

**THE INFLUENCE OF HUMAN RESOURCE PRACTICES,
SOCIAL SUPPORT AND PERSONALITY TRAITS ON
AFFECTIVE COMMITMENT: A STUDY ON PRIVATE
HIGHER EDUCATION COLLEGES IN OMAN**

SULTAN SAQAR OQAIDAN ALWAHAIBI

**MASTER OF HUMAN RESOURCE MANAGEMENT
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**By
SULTAN SAQAR OQ Aidan Alwahaibi**

**Thesis submitted to
Othman Yeop Abdullah Graduate School of Business,
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in Partial Fulfillment of the Requirement for degree in Master of Human Resource
Management**

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ABSTRACT

The main objective of this study was to determine the factors that influence affective organizational commitment. The research framework contained three independent variables, namely Human Resource Practices (career development and financial incentives), Social Support, and Personality Traits (Conscientiousness and openness to experience). The dependent variable of this study was affective organizational commitment of employees. The targeted sample was the employees of private higher education colleges in Oman. The current research used the survey method. 181 questionnaires were distributed and 140 questionnaires were received back, giving the study a response rate of 77%. The analysis method used was structural equation modelling PLS. The main finding of the study showed that human resource practices, social support, and personality traits had significant influence on affective organizational commitment.

Keywords: affective commitment, human resource practices, social support, personality traits, Oman, private higher education colleges.

ABSTRAK

Objektif utama kajian ini adalah untuk menentukan faktor-faktor yang mempengaruhi komitmen afektif pekerja organisasi. Kerangka kajian meliputi tiga pembolehubah bebas, iaitu amalan-amalan sumber manusia (pembangunan kerjaya dan insentif kewangan), sokongan social, dan ciri-ciri personaliti (keprihatinan dan penerimaan terhadap pengalaman baru). Pembolehubah bersandar kajian ini ialah komitmen afektif pekerja. Sampel sasaran ialah kakitangan kolej pengajian tinggi swasta di Oman. Kajian ini menggunakan kaedah kajian tinjauan. 181 soal selidik telah diedarkan dan 140 soal selidik diterima balik, yang memberi kadar respon kajian sebanyak 77 peratus. Kaedah analisis yang digunakan ialah permodelan persamaan struktural PLS. Penemuan utama kajian ini menunjukkan bahawa amalan-amalan sumber manusia, sokongan sosial, dan ciri-ciri personaliti mempunyai pengaruh signifikan terhadap komitmen afektif kakitangan.

Kata kunci: komitmen afektif, amalan-amalan sumber manusia, sokongan social, ciri-ciri personaliti, Oman, kolej pengajian tinggi swasta.

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LIST OF ABBREVIATIONS

AC	Affective Commitment
AVE	Average Variance Extracted
CD	Career Development
DV	Dependent Variable
FI	Financial Incentives
GoF	Goodness-of-Fit
H1	First Hypothesis
H2	Second Hypothesis
H3	Third Hypothesis
HRP	Human Resource Practices
IV	Independent Variable
LR	Literature Review
OC	Organizational commitment
PLS	Partial Least Squares
PT	Personality Traits
PTC	Personality trait Conscientiousness
PTO	Personality Trait Openness
SEM	Structural Equation Modelling
SPSS	Statistical Package of Social Science
SS	Social Support

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter contains seven main sections. They are focusing on the study background, the statement of research problem, questions about research, objectives of the study, the scope of the research, the research significance, lastly organization of this thesis. The main purpose of this part is to represent the structure of the study and the context of this research.

This chapter describes the general idea of the study that was investigated. Moreover, it debates about the human factors which interrelated Human Resource Practices, Social Support, Personality Traits, and its influence on Affective Commitment, that commitment is an essential feature which influence the organizational performance.

1.2 Background of the Study

Nowadays, the competitiveness in the business world is based on behaviour and attitude of human resources in workplace. If employers assume their employees as a valuable resource in organization, employees will become satisfied, relaxed. As a result, they will attach emotionally and perceive the concept of organizational commitment as a real practicing in the workplace (Shumaila, Aslam, Sadaqat, Maqsood, & Nazir, 2012). Commitment is the major issue that has been and would always be of great significance for organizations to boost the productivity and decline cost tolerate of employee turnover (Saputra, 2014). In addition, organizations strive for the committed human resource in order to fulfil its strategic goal (Riaz, Haider, & Open, 2010). Moreover, organization

commitment has become a main cause for organizations to take in consideration human resources as valuable asset (Mowday, Steers, & Porter, 1979; Riaz et al., 2010; Spagnoli & Caetano, 2012).

Affective commitment widely depicted as a key factor in the management and behavioural science literature in mutual linkage between the people and their organizations. Workforces are considered as committed people toward a vision of their organization as these individuals desire to achieve goals of the organization. Affective organizational commitment concept has obtained the most studies concern (Mathieu & Zajac, 1990). Furthermore, Meyer and Allen (1991) considered the component of affective commitment as a central to the entire discipline of commitment among the correlates, antecedents, effects, and cross-cultural generalizability.

One of several factors that influence attitude, behaviour and performance is human resource practices (Noe, Hollenbeck, Gerhart, & Wright, 1997). For example, career development can be utilized to increase employees' skills, modify shortages in job performance and expansion of workforces with new capabilities the employer may demand in the future. Some researchers such Milkovich and Newman (2008) discussed importance of compensation and incentives which play a major role for improving productivity and enhancing employees' behaviour.

Additionally, social support by both co-workers and supervisor can uphold that generate a positive experience in the workplace which might motivate employees to be more efficiently and effectively in their workplace. Employees who sense a supportive and friendly

relationship with their colleagues improve a high encouraging commitment to their particular workplace (Leveson & Joiner, 2006).

Likewise, personality is organized and dynamic combination of characteristics taken by an individual which unparalleled influence her or his knowledge, behaviours, and impulse in different situations which its characteristics play a main role in the employees' success and failure (Spector, Schneider, Vance, & Hezlett, 2000).

Most of organization strives to develop its policies of human resource to achieve its strategic goals as well as a set of operational goals. These policies ought to compose rules to formulate a specific strategy for human resource from the beginning in the organization. Previous studies are in plenty in describing that human resource strategic ought to be in line with overall business strategy of the organization (Tuah & Iskandar, 2011). Furthermore, a committed workforce in the organization is linked with a favourable behaviours and attitudes for instance less absenteeism and quits, enhanced performance of job and such behaviours lead to desirable outcomes that increase organizational effectiveness. Numerous researches had concluded that commitment in the workplace and behaviours of employees, for example, absenteeism and worker quits (voluntary turnover) intervene the linkage between human resource practices and job performance in the service business (Batt, 2002; Gardner, Moynihan, & Wright, 2007; Wright & Gardner, 2003).

The government in Oman has a strong desire to have Omani citizen consider a major role in all areas of business and professional employment in the country. The Omani government has encouraged contribution of private sectors in terms of developing higher

education to harmonize demand and aspiration of society. In Oman, These institutions of private higher education development are dynamic development trying to meet social needs and to satisfy the expectations of society (Al-Lamki, 2006).

As contemporary global phenomenon, training and education in Oman are emphasized and has been a cornerstone of the Omani government in vision 2020. The Ministry of higher education first priority was accessed and the numbers of Higher Education Institutions are increasing rapidly to meet the demand for seats. Thus, the ministry is offering a diversified program that in line with the requirements of market demand and domestic economic development. Higher education is doing an important part in developing human resources. One of its main objectives is to supply societies with a professional workforce that is highly specialized to work in a specific career, which involves a high phase of knowledge, skills, and abilities.

The great success of these ones of measurement relies on efficacious human resource practices that strive for the developing employees who are eligible to enhance the government efforts to be more effective in today's contemporary globalized business and extremely competitive regional as well as global economy (Al-Hamadi & Budhwar, 2006). Hence, to increase the performance of the economy, in 1995 Omani government has been proclaimed a new national plan for development that known as the Omani's vision 2020. This is not just a development plan, but a road map that is expected to take Oman further. Its objectives, as planned, to work to the accomplishment of a globalized, dynamic economy, and diversified assist by the utilization of an active and spirited workforce in the private sector. Taking into consideration that is one of the major objectives of Oman's economic vision 2020 is to enhance workforces by developing their

knowledge, abilities, and expertise in order to be capable to transact with market challenges in twenty-first century. The period of this vision which from 1996 to 2020, is expecting to be focused on the specific policies such as:

First, the development of human resource is rising through the system in education, such as educational promotion and training of professional; increasing women's contribution in the labour market; enhancement of labour-market techniques endeavour at participation of the labour force in the national economy.

