effect. Additionally indirect effect has to be checked, understood and tested. When regression is used, there are three available methods to test the mediating effect and they are Liberal Test, Solber Test and Bootstrapping.

The steps of testing will be explained as following to understand the details of testing.

Step 1 : Mediation asks about the process by which a predictor variable affects an outcome "Does X predict M, which in turn predicts Y"

Step 2 : Understanding mediation requires a basic understanding of linear regression

$$Y_i = b_0 + b_1 X_i + \varepsilon_i$$

Step 3 : Displayed as a path diagram, it could look something like this: The number depicted here is the slope (B value, or b1 above)

Independent Variable	$\longrightarrow$	Dependent Variable
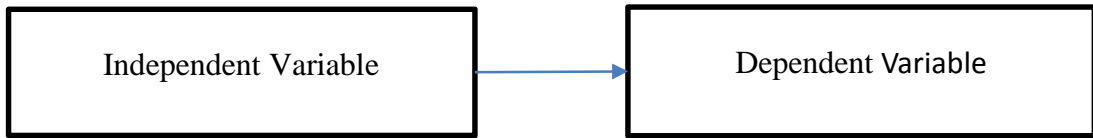
Figure 3.2 : Relation between Variables

Step 4 : Mediation builds on this basic linear regression model by adding a third variable (i.e., the "mediator")

Step 5 : In mediation, the third variable is thought to come in between X & Y. So, X leads to the mediator, which in turn leads to Y.

	Organisational Commitment	
Work Life Policies	$\longrightarrow$	Organizational Citizenship Behaviour
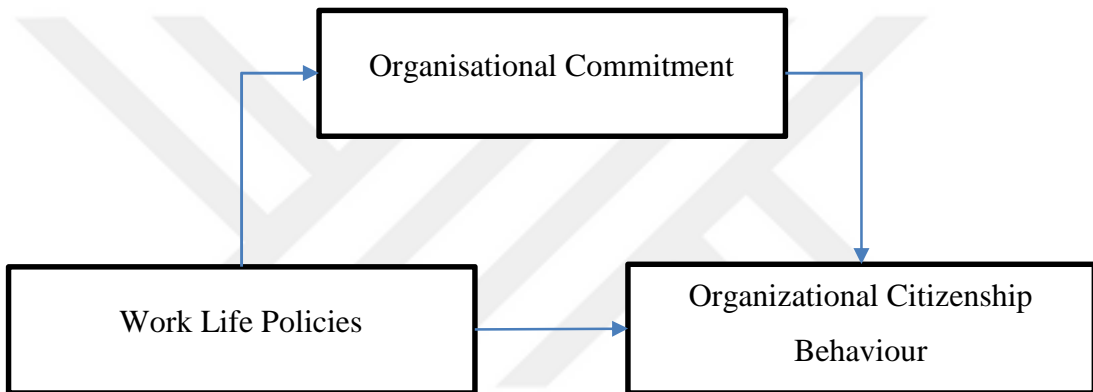
Figure 3.3 : Mediation

Step 6 : The most frequently used method is to estimate the indirect effect and its significance using the Sobel test (Sobel, 1986).

$$Z\ Value = \frac{a * b}{\sqrt{b^2 s_a{}^2 + a^2 s_b{}^2}}$$

a is the B value (slope) for a-path, b is the B value (slope) for b-path, s_a is the SE for a-path, s_b is the SE for b-path. Solber test will be performed for the other two mediating effect as well.

At first, descriptive analyses will be made by using SPSS 20.0 software package. After testing reliability, factor analyses will be performed for dimension reduction followed by regression analysis. Then correlation coefficients will be calculated. Moreover, a script will be written to SPSS to perform Solber test.

Independent variables of the study are Training and Development Opportunities, Work Life Policies, Empowerment Practises. Dependent variable is Organizational Citizenship Behavior

and the mediating variable is Organizational Commitment. The aim of this thesis is to determine whether there are relationships among dependent and independent variables, besides, to investigate if there are causation among the variables in question. Moreover, another aim is to test the mediation effect of the variable, namely, Organizational Commitment. So regression and correlation analysis methods will be used to determine the relationships and Sobel Method will be used to reveal the mediation effect. For displaying the results of the analysis, "Statistical Package for Social Science (SPSS 20.0)" software will be used.

3.7 DATA ANALYSIS

Before investigating the relationships and causality among the variables, first, reliability of the whole questionnaires was tested. Table 3.1.g and h display the results. In Table 3.1.h Cronbach's Alpha that indicates the reliability, was displayed as 0.872 that is sufficient to carry on the research (Bonett, 2010).

Table 3.1.g: Case Processing Summary

		N	%
Cases	Valid	156	100,0
	Excluded[a]	0	,0
	Total	156	100,0
a. Listwise deletion based on all variables in the procedure.				

Table 3.1.h: Reliability Statistics

Cronbach's Alpha	N of Items
,872	39

Since 45 questions were in the questionnaire, Explanatory Factor Analysis (EFA) will be performed in order to reduce the number of variables that will be used in regression analysis later. Firstly, the questions of which assigned to independent variables were included in EFA. Preliminary results of the descriptive analysis of the questions were displayed in table 3.2 before performing EFA.

In Table 3.2, means and standard deviations of the answers given to the questions were displayed. Besides, on missing values have been observed.

Table 3.2 : Descriptive Analysis of the Questions

	Mean	Std. Deviation	Analysis N	Missing N
VAR00007	3,9744	,68107	156	0
VAR00008	3,9872	,69084	156	0
VAR00009	4,0064	,65743	156	0
VAR00010	3,9615	,74387	156	0
VAR00011	4,1026	,63428	156	0
VAR00012	4,0577	,73827	156	0
VAR00013	2,6538	,72216	156	0
VAR00015	2,7244	,80569	156	0
VAR00016	2,2500	,98128	156	0
VAR00017	3,8462	,78002	156	0
VAR00018	3,8590	,78246	156	0
VAR00019	3,7756	,81576	156	0
VAR00020	3,8526	,69843	156	0
VAR00021	3,7821	,84468	156	0
VAR00022	3,7628	,80412	156	0
VAR00023	3,8269	,82824	156	0
VAR00024	3,9295	,85845	156	0
VAR00025	3,9551	,82964	156	0
VAR00014	3,0962	,94888	156	0

In order to investigate whether the sample of 156 responses represent the population, in other words, if the sample is adequate or not, KMO Barlett test of Sphericity was performed. Result are displayed in Table 3.3.

Table 3.3 : Sampling Adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,911
Bartlett's Test of Sphericity	Approx. Chi-Square	2214,557
	df	171
	Sig.	,000

In the table above, at =0.05 significance level, KMO ratio was displayed to be 0.911 with p-value= 0.000. In social science, this result was accepted to be high enough (Bartlett, 1937).

After preliminary results, EFA was performed to reduce the dimensions consisting of many questions for independent variables. During EFA, as extraction method, Principle Component Analysis (PCA) based on eigenvalues greater than 1, was used. Direct oblimin was chosen for

rotation because the relationships among independent variables were not supposed to be zero. Maximum iterations for convergence were 25 that was selected default by SPSS.

Table 3.4 : Communalities

	Initial	Extraction
VAR00007	1,000	,731
VAR00008	1,000	,843
VAR00009	1,000	,763
VAR00010	1,000	,792
VAR00011	1,000	,702
VAR00012	1,000	,658
VAR00013	1,000	,352
VAR00015	1,000	,660
VAR00016	1,000	,524
VAR00017	1,000	,716
VAR00018	1,000	,695
VAR00019	1,000	,788
VAR00020	1,000	,693
VAR00021	1,000	,735
VAR00022	1,000	,691
VAR00023	1,000	,693
VAR00024	1,000	,723
VAR00025	1,000	,630
VAR00014	1,000	,479

In Table 3.4, the extraction method was Principal Component Analysis and Factor Scores were saved as variables that will be regressed on dependent variable in the regression analysis part later. Results of Communalities were displayed in Table 3.4 for initial eigenvalues=1. Next, in order to see the total variance explained by the research, Table 3.5 must be faced.

Table 3.5 : Total Variance Explained by EFA

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9,219	48,522	48,522	9,219	48,522	48,522	8,226
2	2,043	10,752	59,274	2,043	10,752	59,274	7,073
3	1,606	8,450	67,725	1,606	8,450	67,725	1,751
4	,944	4,967	72,691				
5	,816	4,294	76,985				
6	,606	3,188	80,173				
7	,497	2,617	82,790				
8	,458	2,412	85,202				
9	,452	2,381	87,583				
10	,392	2,062	89,645				
11	,342	1,802	91,447				
12	,302	1,587	93,035				
13	,293	1,540	94,574				
14	,250	1,317	95,891				
15	,230	1,208	97,099				
16	,182	,959	98,058				
17	,151	,794	98,853				
18	,129	,679	99,531				
19	,089	,469	100,000				

Principal Component Analysis was the extraction method in Table 3.5 and when components are correlated, sums of squared loadings cannot be added to obtain a total variance.