Second, private sector development through continued growing the privatization policies of services enterprises by setting a specific and clear rules; eliminating barriers of administrative and procedural that preventing private capital getting into different sectors like service as well as production by; increasing commerce, adapting laws to attract local and foreign investments. In addition, giving suitable conditions to achieve desirable diversification in national economic and seeking the optimal utilization of human resource.

Lastly, the vision 2020 has been confirmed by the Royal Decree. Human Resource development is at the core of the aforementioned strategies, which are emphasized critical to the achievement of Oman vision 2020. Actually, as fixed in the sixth national plan from 2015 to 2020, human resource development reflects an essential and root part of the development of Omani's vision 2020 which focusing on national economic in the future. This plan clarifies the important significance, influence of the human resource factor in the process of strategic of Oman's national development. The intensive shortage of national workforce, specific professional, and an educated citizen cadre during this

period of rapid transformation from a conventional to a contemporary economy presented administrative difficulties that hindered the country's aspiration development plan (Al-Lamki, 2006). In this vein, the government of Oman has been fully committed to its plan by educating, training, and developing national labour that as a system to build a strong national economy. Hence, the core goals and policies of five years (2015-2020) development plan in the country are improving human resource. So, Oman government creates new policy called 'Omanization' (developing and training the Omani's workforce) this issue is so far the most critical debate related to planning of human resource in Oman.

Education in Oman has been a leading workforce to deal with challenges in market encountered by the nation as well as participation to the country's ambition of becoming a developed country. Considering the entities of most of private higher education are a business and profit oriented (Fairuzah Zaharos, 2012). So, it will be clear vision that higher education is a major contributor to the development of the nation's socioeconomic status. Furthermore, educational sector, such as higher education in Oman has made influence improvement in the last ten years. In addition, there is heavy investment to develop the education infrastructure, provide more education opportunities to secure equity and equality (Baporikar, 2010).

To achieve vision 2020 the government creates a strategy that is called higher education privatization, which becomes a phenomenon in the service business. Note that this strategy has begun in 1996 by royal decree to support privatization policy in the higher education institutions in Oman.

In addition, Oman strives to gain work forces that have high commitment, productivity, efficient, competitive, and effective in its mission to fulfil the Vision 2020 target. Therefore, employees with high committed will bring high performance as comparing with who has less commitment towards the organization.

As such, practitioners and researchers are ever so passionate as well as concerned to understand which factors may influence the decision of the individual to stay or leave his/her organization. Affective organizational commitment is one of the most outstanding attitude in workplace with so much of feeling linked to knowledge workers' behavioural patterns to an increasing extent relevant that the study on these workforces are totally essential and important in this period of rising competitiveness. So, challenges and the main problems that faced by private higher education in Oman is how to build skilled human resources who strongly enhance national economic.

1.3 Problem Statement

During the past ten years, despite the efforts and policies of the Omani government are still private sector contributions are not aspiring to the level that the country planned, it is 13.5% of national economic (National Centre for Statistics and information, June 2015). This is due to the unwillingness of Omanis to perform some manual occupations, such as masonry, plumbing, tailoring, carpentry, and others. Furthermore, the private sector is facing a lack of work performance due to poor working conditions and low incentives compared to the public sector (Aycan, Al-Hamadi, Davis, & Budhwar, 2007). In addition, the survey on the orientation of Omanis youth in the last three years (2013-2015) shows more than 75% of them prefer to join public sector (National centre for Statistics and

information, June 2015). Another survey was conducted to measure the orientation of Omanis youth also the result was 95% of job seekers prefer public sector, furthermore 58% of the workforce in private sector want to shift to public sector even with less pay (National centre for Statistics and information, June 2015). From the second percentage of this survey, it deduced there is a lack of affective organizational commitment among Omanis working in the private sector because 58% of them in their intention want to leave their organization if the chance available. However, past research has consistently shown that lack of organizational commitment influence intention to leave (Khan et al., 2014; Lew, 2008).

Furthermore, Syazwani and Malek (2010) claimed that knowledge employees need job security, empowerment, reasonable employability, and translucency in workplace, comfortable condition, uncommon task to challenge and unique personality, attractive environment, social network at workplace with helpful feedback as well as recognition. That is highly desired to understand this generation employee in terms of hiring, maintaining and attaining the highest job performance from these employees for all the organizations. It is fundamental to achieve competitive advantage in the marketplace (Firth, Mellor, Moore, & Loquet, 2004).

In addition, despite many researches that have examined social support as a factor that influence employees to commit effectively toward organization, most of them were carried out mostly in Australia, United States of America (USA), and Canada (Benson, 1998; Joiner & Bakalis, 2006; Leveson & Joiner, 2006; Rousseau & Aubé, 2010; Thomas et al., 2005) giving less attention to the Arabian context, particularly in Oman. Hence, social

support deserves further examination in Oman because the results of the past researches may not be generalizable to the Omani context due to contextual and cultural differences. Furthermore, Spagnoli and Caetano (2012) claimed further researches on the influence of personality and affective organizational commitment because there are only few numbers of studies about the influence of personality on affective organizational commitment, which reveals the inconsistency of findings. Moreover, the different personality traits would directly and indirectly influence the interaction of employees and their employers which this type can increase or decrease affective commitment.

However, very few studies have investigated to describe behaviours and attitudes sides in the Arab country such as Oman context (Al-Hamadi & Budhwar, 2006; Azeem, 2010). The achievement of an organization depends on how employee behaves which reflect the human resource practices inside the organization. Besides that, quality organization relies on how its employees behave that reflects their competencies. So, their behaviour is effecting commitment to an organization. Moreover, Azeem (2010) strongly recommend that employers should take into consideration some significant factors that have been specified to have powerful enhanced on commitment in the workplace and combined them into process of employees' development to motivate their behaviour in daily work. Moreover, he suggested for future research more investigation about other factors that influence commitment in Omanis' organization.

Besides that, one major issue in early research, such as Aycan et al., (2007) concluded that Omani organizations are practicing more personnel management than managing human resource. This is obvious in terms of doing more hiring and firing people during

day-to-day personnel work. Most employees in many departments do not have job descriptions so employees have unclear job responsibilities and career path. In addition, challenges are given in the sort of the reluctance of youth employees to occupy a certain job in the private sector because of; the payment is low, the work conditions are challenging. In this context, Al-Hamadi and Budhwar (2006) concluded there is a demand for empirical research regarding to practices and policies of human resource in Oman.

Therefore, this research investigated that factors influence affective commitment of employees working in private higher education colleges in Oman.

1.4 Research Questions

These study questions served the aim of answering the particular objectives (i), (ii) and (iii) as specified in the below section. The questions answered by utilizing the descriptive statistic methods from the data collected and the quantitative analysis.

The study questions for the particular objectives are as mention below:

The research questions which this study was focusing to offer a solution are:

- i. What is the influence of human resource practices such as (career development, and financial incentives) on affective commitment?
- ii. What is the influence of social support on affective organizational commitment?
- iii. What is the influence of personality traits such as (Conscientiousness and Openness to experience) on affective commitment?

Thus, these research questions are descriptive because is an attempt to explain the correlation of the three independent variables identified to Affective commitment which is the dependent variable of the study (Kirshenblatt-Gimblett, 2006).

1.5 Research Objectives

The objective of this study is the identification of the one factor, among three factors, which is positively influencing affective organizational commitment of employees working in the private higher education colleges in Oman. This research focused to find out;

- i. To determine the influence of the two human resource practices (career development and financial incentives) on affective commitment for workforces working in the private higher education colleges.
- ii. To investigate the influence of social support on affective commitment for employees working in the private higher education colleges.
- iii. To determine the influence of the big two personality traits (conscientiousness and Openness to experience) on affective commitment for employees working in the private higher education colleges.