In Table 3.5, it could be seen, 67.725% of the total variance was explained by three component. Therefore, by these three components, existence of 3 independent factor (independent variable) of the research were confirmed. The scree plot in Figure 3.1 is also confirming the number of factors. By looking at the plot, the threshold number of factors 3 can be detected.
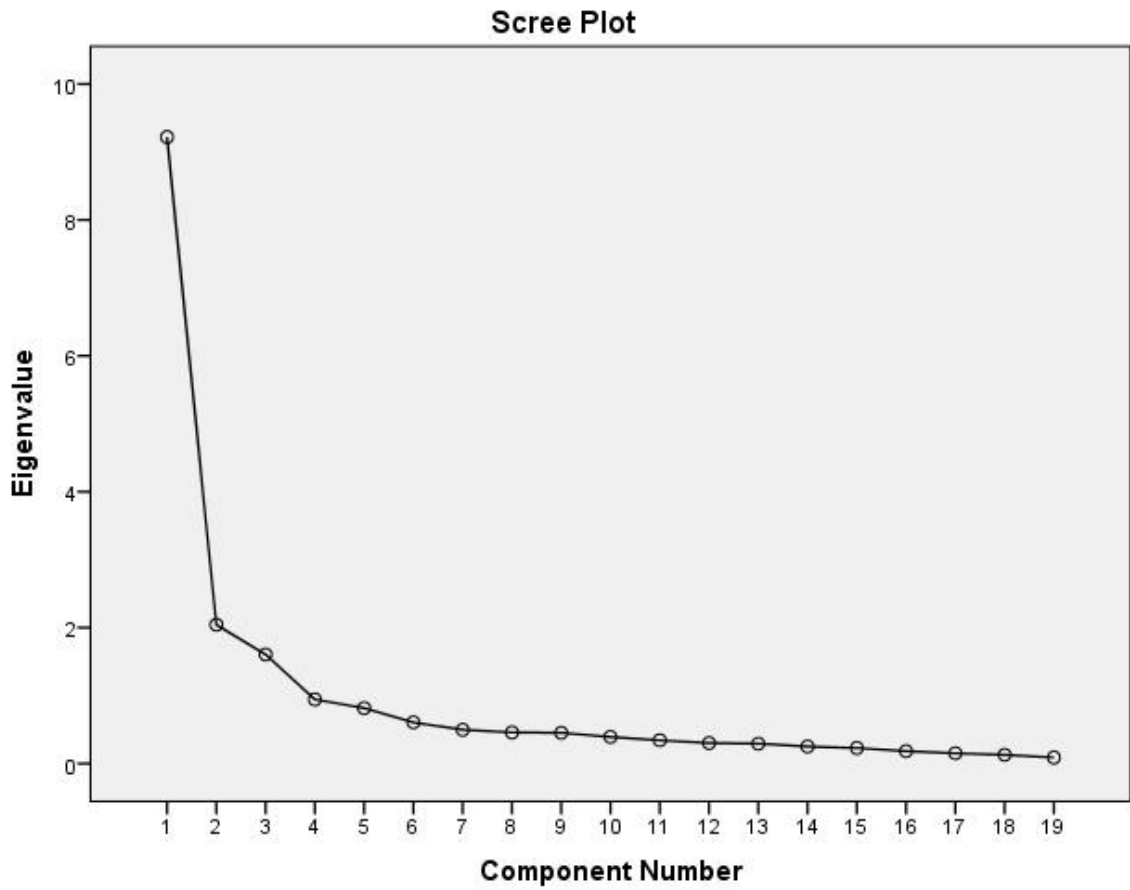
Figure 3.4 : Scree Plot

Additional EFA results were given in Table 3.6 and 7.

Table 3.6 : Component Matrix

	Component		
	1	2	3
VAR00019	,861		
VAR00017	,823		
VAR00008	,816	-,394	
VAR00021	,810		
VAR00018	,783		
VAR00020	,780		
VAR00024	,775		
VAR00010	,771	-,424	
VAR00022	,761		
VAR00007	,758	-,370	
VAR00025	,754		
VAR00009	,732	-,373	
VAR00012	,727	-,322	
VAR00023	,720	,317	
VAR00011	,626	-,466	,306
VAR00014	,448	,326	,414
VAR00016		,505	,482
VAR00015		,405	,671
VAR00013			,460

Extraction Method was Principal Component Analysis and three components were extracted.

In Table 3.7 below, after 7 iterations, the variables (each question) in the analysis were assigned to the components. Questions through 17 and 25 were assigned to Factor1, through 7 and 12 were assigned to Factor2 and, through 13-16 to Factor3. Extraction Method is Principal Component Analysis and Rotation Method is that Oblimin with Kaiser Normalization in Table 3.7.

Table 3.7 : Rotated Component Matrix

	Component		
	1	2	3
VAR00023	,909		
VAR00024	,864		
VAR00022	,842		
VAR00021	,806		
VAR00018	,798		
VAR00020	,786		
VAR00019	,776		
VAR00025	,734		
VAR00017	,731		
VAR00011		-,921	
VAR00009		-,875	
VAR00008		-,838	
VAR00010		-,838	
VAR00007		-,785	
VAR00012		-,738	
VAR00015			,789
VAR00016			,671
VAR00014	,326		,532
VAR00013			,513

Table 3.7 shows that VAR00014 (question-14 in the questionnaire) has been assigned to both 1st and 3rd component. So, the absence of VAR00014 must be tested in the analysis to see if the loadings are getting higher. It will be the best way to see what happens if we delete question 14. The results were given below for the second EFA.

Table 3.8 : New Sampling Adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,914
Bartlett's Test of Sphericity	Approx. Chi-Square	2144,870
	df	153
	Sig.	,000

Table 3.9 : Communalities

	Initial	Extraction
VAR00007	1,000	,732
VAR00008	1,000	,846
VAR00009	1,000	,765
VAR00010	1,000	,792
VAR00011	1,000	,703
VAR00012	1,000	,658
VAR00013	1,000	,418
VAR00015	1,000	,546
VAR00016	1,000	,656
VAR00017	1,000	,722
VAR00018	1,000	,701
VAR00019	1,000	,799
VAR00020	1,000	,697
VAR00021	1,000	,741
VAR00022	1,000	,691
VAR00023	1,000	,693
VAR00024	1,000	,723
VAR00025	1,000	,634

In Table 3.8, KMO ratio was seen to increase from 0.911 to 0.914. In Table 3.9, after extraction, no values below 0.54 was seen. However, in Table 3.4 the 14th question (VAR00014) had a value 0.479. Moreover, after ignoring VAR00014, Table-10 that shows new explained variances must be analyzed. Extraction Method was Principal Component Analysis.

Table 3.10 : Explained Variances

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9,037	50,203	50,203	9,037	50,203	50,203	8,043
2	1,985	11,030	61,234	1,985	11,030	61,234	6,930
3	1,494	8,297	69,531	1,494	8,297	69,531	1,639
4	,849	4,719	74,250				
5	,726	4,031	78,281				
6	,577	3,203	81,484				
7	,472	2,622	84,106				
8	,458	2,546	86,652				
9	,407	2,263	88,915				
10	,344	1,909	90,825				
11	,314	1,744	92,569				
12	,295	1,637	94,206				
13	,250	1,390	95,596				
14	,232	1,289	96,885				
15	,190	1,057	97,941				
16	,152	,844	98,786				
17	,129	,719	99,504				
18	,089	,496	100,000				

In above Table 3.10, after ignoring 14th question, total variance explained by this research has increase to 69.532%. In Table 3.5 it was 67.725%. That means the strength of the research regarding the relationships among variables have increased. There is one table more to see what happens if VAR00014 is ignored. It is Table 3.11 that displays pattern matrix after VAR00014 is deleted and again extraction method is Principal Component Analysis in Table 3.10.

Table 3.11 : New Rotated Component Matrix

	Component		
	1	2	3
VAR00023	,903		
VAR00024	,855		
VAR00022	,834		
VAR00021	,815		
VAR00018	,805		
VAR00020	,796		
VAR00019	,785		
VAR00017	,739		
VAR00025	,724		
VAR00011		-,918	
VAR00009		-,874	
VAR00008		-,838	
VAR00010		-,833	
VAR00007		-,782	
VAR00012		-,733	
VAR00016			,772
VAR00015			,712
VAR00013			,581

In Table 3.11, extraction method is Principal Component Analysis and rotation method is Oblimin with Kaiser Normalization by 5 iterations.

Therefore, this result confirm that VAR00014 should be ignored in the study. Besides, new Scree Plot and Component plot in Rotated Space is given in Figure 3.5 below.

Component Plot in Rotated Space
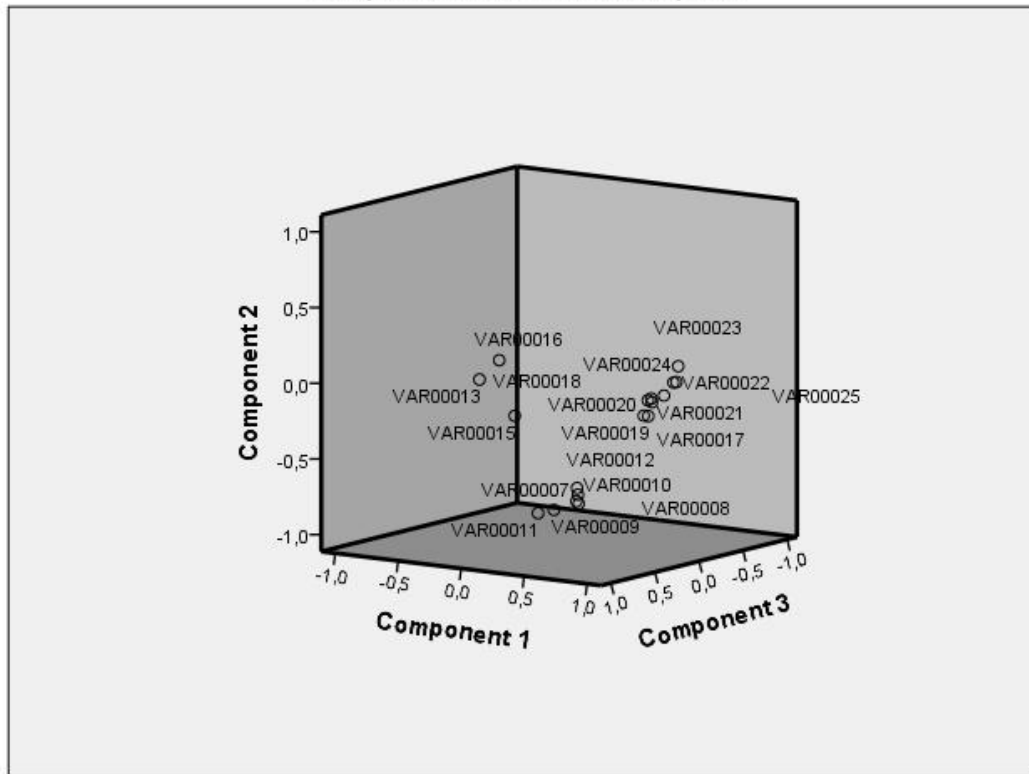
Figure 3.5 : Component Plot in rotated space

In Figure 3.6 Scree plot did not change as well after 14th question is ignored
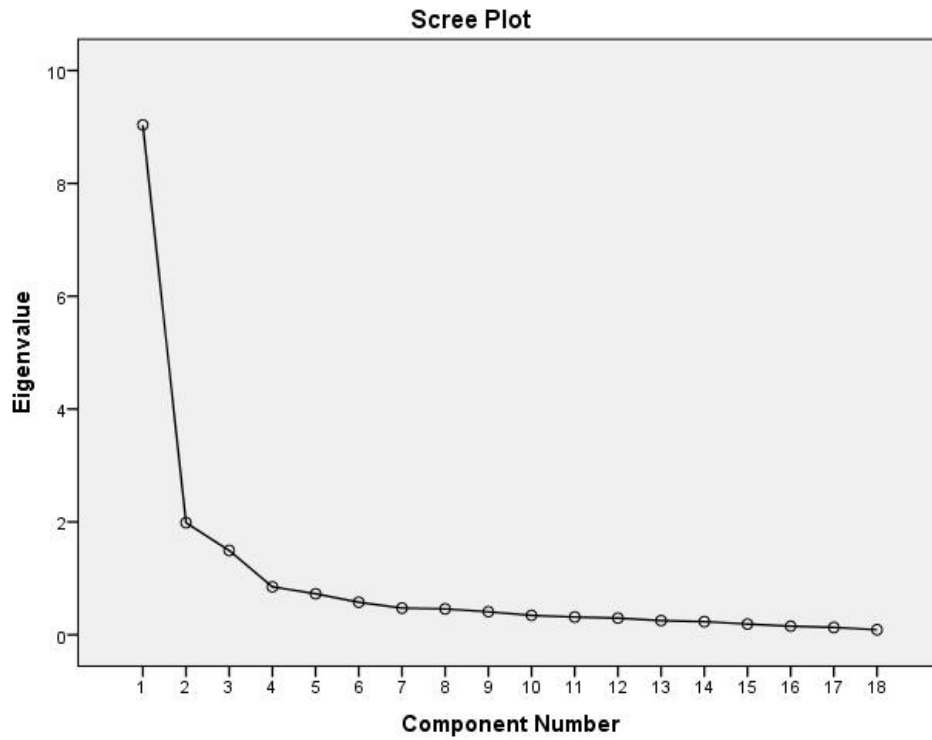
Scree Plot

Figure 3.6 : Scree Plot after Ignorance

After EFA, 3 factors have been resulted and in second part of this analysis, they are ready for Regression Analysis in order to see if there are causality among the variables. Before regression analysis, research scheme has been revisited below.
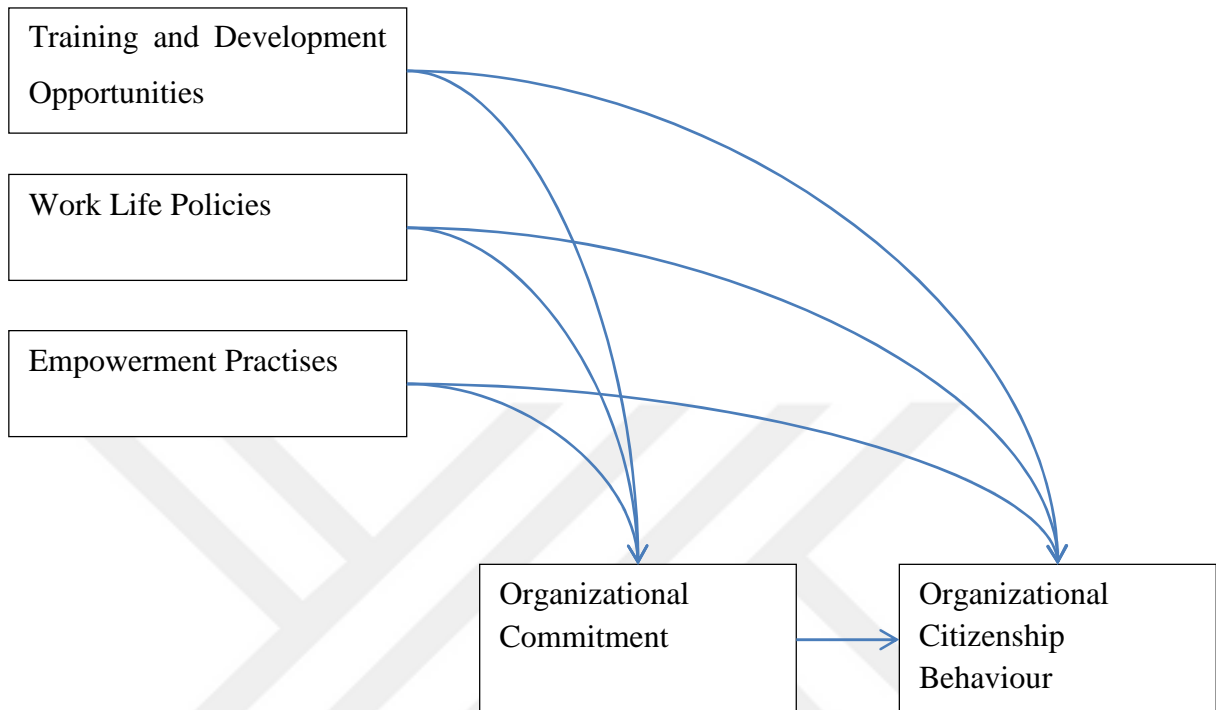
Figure 3.7 : Research Scheme revisited

3.7.1 Empowerment Related Regression

There will be 3 groups to be analyzed by regression analysis to test the causality among variables. The scheme of the first group to be analyzed is given below Figure 3.8. The steps are as follows.
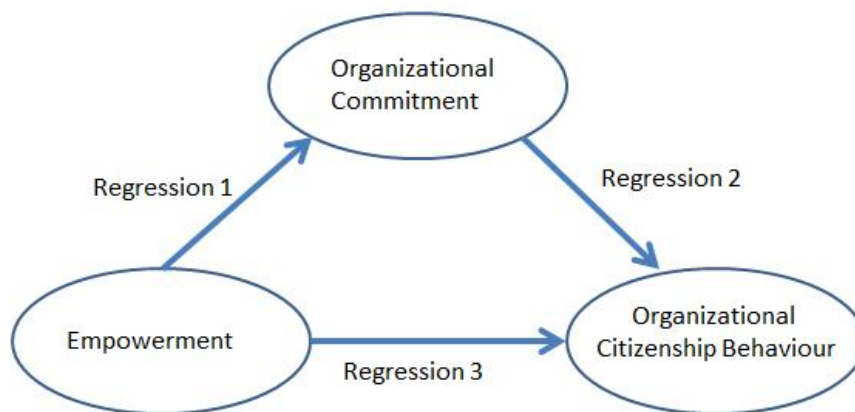
Figure 3.8 : Regressions of First Group of Variables

Step 1 : Regress the independent variable "Empowerment" (EMP) on the variable "Organizational Commitment" (OC).

Step 2 : Regress both the independent variable "Empowerment" (EMP) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB).

Step 3 : Regress the independent variable "Empowerment" (EMP) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly.

3.7.2 Steps of Regression

Step 1 : Regress the independent variable "Empowerment" (EMP) on the variable "Organizational Commitment" (OC). The results of step 1 is given Table 3.12.a, b and c.