1.6 Significance of the Study

Research on educational sector is a comparatively contemporary phenomenon, especially in private higher education. Even though, in the western context has been a considerable rise in the publication as well research about higher education in the private sector (Altbach & Levy, 2005). Such a topic is still marginal on the human resource practices in the research agenda about private higher education in the Arab world including the

Sultanate of Oman. This study supply further information on affective commitment of the workforce working in different private educational institutions in Oman. Furthermore, this research can aides higher education policy makers in their process of decision making and in mapping a strategic human resource practices in private higher education to incorporate with national economic aspirations to achieve vision 2020 in Oman. However, the situation of private higher education in Oman and its role definitely increase Omani development, together with the challenges it faces, have not received appropriate attention as a topic of research. The higher education system in the Sultanate has also received attention from other researchers. For example, Al-Hamadi and Budhwar (2006); Azeem (2010) concluded by suggesting that doing more empirical research about HRM practices in Oman which should be increased to meet national demand of socio-economic. So, previous academic studies reveal a limited specific research discussing with affective commitment issues in private higher education in Oman and its challenges that faced in this sector (Al-Lamki, 2006).

Furthermore, this research can give hints to policy makers in higher education in their decision making process and drawing a conclusion which can improve private higher education strategy in the country. This study is also important in practical terms because, based on reviewing the actual position of private higher education in Oman and the challenges it faces, it offers some recommendations for developing the role of this sector in Oman.

Studies like these will be specific significant for decision-makers meet demand of human resource management who are actually accomplishing national strategy. Hence, they will

assist to evaluate the scenario of human resource management in Oman as well as planning of self-sufficiency in the workforce which lead the country to a better future.

So, the main goal of this research was to investigate affective commitment among employees in educational sector, such behaviour plays a major role in producing quality and more competitive graduates in order to fulfil and support the talented labour force demand from different industries. Consequently, this will give positive effect to the institutions to avoid turnover and replacement cost which effect government's vision in order to develop a knowledgeable humanity and promote economic growth and competitiveness. Hiring and training new employees are highly cost and this is particular attentiveness for most educational institutions. Thus, management in private higher education should try to keep attractive condition for its employees, which also help to eliminate the risks of worsening in services offered to gain the best competitive students. Generally, when employees can see the strong linkage between practices in their workplace in tune with their actual work, they are more probably to remain their relationship with the organization and will be highly committed.

1.7 Scope of the Study

The core objectives of this research are the consistency of three factors, human resource practices (career development, and financial incentives), social support, and personality traits (conscientiousness and openness to experience), which is influencing affective commitment levels of employees working in the private higher education colleges in Oman because a committed workforce is considered a worthy asset to the organizations (Lissy & Venkatesh, 2014).

1.8 Organization of Thesis Chapters

This study is arranged as follows:

First chapter demonstrates the study background, statement of the study problem, questions of research, aims of the study, significance of research, and organization of the study.

Second chapter consists of reviewing the literature and the summary of past research related to human resource practices, social support, and personality traits on affective commitment.

Third chapter describes the theoretical framework of research and method used in this study, research design, research sample, data collection, instrument of research, operational definitions, variables' measurement, and methods of data analysis that used for this study.

Fourth chapter discusses the research findings. The discussion of finding is according to the objectives' research.

Last chapter provides the deeper discussion on the study results, recommendation and conclusion of the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses past studies and review previous literature regarding affective organizational commitment with its determinants that may influence individual to be committed. The Factors that may influence affective commitment is human resource practices as career development and financial incentives, second factor is social support represented as supervisor and coworker support, while third factor is personality traits focusing on consciousness and openness to new experience.

2.2 Definition of Key Variables

2.2.1 Affective Commitment

Traditionally, Sheldon (1971) clarified commitment as a constructive assessment of the organization and its objectives. Likewise, Buchanan (1974) defined the concept of commitment as a psychological relationship between the organizations and its employees. In the same way, Porter, Steers, and Mowday (1982) determined employees' commitment depends on three factors: a) conviction in organizational goals, b) predisposition to put highly effort in the organization, c) strong aspiration to be a part of the organization.

Similarly, Bateman and Strasser (1984) defined that employees' commitment is a multi-aspect in nature which encompass high level of dedication with the organization among employees, their willingness to put significance multi-aspect, resemblance of values and objectives and a strong desire or wish to be a part of the workplace.

Likewise, Allen and Meyer (1997) defined employees' commitment as being one "stays with an organization, attends work regularly, puts in a full day and more, protects corporate assets, and believes in the organizational goals". This commitment to the organization is positively contribute organizational performance.

Particularly, Meyer and Allen (1991) proposed three dimensional conceptualization of commitment towards organization that has become one of the most popular models. They identified this multidimensional commitment in organization as three aspects of organizational commitment, that are, normative, affective, and continuance commitment, which were concluded to be correlated but distinguished. Meyer and Allen (1991) assumed three methods that persons can be introspective to organizations. The first component is normative commitment is a sense of obligation to the organization. The second component is affective commitment which refers to pertinence desire towards the organization. The third component is continuance commitment that indicates to belief that leaving the organization will be expensive. These components have been concisely summed up as: being obliged, wanting, and needing to stay with the organization.

2.2.2 Human Resource Practices

The concept of human resource practices as Ahmad (2013) demonstrated from different perspectives such as human resource development as an academic and professional discipline, as assistance to management, as an economic and political conflict management between employees and employers, and as raising a movement of workers' involvement which is influence of developments in social and industrial psychology (Schuler & Jackson, 1987). Many practices related to staffing and motivating employees cluster naturally into two bundles. First bundle depends on a control strategy, which

means philosophy of management asserts managerial control and attempt to organize production processes. The major focus of human resource practices in this bundle is efficiency and standardization. The second bundle depends on commitment strategy that purpose build strong correlation to the organization and affirm employee empowerment. The main focus of these practices is to empower employees and build a strong feeling of commitment and loyalty (Walton, 1985).

2.2.2.1 Career Development

Previous studies have reported a definition of the concept career as an advanced process of person over a track of various work experiences and jobs in one or more organizations (Baruch, 1996; DeFillippi & Arthur, 1994; Hall & Mirvis, 1996; Waterman Jr, 1994).

So, the term of career has various meanings. The most common meaning is possibly giving consideration in the plan of moving forward in an individual's chosen way to work gaining more money; seeking more responsibility in the workplace; and earning higher or more prestige, power and status (J. Ivancevich & Lee, 2002). A summarized definition of a career that asserts its importance is offered by Greenhaus (1971) "A career is the pattern of work-related experiences (e.g., decisions, job duties, job position, and subjective clarification of events related to work) and activities along the span of the employees' work life." Knowing that, management in any organization plays a major role to enhance its employees' career development to improve business performance and gain competitive advantage.

In addition, Ginzberg, Ginsburg, Axelrad, and Herma (1951) acquainted the process of career growth by a model built on assessing frequently, setting goals, examining, as well as doing. It is a long term procedure that starts from earlier age and extends to a later

stage of life. Moreover, Zheng and Kleiner (2001) defined development of a career as a simply fundamental approach adopted by an employer to assure that employee with the satisfactory experience and qualifications are in hand when needed. Meanwhile, Pillay (2009, as cited in Mohamad Niekmat, 2012) defined career development as an on-going procedure of becoming, exploring, aware of, and try out variety of factors that influence different facets of an individual's life. Also, in the same meaning, London (1993) refers the definition of career development as the long range of professional and personal development of individuals.

2.2.2.2 Financial Incentives

The term of financial incentives refer to any types of monetary rewards designed to employees' achievements of organizational goals (Saleem, 2011). These incentives could motivate and increase desirable productivity. So, employers sometimes encourage specific types of attitudes and behaviours that are predictable to be motivated by the incentives (Hsu, Jiang, Klein, & Tang, 2003). Moreover, Hsu et al., (2003) classified incentives into five elements that attract workers which contain wages, long-dated incentives, short-term incentives, bonuses, and worker benefits. Moreover, these remunerations can be a part of profession anchor symbolizes which workers incentives want from their profession. It is split into two; internal is the first one whilst second is external. Internal anchor indicates to workers' psychological and perception, attraction which has directly linked to their profession. This might be in the shape of non-monetary incentives such as location, job security, and empowerment through practices in the organization. On the other hand, external anchor of career illustrates the range of workers' comprehension that employers satisfy the internal career anchor via benefits and

incentives. Conversely, external anchors of career demonstrate to what extent the internal anchor is gratified external anchor of career remunerations. Employees can leave their organization due to purpose of money, but it might not be indicated that financial remunerations consider as the only cause (Bartol & Martin, 1982).