Table 3.12.a : Model Summary EMP on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,495[a]	,245	,244	,82754706

a. Predictors: (Constant), REGR factor score   1 for analysis 1,

Table 3.12.b : ANOVA Results EMP on OC

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5,102	1	5,102	5,002	,039[b]
1	Residual	157,072	154	1,020		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Commt)

b. Predictors: (Constant), REGR factor score   1 for analysis 1

Table 3.12.c : Model Coefficients EMP on OC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,013	,081		3,156	,046
1	REGR factor score 1 for analysis 1	-,003	,081	-,003	-4,041	,024

a. Dependent Variable: Zscore(Org_Commt)

At =0.05, model is significance (p=0.039) (Table 3.12.b). Moreover, coefficients are significant as well. **Empowerment has direct effect on Organizational Commitment.** During the regression analyses, since factor scores used for independent variables, z-scores of dependent variable(s) have been used in Table 3.12.c and in the following models.

Step 2 : Regress both the independent variable "Empowerment" (EMP) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB). Therefore, the results of step 2 is given Table 3.13.a, b and c.

Table 3.13.a : Model Summary EMP and OC on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,395[a]	,156	,145	,92754706

a. Predictors: (Constant), REGR factor score   1 for analysis 1, Zscore(Org_Comm)

Table 3.13.b : ANOVA Results EMP and OC on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	24,363	2	12,182	14,159	,000[b]
1	Residual	131,633	153	,860		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh)
b. Predictors: (Constant), REGR factor score   1 for analysis 1, Zscore(Org_Comm)

Table 3.13.c : Model Coefficients EMP and OC on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,014	,074		4,183	,045
1	Zscore(Org_Comm)	,388	,074	,390	5,247	,000
	REGR factor score 1 for analysis 1	,065	,075	,065	3,871	,035

a. Dependent Variable: Zscore(Org_Cit_Beht)

Results of Table 3.13.b have shown that; by ANOVA table, Model is significant at   =0.05. Moreover, by Table 3.13.c, EMP (factor score 1) and OC coefficients of are significant. **That means Empowerment has significant effect with Organizational Commitment on Organizational Citizenship Behavior.**

Step 3 : Regress the independent variable "Empowerment" (EMP) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly. Table 3.14.a and b show the results.

Table 3.14.a : Model Summary EMP on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,485[a]	,235	,230	,92754706

Table 3.14.b : ANOVA Results EMP on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8,758	1	8,758	8,672	,044[b]
1	Residual	155,318	154	1,009		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh_ort)

b. Predictors: (Constant), REGR factor score   1 for analysis 1

Table 3.14.c : Model Coefficients EMP on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,019	,080		4,230	,018
1	REGR factor score 1 for analysis 1	-,066	,081	-,066	-6,820	,024

a. Dependent Variable: Zscore(Org_Cit_Beh_ort)

Results of Table 3.14.a, b and c have shown that model and its coefficients are significant. **That means Empowerment has direct effect on Organizational Citizenship Behavior as alone.**

3.7.3 Work Life Policies Related Regression

The scheme of the second group to be analyzed is given below Figure 3.6.
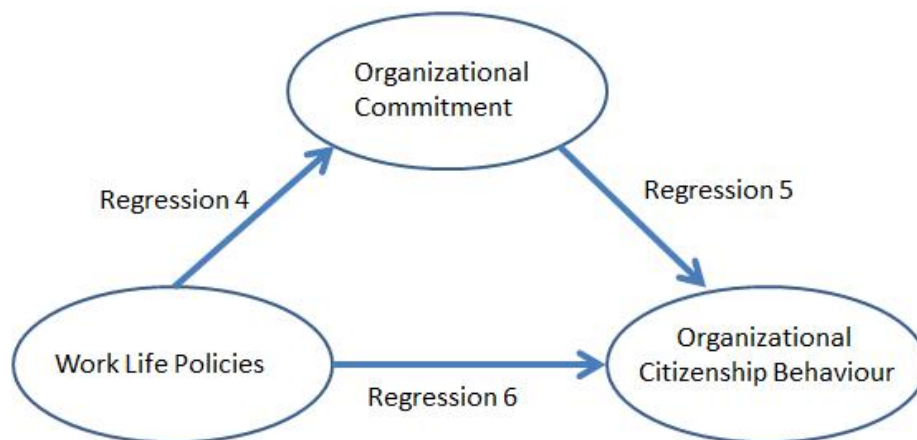
Figure 3.9 : Regressions of Second Group of Variables

Step 1 : Regress the independent variable "Work Life Policies" (WLP) on the variable "Organizational Commitment" (OC).

Step 2 : Regress both the independent variable "Work Life Policies" (WLP) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB).

Step 3 : Regress the independent variable "Work Life Policies" (WLP) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly.

3.7.4 Steps of Regression

Step 1 : Regress the independent variable "Work Life Policies" (WLP) on the variable "Organizational Commitment" (OC). The results of step 1 is given Table 3.15.a, b and c.

Table 3.15.a : Model Summary WLP on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,285[a]	,085	,0830	,62754706

Table 3.15.b : ANOVA Results WLP on OC

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	12,325	1	12,325	12,093	,021[b]
1	Residual	156,979	154	1,019		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Comm_ort)

b. Predictors: (Constant), REGR factor score   3 for analysis 1

Table 3.15.c : Model Coefficients WLP on OC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,013	,081		8,156	,016
1	REGR factor score 3 for analysis 1	-,025	,081	-,025	-7,305	,021

a. Dependent Variable: Zscore(Org_Comm_ort)

Results of Table 3.15.a, b and c have shown that model is significant and **efficient** as well. **That means Work Life Policies has direct effect on Organizational Commitment.**

Step 2 : Regress both the independent variable "Work Life Policies" (WLP) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB). Results are given in Table 3.16.a, b and c.

Table 3.16.a : Model Summary WLP and OC on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,594[a]	,352	,3114	,82810961

a. Predictors: (Constant), Zscore(Org_Comm_ort), REGR factor score 3 for analysis 1

Table 3.16.b : ANOVA Results WLP and OC on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	24,203	2	12,102	14,049	,000[b]
1	Residual	131,792	153	,861		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh)

b. Predictors: (Constant), Zscore(Org_Comm), REGR factor score 3 for analysis 1

Table 3.16.c : Model Coefficients WLP and OC on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,014	,074		4,183	,035
1	REGR factor score 3 for analysis 1	,056	,075	,056	4,756	,041
	Zscore(Org_Comm_ort)	,390	,074	,391	5,264	,000

a. Dependent Variable: Zscore(Org_Cit_Beh)

Results of Table 3.16.b have shown that; by ANOVA table, Model is significant at =0.05 and by Table 3.16.c, Work Life Policies and OC coefficients of are significant. **That means Work Life Policies have significant effect with Organizational Commitment on Organizational Citizenship Behavior.**

Step 3 : Regress the independent variable "Work Life Policies" (WLP) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly. Results are given in Table 3.17.a, b and c.

Table 3.17.a : Model Summary WLP on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,694[a]	,4812	,4101	,77810961

Table 3.17.b : ANOVA Results WLP on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5,399	1	5,399	5,335	,048[b]
1	Residual	155,657	154	1,011		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh_ort)

b. Predictors: (Constant), REGR factor score   3 for analysis 1

Table 3.17.c : Model Coefficients WLP on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,019	,080		,230	,028
1	REGR factor score 3 for analysis 1	,047	,081	,047	,579	,034

a. Dependent Variable: Zscore(Org_Cit_Beh)

Results of Table 3.17.a, b and c have shown that model and its coefficients are significant. That means **Table 3.17.a; b and c have shown that Work Life Policies has direct effect on Organizational Citizenship Behavior as alone.**

3.7.5 Training and Development Related Regression

The scheme of the third group to be analyzed is given below Figure 3.7.
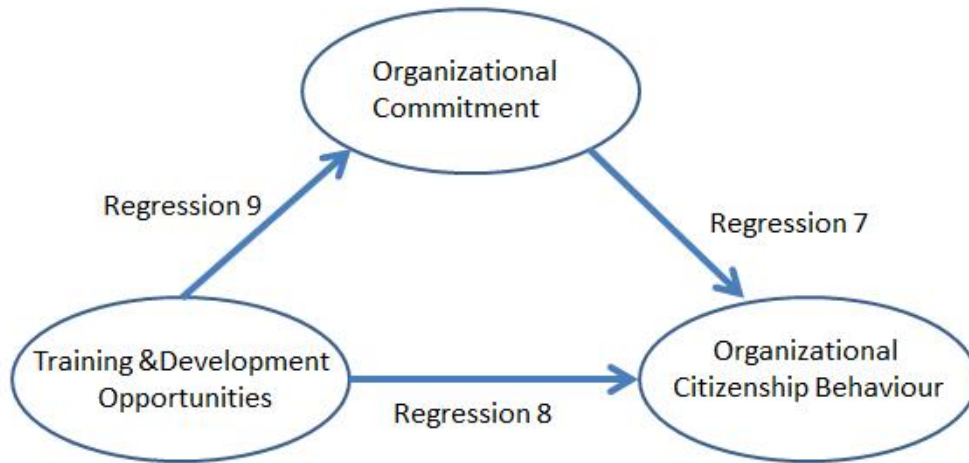
Figure 3.10 : Regressions of Third Group of Variables

Step 1 : Regress the independent variable "Training and Development Opportunities" (TDO) on the variable "Organizational Commitment" (OC).

Step 2 : Regress both the independent variable "Training and Development Opportunities" (TDO) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB).

Step 3 : Regress the independent variable "Training and Development Opportunities" (TDO) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly.

3.7.6 Steps of Regression

Step 1 : Regress the independent variable "Training and Development Opportunities" (TDO) on the variable "Organizational Commitment" (OC). The results of Step1 are given Table 3.18.a, b and c.

Table 3.18.a : Model Summary TDO on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,300[a]	,090	,089	1,00896086

a. Predictors: (Constant), REGR factor score   2 for analysis 1

Table 3.18.b : ANOVA Results TDO on OC

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,302	1	,302	5,296	,041[b]
	Residual	156,772	154	1,018		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Comm)

b. Predictors: (Constant), REGR factor score   2 for analysis 1

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Table 3.18.c : Model Coefficients TDO on OC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,013	,081		2,156	,046
	REGR factor score 2 for analysis 1	,044	,081	,044	3,544	,037

a. Dependent Variable: Zscore(Org_Comm)

Results of Table 3.18.b have shown that; by ANOVA table, Model is significant at =0.05 and by Table 3.18.c, coefficient of Training and Development Opportunities is of are significant. **That means Training and Development Opportunities have significant effect with Organizational Commitment.**

Step 2 : Regress both the independent variable "Training and Development Opportunities" (TDO) and "Organizational Commitment" (OC) on the dependent variable "Organizational Citizenship Behavior" (OCB). Results are given in Table 3.19.a, b and c.

Table 3.19.a : Model Summary TDO and OC on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,442[a]	,196	,185	,90561453

a. Predictors: (Constant), REGR factor score 2 for analysis 1, Zscore(Org_Comm_ort)

Table 3.19.b : ANOVA Results TDO and OC on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30,515	2	15,257	18,603	,000[b]
	Residual	125,481	153	,820		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh_ort)
b. Predictors: (Constant), REGR factor score 2 for analysis 1, Zscore(Org_Comm_ort)

Table 3.19.c : Model Coefficients TDO and OC on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,014	,073		4,186	,043
	Zscore(Org_Comm)	,398	,072	,399	5,498	,000
	REGR factor score 2 for analysis 1	,192	,073	,192	2,880	,005

a. Dependent Variable: Zscore(Org_Cit_Beh)

Results of Table 3.19.b have shown that; by ANOVA table, Model is significant at =0.05 and by Table 3.19.c, Training and Development Opportunities and Organizational Commitment coefficients are significant. **That means Training and Development Opportunities have significant effect with Organizational Commitment on Organizational Citizenship Behavior.**

Step 3 : Regress the independent variable "Training and Development Opportunities" (TDO) on the dependent variable "Organizational Citizenship Behavior" (OCB) directly. Results are given below.

Table 3.20.a : Model Summary TDO on OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,192[a]	,037	,030	,98782102

a. Predictors: (Constant), REGR factor score 2 for analysis 1

Table 3.20.b : ANOVA Results TDO on OCB

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,724	1	5,724	5,866	,017[b]
	Residual	150,272	154	,976		
	Total	155,996	155			

a. Dependent Variable: Zscore(Org_Cit_Beh)
b. Predictors: (Constant), REGR factor score 2 for analysis 1

Table 3.20.c : Model Coefficients TDO on OCB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,019	,079		3,234	,015
	REGR factor score 2 for analysis 1	,210	,079	,209	2,422	,017

a. Dependent Variable: Zscore(Org_Cit_Beh)

Results of Table 3.20.b have shown that; by ANOVA table, Model is significant at $=0.05$ and by Table 3.20.c, Training and Development Opportunities coefficient is significant. **That means Training and Development Opportunities have direct effect on Organizational Citizenship Behavior.**

Now, since all 9 regression models are valid, and all 9 hypotheses were satisfied, mediation effect of Organizational Commitment must be measured and investigated for each 3 part.

3.7.7 Testing the Mediation of Organizational Commitment

Mediation builds on this basic linear regression model by adding a third variable known as "mediator". In mediation, this third variable "M" is thought to come in X and Y. Then X leads to the mediator, which in turn leads to Y.
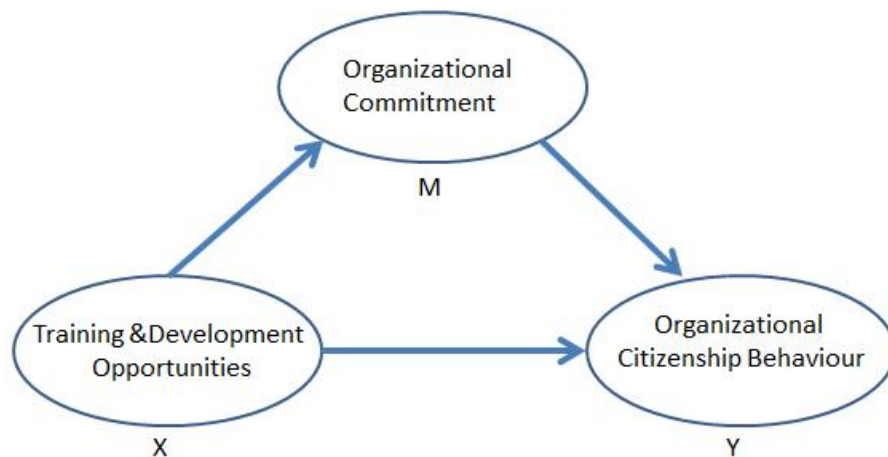
Figure 3.11 : Definition of Mediation

So we want to know if the c' path in Figure 3.9, is statistically significant or not.
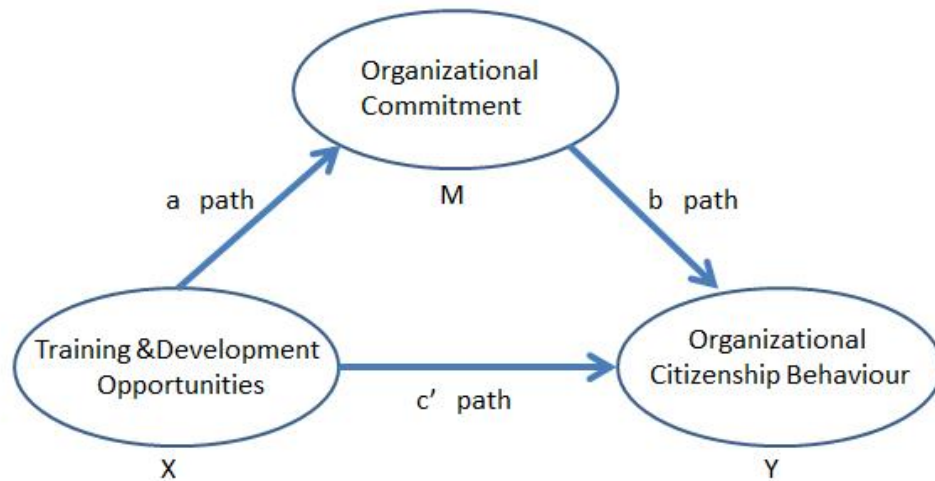
Figure 3.12 : Paths

So, if a*b, namely, "indirect effect" is statistically significant, mediation exists (Preacher & Hayes, 2008).

3.7.8 Sobel Test for Training and Development Opportunities

In order to test the mediating effect of the Organizational Commitment, Sobel test (Sobel, 1986) will be used. In Sobel Test, the significance of the regression analyses are evaluated both included and not included the mediating variable. So the effect of mediating variable, namely, Organizational Commitment will be analyzed for each relational group.

Figure 3.13 : Direct effect of TDO on OCB

But the mediating effect can be shown as:
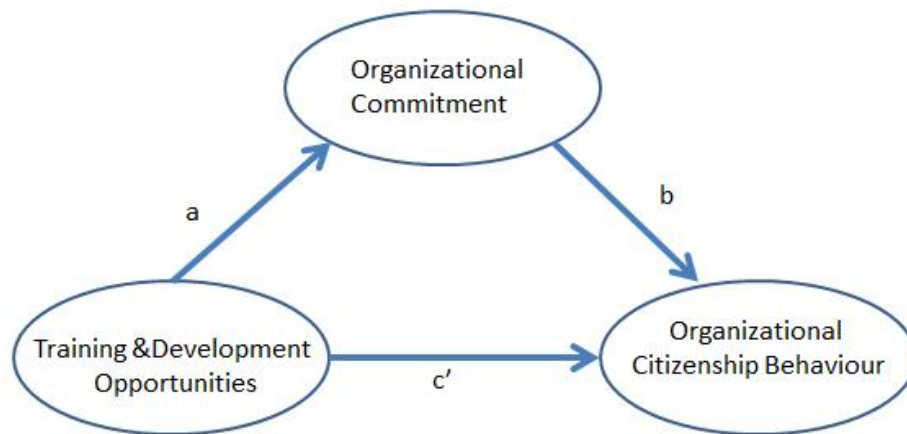
Figure 3.14 : Mediation for Training and Development Opportunities

In Sobels Theory, to test the mediation of variable, in this thesis "Organizational Commitment", the steps are as follows.

Step 1 : Regress the independent variable "Training and Development Opportunities" on the dependent variable "Organizational Citizenship Behavior" directly. (Regression9)

Step 2 : Regress the independent variable "Training and Development Opportunities" on the mediating variable "Organizational Commitment" (Regression7)

Step 3 : Regress both the independent variable "Training and Development Opportunities" and "Organizational Commitment" on the dependent variable "Organizational Citizenship Behavior". (Regression8)

Then note the beta coefficients to use in Sobel Test provided with the formula:

$$Z\,Value = \frac{a * b}{\sqrt{b^2 s_a{}^2 + a^2 s_b{}^2}}$$

a is the B value (slope) for a-path, b is the B value (slope) for b-path, s_a is the SE for a-path, s_b is the SE for b-path. For Figure 3.13 and 3.14 the calculated Beta coefficient and Standard Errors are given as a summary in Table 3.21.