2.2.3 Social Support

Social support is a sense of responsibility and realizes the importance of helping others. This support is one of the sciences related to psychology because of its link to social life. Previous studies CDATA-Albrecht and Adelman (1987) defined the concept of social support as nonverbal and verbal communication among sender and receiver that decline suspicion about particular circumstances. This can be within the person himself, the other, or the relationship, and the role to improve a comprehension of personal control in the individual's life experience.

Similarly, Shumaker and Brownell (1984) illustrated the concept of social support as an interchange of resources among two persons distinguished by the sender or the receiver to be specified to promote the welfare of the receiver. CDATA-Albrecht and Adelman (1987) stated that social support can be divided into the main features which are uncertainty reduction, communication, and enhanced control. In terms of communication, it helps individuals, more particular about the case; thus, feel as if they are controlling over the situation. The information communicated will assist to decline uncertainty and consequently will promote control. A similar definition from Shumaker and Brownell (1984) demonstrate that the exchange of the resource between two sides to improve the understanding of the respondent. The definitions above have the same aim, to assist the individuals or parties who have a clear and a good understanding. This assistance can be

information (e.g., advice), emotional (e.g., nurturance), or fellowship (e.g., sense of belonging), tangible (e.g., monetary assistance), and intangible (e.g. personal advice).

Previous study as Jackson (1992) was defined social support as a structure of personal relationships which could assist individuals deal with a certain stressful conditions. The support and help from social network relationships become strong when workers are faced with stressful demands. In the same way, social support is a network of assistance, relationships, and interactions provided to person through the delivery of well-being, help and information shared with individuals (Newstrom & Davis, 1986).

2.2.4 Personality Traits

A significant amount of past studies have been examined the term personality that derives from the Latin with word "per" and "sonare", which means per sonare is to sound through, and the original meaning is a mask used by actors in the play (Feist & Feist, 2008). Hence, personality means visible and an external characteristic which other people can see it. Furthermore, Allport (1961) explained the concept of personality as a dynamic organization, inside the person, of psychophysical systems that generate the characteristic of person patterns of feelings, behaviours, and thoughts.

Meanwhile, Eysenck (1971) stated personality as less or more enduring and stable organization of an individual's temperament, intellect, character, and physique which set his unique adaptation to the environment. Furthermore, Robbins (1991) defined the concept of personality as the synoptic of ways in which a person interacts with others and reacts to. Also, Wagner (2008, as cited in Nazrifairuz, 2012) described an abbreviated definition that personality is a set of behaviours, feelings, and characteristic patterns of

thoughts that make a person unparalleled. In addition to this, the notion of personality emerged from within the person and remains fairly consistent throughout life.

2.3 Theoretical Background of Affective Commitment

Organizational Commitment is a cornerstone for any organization and job attitude in which many scholars in psychology field and organizational behaviour investigated, including social psychology over some years. In this vein, research on organizational commitment has since taken four different periods, but intervening routes from 1960 till now. Commitment is correlating with valuable results for both the employees and employers. Pervious study as Erdheim, Wang, and Zickar (2006) reported that commitment in organization has become an extremely studied attitudes and behaviour related to the workplace in social science discipline. Actually, organizational commitment has been researched through many meta-analyses (Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) theoretical reviews (E. J. Lawler, 1992; Reichers, 1985), and one overview book (Allen & Meyer, 1997), broadly because employees who has no or lower levels of commitment are closely to leave their workplace which disrupts business.

Scholars are interested in the construct of the notion of organizational commitment that can be linked to work outcomes that all employers desire to achieve. There appears to be unanimity that affective commitment of the workforce influence their job behaviours and attitudes. Various past studies illustrated that commitment of organization can positively significance for the individual employee and organization (Mathieu & Zajac, 1990; Meyer et al., 2002; O'driscoll, Pierce, & Coghlan, 2006; Riketta & Van Dick, 2005).

However, several studies of organizational commitment mainly concern about the influencing of employees loyalty and commitment that can be predictable in the organization in terms of job security and period of employment contracts. Practitioners in human resource and academics alike maintain important attention towards organizational commitment due to its relationship with anticipated results; for instance, minimize turnover, decrease absenteeism, as well as enhanced organizational performance (Allen & Meyer, 1997; Iverson & Buttigieg, 1999; Jaramillo, Mulki, & Marshall, 2005; Mathieu & Zajac, 1990).

Furthermore, there is a consensus among social scientists that the notion of organizational commitment is one of the most researched concepts and debate in management science, human resource management and organizational behaviour (Cohen, 2003; Cooper-Hakim & Viswesvaran, 2005; Morrow, 1993).

Preliminary work on organizational commitment was undertaken by Meyer and Allen (1991) who developed multidimensional model and has been undergo to broad empirical investigation and has plausibly received support. Besides that, Meyer and Allen (1991) discussed that one of the major causes for distinctive through the various aspects of commitment of organization was that they have variety of implications for behaviour. However, all three components have a tendency to link workforce to their organization, and subsequently relate negatively significant to turnover intention, their relations with other kinds of attitudes at workplace can be actually dissimilar (Meyer et al., 2002). So, this multidimensional of commitment is considered as the most factor that increase effectiveness of the organization (Zeidan, 2006).

Likewise, Mathieu and Zajac (1990) reported that affective commitment has received the most research attention among social science scholars. Furthermore, there is strong advocacy for the correlates, antecedents, effects, and cross-cultural generalizability of affective commitment (Meyer & Allen, 1991). So, because of justification above mentioned this study investigated affective commitment in a different context from that has been done before.

According to Buchanan (1974) affective commitment is a supporter for emotional attachment to organizational values and goal as well as one's role in it, and to the organization for its own aim, aloof from its completely instrumental value. This attachment emotionally appears to derive from conditions and is positive in nature for instance assistance from senior co-workers, fairness treatment beside appreciation of employees' contributions.

Similarly, Mowday et al., (1979) identified that commitment affectively is happened when the worker fixed with an effectively happened and its objectives to ensure membership to achieve these objectives. In addition, Porter et al., (1982) demonstrated three factors of affective commitment: First, a strong belief in the values and objectives of organization; second, readiness to emphasis endeavour on the organization attain the organizational objectives; and third, wish to retain organizational membership.

In this context a sequence studies from, Allen and Meyer (1991,1997) elucidated affective commitment as the emotional bind an employee feels toward his/her organization, described by involvement and identification with the organization with a delight of partnership of the organization. Affective commitment entails agreement and

integration of the other person's values and goals, a readiness to boost their emotional attachment as well as increasing effort on their behalf to them (Meyer & Allen, 1991; Mowday et al., 1979). Workforces who are committed effectively to their organization will possibly keep on employed for it because they are really wanted to (Meyer & Allen, 1991). So, in this context, affective commitment includes three components: first, the structure of an emotional attachment to a workplace; second, harmony with; third, and the wish to keep membership of the organization.

Furthermore, previous Studies have investigated the importance of affective commitment that is the most vastly argued form of attachment psychologically to hiring organization. This might be possible because affective commitment is linked to required outcomes of the organization such as eliminate turnover, reduce absenteeism, improve job performance, increase citizenship behaviour in an organization, and stress outcomes as well as worker-relevant family-work conflict (Meyer et al., 2002; Syafiqah & Shkuri, 2011).

Besides that, affective organizational commitment does not only influence the employee retaining, but likewise appears to be the most important aspect of commitment to improving efficiency of any organization (Mohamad Niekmat, 2012). Moreover, workforces who show extraordinary affective commitment feel a sense of attachment toward their business. They linked with the vision and mission of the organization. So, feeling attached emotionally, with a voluntary wish for involvement, and harmonies of employee and employer's values are absolutely enhancing the stability of organizational workforce, quality and quantity of outcomes.

Another essential point, according to Cohen (2007) reported that affective organizational commitment theory is mainly significant component of organizational commitment comparing to the essential instrumental one. Despite this, the investigation of the literatures appears various advantages as well as limitations of notion of organizational commitment (Allen & Meyer, 1997; Becker, 1960; Somers, 2009). Subsequently, Meyer and Allen (1991) formed strong and methodical distribution for relationships between these three components, which can effectively illustrate the cooperative relationship between organization and its employees, and specify the source and dissimilarities in the connectivity aspect. With a view to develop the affective commitment, an employee needs to affiliation, achievement, supply the fulfilment of needs, and employment of abilities (Mowday, Porter, & Steers, 2013).