Table 3.21 : Sobel Test Result of Training and Development Opportunities

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	0.192	0.079	0.192
Step 2	a	0.044	0.81	0.044
Step 3	b	0.398	0.072	0.399
Step 4	c'	0.210	0.073	0.209

z-value=1.9867 with the p-value=0.0479

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That means Training and Development Opportunities has full mediating on Organizational Citizenship Behavior through Organizational Commitment.

3.7.9 Sobel Test for Work Life Policies

In the same manner, the scheme is given below:
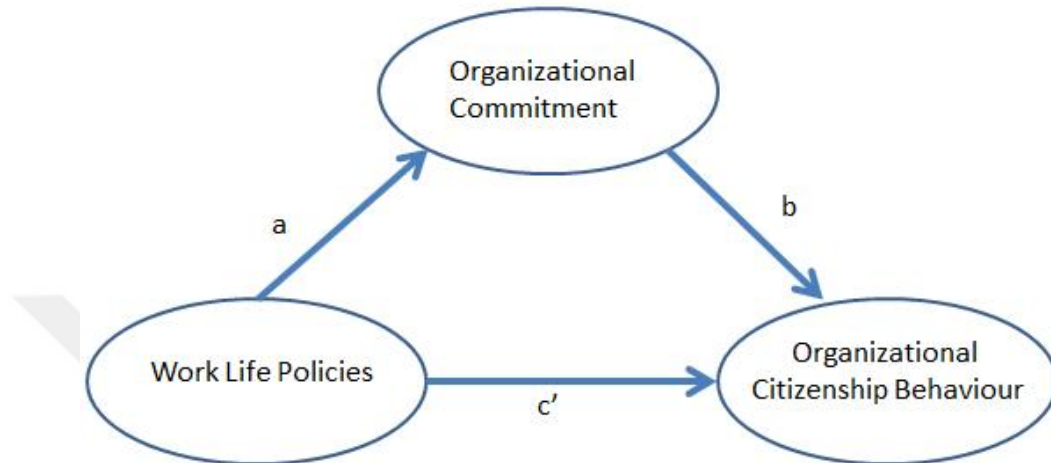
Figure 3.15: Mediation for Work Life Policies

For the Sobel Test calculations, in order to determine the effect of mediation of Work Life Policies summary table is provided below:

Table 3.22 : Sobel Test Result of Work Life Policies

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	,047	,081	,047
Step 2	a	,056	,075	,056
Step 3	b	,390	,074	,391
Step 4	c'	-,025	,081	-,025

z-value=2.0267 with the p-value=0.0219

This means Work Life Policies have full mediating on Organizational Citizenship Behavior through Organizational Commitment.

3.7.10 Sobel Test for Empowerment

The scheme is given below:

125
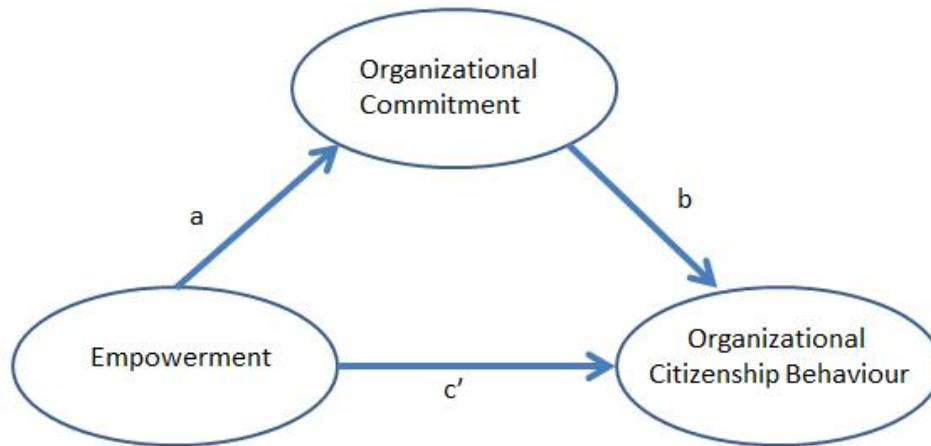
Figure 3.16 : Mediation for Empowerment

For the Sobel Test calculations, in order to determine the effect of mediation of EMP, summary table is provided below:

Table 3.23 : Sobel Test Result of Empowerment

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	-,003	,081	-,003
Step 2	a	,388	,074	,390
Step 3	b	,065	,075	,065
Step 4	c'	-,066	,081	-,066

z-value=2.1367 with the p-value=0.0339

The result in Table 3.23 shows that Empowerment Practices have full mediating on Organizational Citizenship Behavior through Organizational Commitment.

3.8 SUMMARY OF RESULTS

The hypotheses are positioned on the study research model with effects arrow. Besides all determinants, the relations and all effects have been studied and put the relation on research model. Besides the result are in Table 3.24.

As seen on Table 3.24, there is no hypotheses that should not be accepted. All hypotheses are accepted and all results support the hypotheses.

Direct effect of Training and development opportunities, Work life policies, Empowerment practices are in acceptable level. Additionally, their indirect effect that means mediation through Organizational Commitment are in acceptable level.

Figure 3.17 : Final Scheme

Table 3.24 : Summary of Results

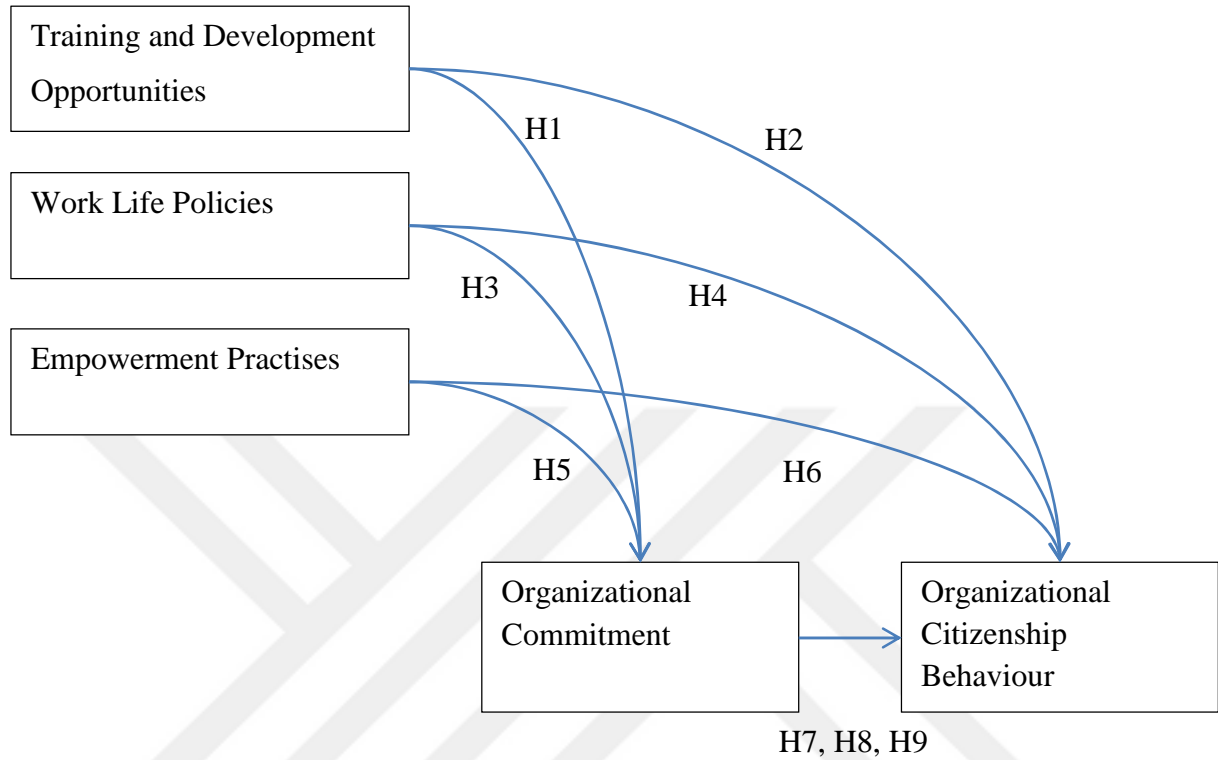| No	Hypothesis Statement	p Value	Result
H1	Training and development opportunities will be positively and significantly related to organizational commitment of employees in automotive sector.	0,039	Supported
H2	Training and development opportunities will be positively and significantly related to organizational citizenship behavior employees in automotive sector.	0,000	Supported
H3	Work life policies will be positively and significantly related to organizational commitment of employees in automotive sector.	0,044	Supported
H4	Work life policies will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.	0,021	Supported
H5	Empowerment practices will be positively and significantly related to organizational commitment of employees in automotive sector.	0,000	Supported
H6	Empowerment practices will be positively and significantly related to organizational citizenship behavior of employees in automotive sector.	0,048	Supported
H7	Organizational commitment will mediate the relationship between empowerment practices and organizational citizenship behavior.	0,041	Supported
H8	Organizational commitment will mediate the relationship between work life policies and organizational citizenship behavior.	0,000	Supported
H9	Organizational commitment will mediate the relationship between training and development opportunities and organizational citizenship behavior.	0,017	Supported

Table 3.25 : Meaning Of Results

No	Meaning
H1	When organizations provide training and development opportunities to employess then employees' commitment level increases.
H2	When organizations provide training and development opportunities to employess then employees' citizenship behavior level increases.
H3	When organizations provide better work atmosphere conditions to employess then employees' citizenship behavior level increases.
H4	When organizations provide better work atmosphere conditions to employess then employees' citizenship behavior level increases.
H5	When organizations share power with employess then employees' commitment level increases.
H6	When organizations share power with employess then employees' citizenship behavior level increases.
H7	Whether employees' commitment level arises due to empowerment, then employees' citizenship behavior level increases.
H8	Whether employees' commitment level arises due to work life policies, then employees' citizenship behavior level increases.
H9	Whether employees' commitment level arises due to training and development opportunities, then employees' citizenship behavior level increases.

3.8.1 Discussion of Results

Research Question 1: Do Training and Development Opportunities have significant positive relationship with the Organizational Commitment?

The results of correlation analysis in Table 3.26.a clearly indicate that there is significant positive correlation among Training and Development Opportunities and Organizational Commitment of employees in manufacturing companies in Turkey.

Results of Table 3.26.b have shown that; by ANOVA table, Model is significant at =0.05 and by Table 3.26.c, coefficient of Training and Development Opportunities is of are significant. **That means Training and Development Opportunities have significant effect with Organizational Commitment.**

Table 3.26.a : Model Summary TDO on OC Final

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,300[a]	,090	,089	1,00896086

a. Predictors: (Constant), REGR factor score 2 for analysis 1

Table 3.26.b : ANOVA Results TDO on OC Final

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	,302	1	,302	5,296	,041[b]
1	Residual	156,772	154	1,018		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Comm)
b. Predictors: (Constant), REGR factor score 2 for analysis 1

Table 3.26.c : Model Coefficients TDO on OC Final

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,013	,081		2,156	,046
1	REGR factor score 2 for analysis 1	,044	,081	,044	3,544	,037

a. Dependent Variable: Zscore(Org_Comm)

Research Question 2: Does Work-Life Policies has significant positive relationship with the organizational commitment?

The results of correlation analysis in Table 3.27.a clearly indicate that there is significant positive correlation among Work-Life Policies and Organizational Commitment of employees in manufacturing companies in Turkey.

Results of Table 3.27.b have shown that; by ANOVA table, Model is significant at =0.05 and by Table 3.27.c, coefficient of Work-Life Policies is of are significant. **That means Work-Life Policies have significant effect with Organizational Commitment.**

Table 3.27.a : Model Summary WLP on OC Final

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,285[a]	,085	,0830	,62754706

Table 3.27.b : ANOVA Results WLP on OC Final

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	12,325	1	12,325	12,093	,021[b]
1	Residual	156,979	154	1,019		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Comm_ort)
b. Predictors: (Constant), REGR factor score 3 for analysis 1

Table 3.27.c : Model Coefficients WLP on OC Final

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	,013	,081		8,156	,016
1	REGR factor score 3 for analysis 1	-,025	,081	-,025	-7,305	,021

a. Dependent Variable: Zscore(Org_Comm_ort)

Research Question 3: Does Empowerment Practice have significant positive relationship with the organizational commitment?

The results of correlation analysis in Table 3.28.a clearly indicate that there is significant positive correlation between Empowerment Practice and Organizational Commitment of employees in manufacturing companies in Turkey.

At =0.05, model is significance (p=0.039) (Table 3.28.b). Moreover, coefficients are significant as well. **Empowerment has direct effect on Organizational Commitment.**

Table 3.28.a : Model Summary EMP on OC Final

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,495[a]	,245	,244	,82754706

a. Predictors: (Constant), REGR factor score   1 for analysis 1,

Table 3.28.b : ANOVA Results EMP on OC Final

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,102	1	5,102	5,002	,039[b]
	Residual	157,072	154	1,020		
	Total	157,074	155			

a. Dependent Variable: Zscore(Org_Commt)
b. Predictors: (Constant), REGR factor score   1 for analysis 1

Table 3.28.c : Model Coefficients EMP on OC Final

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,013	,081		3,156	,046
	REGR factor score 1 for analysis 1	-,003	,081	-,003	-4,041	,024

a. Dependent Variable: Zscore(Org_Commt)

Research Question 4: Does Organizational commitment have significant positive relationship with the organizational citizenship behavior?

This question has been studied when performing Sobel Tests for variables Training, Work Life Conditions and Empowerment. The effect could be seen in Figure 3.18. In addition, the results of Sobel Tests in Table 3.29, 30, 31 clearly indicate that there is significant positive correlation between Organizational Commitment and Organizational Citizenship Behavior of employees in manufacturing companies in Turkey.

Organizational Commitment effect could be seen in "b" arrow in below Figure.
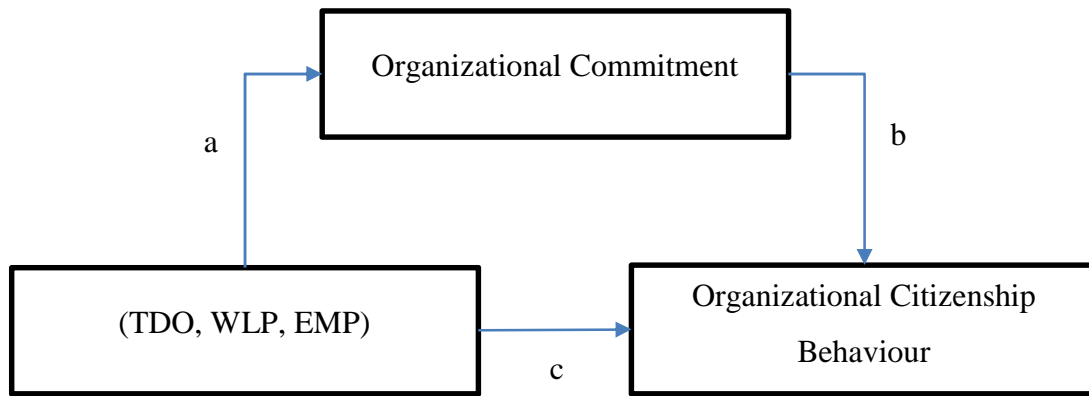
Figure 3.18 : Effect of OC on OCB

Path b demonstrated in Table 3.21 the calculation of Beta coefficient and Standard Errors that means the effect of Organizational Commitment on Organizational Citizenship Behavior.

Table 3.29 : Sobel Test Result of Training and Development Opportunities Final

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	0.192	0.079	0.192
Step 2	a	0.044	0.81	0.044
Step 3	**b**	**0.398**	**0.072**	**0.399**
Step 4	c'	0.210	0.073	0.209

z-value=1.9867 with the p-value=0.0479

Path b demonstrated in Table 3.29 the calculation of Beta coefficient and Standard Errors that means the effect of Organizational Commitment on Organizational Citizenship Behavior.

Table 3.30 : Sobel Test Result of Work Life Policies Final

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	,047	,081	,047
Step 2	a	,056	,075	,056
Step 3	**b**	**,390**	**,074**	**,391**
Step 4	c'	-,025	,081	-,025

z-value=2.0267 with the p-value=0.0219

Path b demonstrated in Table 3.30 the calculation of Beta coefficient and Standard Errors that means the effect of Organizational Commitment on Organizational Citizenship Behavior.

Table 3.31 : Sobel Test Result of Empowerment Final

	Path	Beta(unstand)	SError	Beta(Std.)
Step 1	c	-,003	,081	-,003
Step 2	a	,388	,074	,390
Step 3	**b**	**,065**	**,075**	**,065**
Step 4	c'	-,066	,081	-,066

z-value=2.1367 with the p-value=0.0339

The results of correlation analysis in Table 3.29, 30, 31 clearly indicate that there is significant positive correlation between Organizational Commitment and Organizational Citizenship behavior of employees in manufacturing companies in Turkey.

3.8.2 Confirmation of Proposed Model of OCB

After review of literature, a model was proposed for this study that training and development opportunities, work life policies, empowerment will positively affect the organizational citizenship behavior in automotive sector in Turkey. In addition, it was hypothesized as part of model that organizational commitment of individuals will mediate the relationship of training, work life conditions, empowerment and development with organizational citizenship behavior.

In the light of results of this study, proposed model of development of organizational citizenship amongst employees in private companies has been fully confirmed in Turkey. Organizational commitment mediates relationship of training, work life conditions, empowerment and development with organizational citizenship behavior of employees in manufacturing organizations. This indicates the importance of the condition in working life is a great factor in organizational citizenship behavior of individuals.

4. CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

This study contributes to enhance the impact of the organizational commitment on the organizational citizenship behavior and with this study the impact of the selected determinants that are training, work life conditions, empowerment and development on the organizational commitment in employees in manufacturing companies in automotive sector in Turkey.

The results of this study have clearly shown that the selected determinants which are training, work life conditions, empowerment and development have a direct and positive impact on the organizational commitment which means the enhancement of one determinant causes the enhancement in the organizational development which is the intervening variable and then the enhancement in organizational commitment increases the organizational citizenship behavior of the employees in automotive sector in Turkey.