Complementary to this, there are several benefits of workforce who effectively committed that include: enhanced job pleasure, increased job performance, productivity growth, increased retention rate, decreased intention to search for alternative organization and absences from work. So, numerous of previous social science researchers have studied a variety of factors that affecting organizational commitment. Because of workers are enthusiastically interested with different forms of dealing that received from the organization. Therefore, workers' perceptions about different practices inside organization play an essential part of specifying their work behaviours and attitudes (Waseem, 2010).

Hence, workers with desirable affective commitment will be extremely encouraged to disburse their energy while doing organizational tasks (Anderson, Rungtusanatham, & Schroeder, 1994). Even extremely knowledgeable and skilled workers who have a low

level of commitment may not contribute much potential and will thereby minimize their effort in the organization. In addition, Academic scholars considerably respond expanded amount of empirical research to investigate the linkage between commitment and organizational effectiveness that employers rising interest about their willingness to have a committed employees to boost their performance. Actually, it is very significant to determine the factors on which affective organizational commitment is dependent. However, there is an important deal has been discussed about the concept of commitment in various industries, yet there is unclear comprehension on how the variables suggested might related to it and participate to its improvement or by what method these organizational factors could addressed to enhance the improvement of organizational commitment (WeiBo, Kaur, & Jun, 2010).

In the same vein, affective organizational commitment is difficult to generate in a short-term unless these employees believe in the vision and mission. So, equally important, Norazizi and Mastar (2012) reported that affective commitment has been examined broadly amongst different vocational groups to describe the concept of commitment that is vital for achievement of professional as well as organizational objectives specially in the educational sector but has still unexploited area by academics. So, this study investigated some factors that aforementioned to describe the significant factors that affect affective commitment among employees in private higher education colleges.

2.4 Theoretical Background of Human Resource Practices

Affective commitment is an index that assists practices of human resource utilized in a workplace to be able to encourage emotional relations between employee and organizational vision. This is an impalpable result of a human resource system and is

vital to keeping staffs emotionally attached to their organization and employing their effort to the fullest extent over time (S. Ahmad & Schroeder, 2003).

Similarly, Becker (1960) discussed that human resource practices run a business directly through employee knowledge, skills, work design, and motivation, creating desirable behavioural outcomes for instance productivity, optimal effort, and creativity which are predictable to work through operational and ultimately through results of profitability (Porter et al., 1982; Schneider, 1987; Tiwari & Saxena, 2012). In addition, all of organizations consider its human resource as the most valuable asset and the major source of attaining competitiveness in marketplace. From the perspective of human resource strategy, a strategic of human resource management must be incorporated with the business strategy to guarantee value to the organization from appropriate managing of human capital. Notwithstanding, managing human resources has faced many challenges as compared to managing capital or technology and for its efficient and effective management, each organization requires competitive human resource system that should be supported by focusing on human resource practices.

Studies comparing these two strategies almost always derive that the commitment strategy is the best (Mohamad Niekmat, 2012). Organizations that adopt commitment strategies have greater effectiveness and higher productivity and their output generally have quality whether goods or services. The supremacy of a commitment strategy is harmonious across various types of industries and organizations. This strategy of commitment is often outlined as a human resource bundle that enhances high involvement.

Subsequently, human resource management is the design of the specific formal system in an organization to enclose efficient and effective use of talented employees to achieve organizational goal (Mohamad Niekmat, 2012). It can then be illustrated that managing human resource include of the practices, systems, and policies which influence behaviour, attitude, and performance of employees (Noe et al., 1997).

2.4.1 Career Development

In order to define the concept of career development Foong-ming (2008) specifically stated that follow specific career path for singular employees' desire that this is organizational support and care to aspiring skills and knowledge's employees in the first phase of their profession. The availability of efficacious career development not only promotes the self-esteem and growth of employees for them to use knowledge in addition to skills, it might also consider as a significant connect to maintain better workforces to continue with the organization (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Hence, career development is at the individual's responsibility and control, this person should decide better choices, acclimate to circumstances and the workplace environment (for instance, organizational change), seek to develop, and monitor person's own destiny (Lips-Wiersma & Hall, 2007). So, career begins to be more diverse, open, and mutual administration between employees and employers.

Furthermore, the term of career development includes formalized, a systematic, determined effort to acquire a between the organization's employee requirements and needs of an individual's career (Leibowitz, Farren, & Kaye, 1986; Lips-Wiersma & Hall, 2007). Career development is once an important aspect among practices of human

resource under life time employment practices to attract and encourage workforce for more productivity as well as wished for performance in the workplace.

Likewise, Agba, Nkpoyen, and Ushie (2010) illustrated career development that planned efforts directed towards evaluating an employees' prospective to identify potential career paths for particular worker and delineation various forms of training, developing and experience to provide employee knowledge and skills that needed for advanced job. When an organization considers this development in a career as a signifying practice among function of human resource, for instance activity is named guidance of career, which is consisted of three phases: predicting, planning and counselling. The first process is to determine the regular track of the career path (promotion) inside the organization. The forecasting process is an integral part of workforce planning.

The second process is to suppose where and when job offering will happen and to correspond nominee's tendency for these openings. Conventional views support that career planning process has paternalistic nature inherently when employers adopt a dominant and primitive part in developing workforce. The contemporary conception of career planning is a more cumulative process by which employees pick an important role to manage their own career (Baruch, 2003; Gutteridge, 1993).

Further discussion related to career development, Zheng and Kleiner (2001) agreed that career development expand activities of human resource development in future orientation. As most of workers deemed improving on their skills to be more competitive workforce in challenging and changing business that obvious force them to seek more career development. So, the types of responsibilities they may need to take may also alter as well. If an organization can help their workers in decisions making related to future

responsibilities, it can greater prepare them to be efficacious when they occupy a new job (Zheng & Kleiner, 2001).

The potential nominees are evaluated by comparing their existing expertise with expertise that is needed for the new position. Subsequently, training program may be designed to rectify any skill gaps which are determined via this comparison (Peterson & Tracy, 1979). The attitudes, knowledge, and skills that improve through this pathway of discovery become strong planning and decision making not merely about investigation of such work linked vocational and employment varieties but also about life work skills and personal management.

The notion of career development practices has both dimensions in organizational and personal. Within the level of organization, it is a concerted agenda which designed to match both needs of employees and employers. For instance, such agenda includes specific policy for recruitment that promotes a full interchange of acquaintance between the organization and the candidate before to employ; a promotion practices that deems both the organizational objectives beside employee needs. In addition, this requires an organization to supply resources, tools, and the suitable conditions to enclose self-advancement continuously. Second dimension is the personal level of profession development empowers the alterations in persons as their job responsibilities inconsistent with their family and social responsibilities. In this vein, worker effort is strongly asserted, career studies has illustrated interchange between organizational and individual effort in the career development process is potential.

Employees need management to reflect concern toward their career development practices, which might be generate greater commitment, enhancing productivity, and

achieve organizational objectives. As a result, career development practices help organizations avoid unacceptable workforce, and the risk of an obsolescent. Hence, it takes a vocational manager to recognize that career counselling period may have a major benefit in the performance of workers than the time period on responsibilities of daily routine. Meaning that, employees must suppose fundamental duties for their career development the organization cannot improve knowledge and skills of employees who do not desire to be improved. Whereas these employees do own major accountability for personal improvement, the director of human resources development has correlated roles in the process of consulting profession.

A bilateral commitment among employer and employees is essential if the process of consulting profession is to be efficacious. So, the desirable part of the supervisor is to enhance improvement and originate comfortable workplace that will also encourage and stimulate outgrowth. Moreover, the role of human resource department is assisting equally the subordinate and manager to clarify the possible career path and specifying potential goals to provide resources for achieving these goals (Gambill, 1979).

Notwithstanding, career development practices in most organizations is given less attention (Mohamad Niekmat, 2012). Therefore, it is relevant such organizations legitimize and accept the required needs of employees for the career growth (Leach, 1977). Organizations can commit serious mistakes in planning for human resources if it supposes that all employees have similar intentions and career concepts. Hence, Leach (1980) claimed that career information packages, career intention surveys, and design a support system for career development in organizations to align workers' anticipation is mandatory. In many organizations, such these programs of career development practices

are becoming as evident increasing valuable contributions of employment of workers that lead to enhance effectiveness of the organization (Leach, 1980).

Furthermore, the importance of practices in career development has been discussed by (Hirsh et.al., 1995; Maya, 1991, as cited in Mohamad Niekmat, 2012) that process to be effectively supervisor must design career development plan for employees and follow up it that consider as apart from developing them in their work. Further, top management support is essential to assist the employee to manage his or her profession in the right an efficient method. Also, employees seek a clear way in the career development process by taking specific roles, for instance, acquiring feedback from their supervisor, acquainted on career development requirement and the exact level in this organization which given a clear way of learning chances to improve their capabilities and skills. Furthermore, Huselid (1995) reported that cumulative human resource practices which adopt profession-related practices absolutely can develop skills, abilities, and knowledge of current and potential employees as well as encouraging talented employees to stay in organization.

Thus, practices of career development are aimed to match challenges and opportunities available within the organization with an employee's career ambition (Aplin & Gerster, 1978). The practices of profession improvement interest as well as require a desirable placement of workers in a new position that achieve both wants of the organization and its employees. Thus, worker career ought to attention to managers and organizations well-arranged which organizational workforce may be improved to meet permanently challenging change in workplace condition (Aplin & Gerster, 1978).

In addition, employees in modern community are expressive a keen willed to keep track greater than just an occupation. They desire a profession which reflects their personality, concern, and capabilities that integrate with their entire life circumstances. Regrettably, most organizations have faced a lack of realizing the significance of this need and the tools which are essential for gaining great experiences. As a result, employers do not give opportunity to employees to improve in their profession. Hence, it is advisable to have opportunities for continuing improvement and growth. One of the most human resource practices to develop their employees' career is offering them educational reimbursement programs that might seem to be the fundamental ingredients for fulfilment in the world of work and employees' happiness (Agba et al., 2010).

Moreover, Lips-Wiersma and Hall (2007) discussed career development practices as the overall outcomes of interaction among processes of institutional career management and process of employees profession planning. Hence, profession development has to involve with the structure of human resource and have to be for a long period and continuous event (Leibowitz et al., 1986).

Subsequently, some researchers described profession development that demonstrates a shape of co-partnership in the organization and exchange commitment mutually for collective ownership and shared responsibilities of worker's professions (Lips-Wiersma & Hall, 2007; Sturges, Guest, Conway, & Davey, 2002).

Wherever the employers can encourage the employee using these chances, an appropriate behaviour of commitment and loyalty might be improved and performance developed. Therefore, employees would be more satisfying and stay in their job with less likely to leave when there is a clear opportunity for development and growth (Mohamad Niekmat,

2012). The employees' decision for staying or leaving might rely on whether their job is attracting, whether they perceive organizational support for personal development. Indeed, it is a complicated tactic for top management to formulate desirable career for every employee who has a different perspective towards his tenure.

So, to what extent does human resource management show interest in the career development of their employees? In order to answer this question, this research was designed to investigate the influence of career development on affective commitment in private institutions of higher education in Oman.

2.4.2 Financial Incentives

Reward structure in most organizations is the paramount human resource management issue (Milkovich & Newman, 2008). But due to global business competition and diverse workplace environment most organizations have shifted from conventional ways of compensation basis and design them on the base of knowledge, skills, performance, as well as competency which attracts, motivates and retains talented employees to achieve their strategic goals (Milkovich & Newman, 2008).

Besides that, managers came to recognize that the employees' output and commitment had a main influence on the profitability of the organization. As time passes on, the movement of human relations emphasized that employees were motivated by many ways, for example, intrinsic rewards (recognition of work achievement) and extrinsic rewards (financial rewards). In addition, they desire a different of things from their careers aside from a few fringe benefits and a pay cheque, so, their commitment to the organization be determined by the level to which their employer fulfils these needs (Kent & Otte, 1982).

Moreover, Saleem (2011) confirmed that rewards and financial incentives positively effect on employees loyalty or commitment.

So, employees perceived their performance as considerable efforts and by providing them adequate benefit package and rewards that is an operative method, whether they meet organizational objectives or their permanence of pertinence with a quality workforce. Workers remain this relationship with their employers because of needing to improve living standards. Employees are no more satisfied to possess just a job and the normal benefits. Indeed, they pursue better working conditions, higher salaries, health insurance and dental treatment, reduced work hours, and retirement plans programs.

Subsequently, it is value for the organization to preserve the relationship with its workers in such perspective which enhance their affective commitment toward the organization. Equally important, that monetary incentives create stability of the business relationship due to it depend on the fundamental for high grades of affective commitment. Hence, organizations must create unique strategies which contain monetary remunerations such as bonuses, allowances, gain sharing or profit sharing, as well employees' stock ownership (Saleem, 2011).

Hence, their proper practice results in enhanced teamwork and motivation, raised employee satisfaction, and increased employee's performance. The empirical results conducted by Saleem (2011) of the administration of benefits concluded positive relationship between financial incentives and employee's commitment. Human resource practices always emphasize a fundamental practice for financial incentives which is very important in term of managing compensation on a market scale involve managing

strategic compensation, considering performance-based pay, or doing benchmark within the competitors where adequate anticipating may influence the local market competitiveness (Mohamad Niekmat, 2012).

Furthermore, to determine the effects of financial incentive Nyberg, Pieper, and Trevor (2013) concluded that bonus, merit pay, and its accumulative efficacious overtime positively influential the worker future performance. Likewise, another study of Andersen and Pallesen (2008) reported that is the effectiveness of financial incentives will determine by employees' perception. Meaning that, if the workers perceive the monetary remuneration programs is valuable; it is probably encouraging them to raise performance.

On the contrary, Yuan et al., (2012) deduced that three remuneration program investigated in their research illustrated negatively relationship between the teachers' performance and incentives programs.

The problem with the execution incentive pay is related to how supervisor is doing performance appraisal. This is considered in three portions. The first part is formulating benchmarks or performance objectives whereas the second part is appraisal of performance itself and the third part is how to make alignment between performance and pay (Kessler & Purcell, 1992). In the same vein, Boachie-Mensah and Dogbe (2011) emphasized that the encouragement influence of incentives on performance is impeded by unfair practices of performance appraisal. In their conclusion, reported that merit pay is less effective than the bonus.

However, personalized incentive programs must be adjusted, assessed continuously, adapted and analysed to ensure committed employees have their eyes on the same price as the business owners (Baeten, 2010). Most of the organization creates an attractive rewards system to motivate and retain human capital because it is the usual way to possess the required knowledge, skills, and abilities to implement organizational strategies (E. E. Lawler, 2003). Moreover, monetary incentives designed on the basis of mutual interest and based on the work between the employee and the employer means that the greater the worker's performance got more financial incentives.

To elaborate more, Omaro (2011) surveys had explored that incentives is a significant latent construct that can influence the organizational performance. The eligibility of the reward given to worker can promote better performance. As organizations attempt to meet their strategic competitive advantage through giving value remunerations that mostly depend on the productivity of their workers. Monetary remunerations can be efficacious if it is designed towards a certain job criteria of individual workers and should specify a part of the total rewards system.

Moreover, previous study of Das and Baruah (2013) in a research by Moncarz, Zhao, and Kay (2009) stated that even though rewards was not one and only of the main indicators influenceing non-management turnover rate but rewards can play as a serious indicator in increasing commitment as well as declining managerial turnover. Also, Davies, Taylor, and Savery (2001) indicated the opinion that rewards to top employees is provided by every organization but very limited employers use it strategically. They mentioned that human resource policies are not being utilized salary and benefits

strategically, within the organization to enhance morale, decrease turnover rate, as well as attain strategic goals within an establishment. Surprisingly, according to Mohamad Niekmat (2012) employees' commitment are not influenced by the low satisfaction to pay.