The meditation p-value of Training and Development Opportunities on Organizational Commitment is 0.0479 and which means Training and Development Opportunities has full meditation on Organizational Citizenship Behavior through Organizational Commitment. The second meditation p-value whose Work Life Policies on Organizational Commitment is 0.0219 and which means Work Life Policies has full meditation on Organizational Citizenship Behavior through Organizational Commitment. The last meditation p-value whose Empowerment Practices on Organizational Commitment is 0.0339 and which means Empowerment Practices has full meditation on Organizational Citizenship Behavior through Organizational Commitment. All values are quite acceptable which shows that the model that has been used is very significant.

Today it becomes crucial to have the workforce that have the higher level of organizational citizenship behavior especially the employees because it affects the quality of management quality in the company and this OCB can only be develop if there is high organizational commitment.

4.2 CONTRIBUTIONS OF THIS STUDY

This study makes valuable contribution in the field of organizational behavior in general and organizational citizenship behavior. This study examined the relation between training, work life

conditions, empowerment and development and Organizational Citizenship behavior through Organizational Commitment in manufacturing company employees in automotive sector in Turkey.

There are three main sections in questionnaires to understand the determinants as Training and Development Opportunities, Work Life Policies, Empowerment Practices. Additionally questionnaires have 2 more sections for Organizational Commitment and Organizational Citizenship Behavior.

This study also points out that demographic factors, both related to individual and related to organization, have significant associations with determinants and citizenship behavior of manufacturing employees in automotive sector in Turkey.

The results found in this study clearly indicates that Training and Development Opportunities, Work Life Policies, Empowerment Practices have effect on Organizational Citizenship Behavior as alone and additionally these three determinants have full mediation on Organizational Citizenship Behavior through Organizational Commitment. That means whether an organization which would like to have and keep employees who are committed and have high level Organizational Citizenship Behavior, that organization has to develop its own training and development opportunities, work life conditions and empowerment practices.

4.3 IMPLICATIONS AND LIMITATIONS

This study is analyzing the organizational citizenship behavior of the employees of manufacturing companies to make available insight to practitioners who make effort to enhance how the organizational citizenship behavior can increase loyalty and commitment in the organizations. To perform this enhancement, this study is using organizational commitment as mediator, training and development opportunities, work life policies, empowerment practices as determinator, can increase loyalty and commitment in the organizations.

This study benefits the other researchers in analyzing the Organizational Citizenship Behavior through Organizational Commitment of the employees in manufacturing companies as the outcome of organizational commitment in Turkey. This study also evaluates elements that effects to organizational commitment such as empowerment, work-life and training. These factors enhance

boosting effect of organizational commitment on organizational citizenship behavior in manufacturing companies that are in automotive sector in Turkey.

In this study, there are three determinants of organizational commitment that are empowerment, work-life and training are analyzed in the context of Turkish manufacturing companies where as there can be other determinants too that can play a very significant role in enhancing the organizational commitment of the employees for example compensation, rewards, career development and supervisor support so a number determinants impact can be tested in Turkish manufacturing companies.

Additionally, following limitations for this study should be kept in mind when drawing conclusion from its findings:

- Self-reported measures were used to find the associations between variables. This is believed that it may have caused the challenge of common method variance. Donaldson and Grant-Vallone (2002) that respondents over report the desired behaviors and under report the behavior that are not desired have also said it. This may be a great concern especially in collectivist culture like Turkey where social acceptability is an issue of high concern.

- The variables training and development opportunities, work life policies, empowerment practices and the mediator, organizational commitment were measured based on responses from employees alone. It might have affected the valid value of these variables because employees' personal bias and lack of information may have played role.

- During Factor Analysis, one question, 14th question, had to be removed to represent whole variables as much as by minimum factors.

- The responses used in this study were cross-sectional in its nature. It is logical to believe that situational factors on a given day and time can affect the responses of the employees. Longitudinal studies are believed to be more reliable when results of a study are to be generalized.

4.4 FUTURE RESEARCH

In this study, predictor and mediator variables have been used which have exhibited high explanatory power in the development of organizational citizenship behavior and the relation between training and development opportunities, work life policies, empowerment practices and organizational commitment. On the other hand, there are several key variables have not been included in this study. Future studies relating to OCB could include following among others:

- To establish the causal relationship among these variables with high degree of confidence, longitudinal studies should be done.

- Empowerment practices has a great p–value (0,048) in citizenship behavior of employees in Turkey, additionally mediator variable organizational commitment has powerful p–value (0,041). Future studies should focus on other variables that lead to the development of empowerment practices and organizational commitment and their effect organizational citizenship behavior.

- Organizational citizenship behavior is also significantly influenced by employees' perception of organizational justice and their job satisfaction that were not included in the model of this study. Future studies should focus on the inclusion of these variables to have a more comprehensive understanding of the development of citizenship behavior among employees in manufacturing companies.

- In this research, OCB is studied as the outcome of the organizational commitment but with this previous researches shows that job satisfaction is also a very important predictor of the OCB so in future the researchers can study the impact of job satisfaction on the OCB.

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6. APPENDICES

APPENDIX A. QUESTIONNAIRE

DEAR RESPONDENTS,

Please fill in the following questionnaire which is about studying the factors that are involved in developing organizational citizenship behavior amongst managers in automotive sector. Your response will be having great value for completion of this research. The data will only be used for academic purposes and strictly remain confidential. Your name should not appear anywhere on this document.

I will appreciate fill all question as much as you can to collect data correctly and to get meaningful results from statistical analysis.

Thanks once again for your cooperation.

What is your gender ?	Female
	Male
What is your age ?	(20 – 30)
	(31 – 40)
	(41 – 50)
	51 +
What is your highest qualification?	Elementary
	High School
	Bachelors
	Masters / Doctorate
What is your native language?	Turkish
	English
	German
	French
	Other (Please Specify)
What is your martial status ?	Single
	Married
	Divorced
What is your production scope in automotive sector ?	
How long you have been employed in this organization ?	Less than 1yr
	1yr – 2yrs
	2yrs – 3yrs
	3yrs +

1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree					
TRAINING AND DEVELOPMENT OPPORTUNUTIES	**1**	**2**	**3**	**4**	**5**
This company provides me with job specific training?					
Sufficient time is allocated for product and solution training?					
When I receive the training, I can apply in this organization?					
There are enough development opportunities for me in this organization?					
Sufficient money is allocated for product and solution training?					
I have the opportunity to be involved in activities that promote my professional development?					
WORK LIFE POLICIES	**1**	**2**	**3**	**4**	**5**
I often feel like there is too much work to do?					
My work schedule is often in conflict with my personal life?					
My job affects my role as a spouse/or a parent?					
My job has negative effects on my personal life?					
EMPOWERMENT PRACTISES	**1**	**2**	**3**	**4**	**5**
In my organization, my work unit plays a strategic role.					
A great latitude is given to employees for the organization of their work (e.g.,work schedules).					
Employees in my work unit have a lot of autonomy in regard to project management.					
My supervisor manages our unit's budgets.					
In my work unit, employees have a great deal of liberty in the conduct of their work.					
Employees in my work unit are extensively involved in key decision-making (e.g.recruitment process).					
Employees in my work unit are regularly consulted in technological investments decision-making.					
Employees' empowerment in my work unit is highly valued.					
My work unit is considered as a strategic division in my organization.					

ORGANIZATIONAL COMMITMENT	1	2	3	4	5
I would like to put an effort to help this organization to be successful.					
I talk up this organization to my friends as a great organization to work for.					
My values and the organization's values are very similar.					
I am proud to tell others that I am part of this organization.					
This organization really inspires the very best in me in the way of job performance.					
I am glad that I chose this organization to work for.					
I really care about the fate of this organization.					
For me, this is the best of all possible organizations for which to work.					
ORGANIZATIONAL CITIZENSHIP BEHAVIOR	**1**	**2**	**3**	**4**	**5**
I help colleagues who have been absent from work.					
I help colleagues who have heavy work loads.					
I am mindful of how my behavior affects other people's job.					
I go out of way to help new employees.					
I take a personal interest in my colleagues' job.					
My attendance at work is above the norm.					
I take undeserved brakes at work.					
I often complain about insignificant things at work.					
I tend to make "mountains out of molehills".					
I adhere to informal rules devised to maintain order.					
I attend meetings that are not mandatory but considered important.					
I perform duties that are not required but which improve corporate image.					

APPENDIX B. THESIS CD

Thesis CD has been attached to inside of back cover page.

7. CURRICULUM VITAE

As a Purchasing and Logistics Manager in Torun Metal in Turkey with 15 years of experience in production industry, Mehmet Saridogan has continued his acamedic life at the same time with his career.

He obtained a Bachelor's degree in Industrial Engineering from Istanbul University in Avcilar in 2004 and Mechanical Engineering from same university in 2005. Then a Master of Science in Industrial Engineering at Istanbul in 2009.

His research interests include organizational citizenship behavior, organizational commitment, training and development, work life policies and empowerment. Mr. Saridogan have worked for a number of organizations while enrolled in the doctorate program at Okan University in Istanbul.

As a Supply Chain Professional, he developed specific training programs for his teams. He created worldwide warehousing management standards and settled all required necessities for this logistics process. During in purchasing process management, he developed new benefits for employee to raise their loyalty.