2.5 Theoretical Background of Social Support

According to House, Kahn, McLeod, and Williams (1985) affirmed that social support is a shape of instrumental, emotional, appraisal and informational assistance. In the context, Cutrona (1990) added up social integration into the definition of House et al., (1985) this incorporating types of resources as social and functional network as thematic characteristic of social support. These structural and functional characteristics of social support are supported by Cutrona (1990). The types of resources refer as a functional characteristic of social support. This includes three types of support informational, emotional, and instrumental (Bowling et al., 2004; Hauck, Snyder, & Cox-Fuenzalida, 2008; Newstrom & Davis, 1986). Emotional support is the help given to deal the emotional distress of employees through caring and sympathy. The caring and sympathy behaviours are elaborated for meaningful concern, sharing the happiness and sadness, give attention to problems and mutual trust among these parties. Informational support is the backing that prepares the essential information such as suggesting direction, offering helpful advice, and giving new ideas in order to assist employees solve a certain problem. The third aspect of support is instrumental that reflects the practical assist to employees so that they can transact with a stressful demand directly. Employees in any organization gain instrumental support when someone is interested to give them a desire to help. The interpersonal relationship between employees and supervisors or co-workers is a clear

form of structural characteristics of social support in the organization. Both immediate co-workers and supervisor can give help that encourage desirable work experiences and that motivate employees' affective commitment towards their organization (Rousseau & Aubé, 2010).

This study focused on two forms of social support; the first form refers to supervisor support as is defined by Thompson and Prottas (2006). They detailed it as employees' perception on the extent supervisors weight their care and contributions about their comfort. Past research has been manifested that supervisor support is significantly influencing job attitudes of subordinate such as organizational commitment whilst in contrary negative significant to turnover intentions (Thompson, Beauvais, & Lyness, 1999).

In the same vein, another study conducted by Hammer, Kossek, Yragui, Bodner, and Hanson, (2008) confirmed that supervisor support is the main source of social support in the workplace and it is related to work attitude as well they are accountable for developing their subordinates. Likewise, supervisors encourage subordinates toward desirable attitudes for instance, commitment (Caykoğlu, Egri, & Havlovic, 2007). In addition, the notion of supervisor support include, for example, caring about employees, appreciation their efforts, aiding them in job-related matters, and helping them to develop their skills (Oldham & Cummings, 1996; Rafferty & Griffin, 2004). The more employees feel that they are supported and appreciated by the employers; they more emotionally attached to their organization (Rhoades, Eisenberger, & Armeli, 2001).

A second form of social support is co-worker support which indicates co-workers, helping each other when they face challenging tasks by sharing their know-how and understanding as well as giving support and motivation (Zhou & Shalley, 2003). Co-workers may exchange their expertise and knowledge when a worker is challenged with a novel and difficult task of finding a resolution which is unknown yet (Scott & Bruce, 1994). Colleagues may also obtain skills and knowledge related to a specific task from helpful colleagues that might create potential new methods of doing things (Perry-Smith, 2006). Furthermore, working besides helpful, friendly co-worker enhances an environment of workplace and organizational culture where new ideas can be discussed more freely and openly.

According to Perry-Smith (2006) the definition of co-worker support is the scope to which workers consider their co-workers are likely to give those employees assistance that related to work issues to help in the fulfilment of their work duties. This support can encourage employees to take further liabilities and to attract additional pro-social behaviours that are striving to gain common objectives, encompassing assisting co-workers with heavy workloads, participation of organizational resources, and suggesting counsel to co-workers who face difficulties at work.

In addition, Liao, Joshi, and Chuang (2004) defined co-worker support as the level of assistance performs by colleagues in the workplace. Moreover, Ducharme and Martin (2000); Parris (2003) provide another definition which stated support from co-workers encompass tangible aid, the providing of caring, as well giving required information.

So, the important sources of social support are coming from both supervisors and co-workers that enhance workers' well-being inside the organization by achieving desires for affiliation, appreciation, and approval (Stinglhamber & Vandenberghe, 2003). Hence, workers are satisfied emotionally towards their work experiences which lead them to increase their affective commitment toward the organizational vision. Moreover, various previous studies concluded that overseer support has a relationship with an affective organizational commitment to the organization (Kidd & Smewing, 2001; Mottaz, 1988; Podsakoff, MacKenzie, & Bommer, 1996; Rafferty & Griffin, 2004; Schaubroeck & Fink, 1998; Stinglhamber & Vandenberghe, 2003).

Likewise, researches of Eisenberger et al., (2002); Shore and Wayne (1993) suggested that is the culture of affirmative work directed at workers by the supervisor and the co-workers leads to stability of extra valuable interchange of relations which encourage emotional state of responsibility for workers to exchange in positive ways.

2.6 Theoretical Background of Personality Traits

The term of personality is developing in wide-range factor, not only natural that have as humane. The first factor is social, means the society that lives with, the community that has to interact, the cultural environment such as interaction, relationships, environment in the workplaces, organizations, family, societies, communities, all contribute in one way or another as determinants of personality (Saputra, 2014). A second factor refers to the cultural environment, for instance; conventional practices, customs, procedures, norms, rules, values, regulations, precedents all are important personality determinants (Feist & Feist, 2008). A third factor is biological that related to physical features, brain, and

heredity. A physical feature indicates to the physical characteristics which have by people, such as colour of skin and height of the person. Brain indicates to the way that person thinking is childhoods, or mature in order to find a solution for the problem. Heredity indicates to temperament, physical structure, gender, facial attractiveness, muscle composition and reflexes, biological rhythms and energy level (Schultz, 2013). The last factor is economic that play important role to develop the individual's personality. There are three kinds of economic factor that influence personality, such as lower class, middle class, and upper class. Furthermore, the economic factor that influence personality can be influenced employee commitment in the workplace (Feist & Feist, 2008).

Indeed, the term of trait psychology has started to discuss in literature in the seventh decade of last century years as a keen basis for the theoretical to realizing the origin defines of the person in term of emotion, believed, and patterns of action (McCrae & John, 1992). There are four types, theories of personality, such as social-cognitive theories, psychodynamic theories, humanistic theories, and trait theories (Feist & Feist, 2008).

This study focused on trait theories that attempt to understand what traits influence personality and how they relate to factual behaviour. The term trait illustrates the regular differences between the characteristics and behaviour of two or more peoples (Feist & Feist, 2008). Trait theory begins with the interpretations and mutual intelligence, which people often fluctuate constantly and significantly in their response to the same stimulus or psychological situations. Indeed, there are a lot of scholars that studied about trait

personality, but Cattell and Mead (2008) who are much more significant among the theorists who discussed trait theory.

In this context, the big five dimension of personality traits based on the psychoanalytic theory, including Allport (1961) theory that list of 4.000 personality traits and then minimize to 171 by Cattell and Mead (2008). Then Cattell and Mead (2008) theory come up with 16 factors of personality, by removing rare traits and linking common characteristics. Actually, Costa and MacCrae (1992) proposed a five-dimension personality model, called the Big Five. This model is a wide-range of universal trait that is correlated with behaviour at work (Feist & Feist, 2008).

However, traits are lasting features that differentiate a person's behaviour (Buss, 1989). It is also consider as steady characteristics or nature that reflects particular type of cognitions, emotions, and attitudes (Just, 2011; Veselka, Just, Jang, Johnson, & Vernon, 2012). In the twentieth century, the five factors of personality (Big Five) proposed by Costa and MacCrae (1992) have played a main dramatic role in studies of psychology. Many researchers in personality have concluded and proven that Big Five Model is more adequate to follow the fundamental dimensions of individual personality. The Big Five Model contains of five dimensions, called agreeableness, extraversion, neuroticism, conscientiousness, and the last on is openness to experience.

The Big Five personality traits model includes those five comparatively independent factors that entirely indicate a significant classification for the research of person differences. Agreeableness is the first factor. It represents the humane aspects of an individual's characteristics, for instance caring, emotional support, altruism, and

nurturance. In this dimension, the behavioural tendencies usually connected with trustful, good-natured, courteous, flexible, compassionate, cooperative, permissive, and forgiving (Barrick & Mount, 1991). The second dimension is Extraversion. This dimension refers to behavioural individual tendencies which tend to estimate these traits by describing him or her as confident, gregarious, friendly, active, and talkative (Barrick & Mount, 1991). The third dimension is Neuroticism. It refers person differences in the orientation to experience tribulation (McCrae & John, 1992). Normally behaviours related to angry, depressed, anxious, emotional, embarrassed, insecure, and worried (Barrick & Mount, 1991).

Meanwhile, Conscientiousness trait is the fourth dimension which indicates characteristics such as volition and dependability. This behaviour is usually correlated with being persevering, careful, industrious, responsible, and achievement-oriented (Barrick & Mount, 1991). Openness to Experience is the last factor which refers to artistic and scientific creativity, political liberalism, and divergent thinking (McCrae & John, 1992). The behavioural tendencies usually related to Openness to Experience contains entity inquisitive, wise, imaginative, cultured, brilliant, and original (Digman, 1990) and aesthetic sensitivity, exceptional values, having a need for variety (McCrae & John, 1992).

2.6.1 Conscientiousness

The People who are characterized as such conscientiousness; they reflect a high level of responsibility, goal-directed, and thoughtfulness behaviours (Ivancevich & Matteson, 2011). Those high in conscientiousness tend to be work hard, mindful of details, organized, and enjoy achieving. On the other hand, persons who are low conscientious

have a tendency to be careless, lazy, messy, as well inefficient (Chudzikowski, Fink, Mayrhofer, & Migliore, 2011). Moreover, Daft (2014) defined the notion of conscientiousness as the level to which an individual is persistent, dependable, achievement-oriented, and responsible. So, conscientiousness indicates to some features such as arrived on time, orderly, care about doing things right, and get their work done. A conscientious person concentrates on a few objectives, which he or she follow in a meaningful way, meanwhile conscientious employee is doing better across an extensive variety of responsibilities and have likely a high level of job satisfactions and motivation (Colquitt, Lepine, & Wesson, 2011). In addition, conscientiousness is the amount of control over motive and a measurement of goal-directed behaviour. Hence, it has been linked to particular desire to achieve and educational achievement. The centralized individual depends on a fewer number of objectives, but pursue tough to meet them, whereas the resilient individual is greater motivated and easier to encourage from one task to another (Howard & Howard, 1995). Meaning that is the more conscientious an individual is the more organized, qualified, thorough, responsible and obedient (Costa & MacCrae, 1992).

2.6.2 Openness to Experience

The second dimension of personality trait focused on this study is Openness to experience that also recognized as inquisitiveness or intellectuals. It refers to a person who is complex, sophisticated, broad minded, curious, intelligent, and creative (Colquitt et al., 2011). This trait has two lineaments characteristics such as insight and imagination, and those high in this dimension also linked to have a broad extent of interests (McCrae & John, 1992). The personality trait of openness to experience often tends to be quicker

and adaptable to identify when the old way of practicing something is no more effective, unmatched in the search for a better and new approaches (Spagnoli & Caetano, 2012). Another essential point, Colquitt et al., (2011) stated openness to experience is probable to be worthy in jobs that seek a high degrees of creative performance, where employee needs to be able to create more innovative and useful solutions and ideas. Furthermore, openness to experience reveals individuals' interest to new knowledge and new matters for discussion. Hence, an individual who has a high openness to experience may prioritize to build and maintain relationship rather than to utilize them (Black, Organ, & Morton, 2010).

Similarly, openness to experience is a measure of variability, deepness, and extensiveness in an individual's fantasy besides pursues different expertise. This element reveals cultural interests, intellect, educational aptitude, openness to new ideas, and creativity as well as concern cognitive experiences and a varied sensory. So, Individual with a high openness to experience likes liberal and novelty and has broad interests. Conversely, persons with low openness to experience are preferred familiarity, traditional, and conservative (Howard & Howard, 1995).

According to, Ahmadi, Ardi, Zare, and Fathizadel (2012) stated that the personality characteristics play a most important role in the employees' success and failure. Nowadays, organizations exchange their materials and goods with the other countries. But human capital is not interchangeable. Therefore, organizational success depends on the skilled human resource that is the main competitive advantage as well as valuable assets in any organization. Since the personality characteristics are directly influencing

the behaviour of the employees, they can be utilized in order to offer scope for forecasting the individual behaviour. Being informed from the employees' personality assists the management in the organization to utilize those possess the necessary qualifications (Ahmadi et al., 2012).

However, previous literature had a minimal attention to comprehend the dispositional fundamental of organizational commitment. Actually, some scholars have studied the linkage between personality traits and organizational commitment (Cropanzano, James, & Konovsky, 1993; Erdheim et al., 2006). But, the model of the big five of personality trait not classified under the positive or the negative typology (Judge, Heller, & Mount, 2002). Because the concept of organizational commitment is similarly categorized parallel job satisfaction, is a work behaviour, means that the big five of personality might contain traits not classify as the positive affectivity or negative affectivity typology which give further detailed explanation of organizational commitment.

Surprisingly, Organ and Lingl (1995) reported that conscientiousness should not link to commitment in the organization because this trait has generalized tendency to work-involvement tendency not to an organizational-involvement. Moreover, their study has illustrated, employees are susceptible of becoming committed, to different aspects of the place of work, containing the career, and organization (Cooper-Hakim & Viswesvaran, 2005). As well, openness to experience trait ought to link to affective organizational commitment due to the study from DeNeve and Cooper (1998) had stated that it offers to employees to realize both the good and the bad extra intensely. So, there is still unclear

directional influence on affective employees' reaction such as affective commitment toward their organization.

Nevertheless, what is not yet clear is the effect of the big five of personality traits on affective commitment amongst past studies that have investigated this relationship. Therefore, one objective of this study was to investigate the linkage between these two dimensions and affective commitment to get a better understanding the disposition essential commitment in organizations.

2.7 Human Resource Practices and Affective commitment

2.7.1 Career Development and Affective Commitment

All of organization should consider its practices in human resource as the factor that most affect employee behaviour, perception as well as attitudes. This implied formulating adequate human resource policies beside proper implementation. If so, the organizations can be easily achieve their strategic goals that are most dependent on human capital. The reason is that human resource nowadays becomes the major asset in any organizations. Hence, employers are trying to manage employees' behaviour in the workplace that generates a style of doing thing in line with the vision of the organization. The question is what type of behaviour, attitude, and perception of workers that could remarkably influence business outcomes. Yeung and Berman (1997) affirmed that organizational performance is extremely affected by human resource practices which can immediately influence employees' commitment towards their organization.

In addition, Porter et al., (1982) had observed that there was a vigorous mutual link between human resource practices in organizations and their employees. Meaning that,

whenever employees were given adequate support and their particular needs were achieved by their organizations, as a result organizational commitment would become stronger. Subsequently, if employees have a clear vision of their career goals certainly they are looking for the organization that meets their needs. Then, employees would share their knowledge, skills and experiences during the workload that is leading to a growing sense of belonging and institutional commitment. In addition, Meyer et al., (2002) has demonstrated that one of the most predicts factor influence individual's affective commitment is the internal career development of employees.

According to Gutteridge (1993) career development system has two perspectives the first one from organization focused on managing this career while the second perspective from individual workers focused on their own profession planning. Although profession planning is essentially individual-focused, it is highly linked to organizations because the concentrate of career is a specific profession in the workplace. Commonly, there are two scopes in examining career development - career management through organization and career planning through the individual. In this context, Hall and Mirvis (1996) had concluded that organizational career development is a result of method that combining between profession planning of the person himself and profession management in the organization. So, to carry out the processes of career development, workforces were required a clear career vision as well as a good self-understanding; while organizations were wanted preferable communication with employees. Due to, the greater communication between employers and employees might decrease the turnover average of exceptional employees and increase employees' satisfaction and performance.

Therefore, organizational practices of profession development are not only facilitating resources for employee career planning, but also enhanced affective commitment.

Equally important, Mohamad Niekmat (2012) had reported that affirmative important connection between practices of career development with organizational commitment on workforces working in firms of Oil and Gas. Similarly, Maheshwari, Bhat, and Saha (2005) performed research to investigate the implications of human resource practices on organizational commitment in health officials in Maharashtra in India. His research proposed that the region health officials are facing a lack of sentimental link toward their departments. Their research deduced a positive significant relationship among variables. Because of doctors perceived a lack of career growth chances in their organization. Moreover, other studies confirm the assumption of this study (Agba et al., 2010; Lo, Lin, Tung-Hsing, & Tu, 2014; Paul & Anantharaman, 2004)

Conversely, Conway (2004) expands on the literature by investigating whether phase of employee's career has a moderating influence on the HR-commitment relevance. The findings underline the range of interaction consequence is obvious regarding attitudes towards human resource practices on normative and continuance commitment, but not with affective organizational commitment. Another study was conducted by Chew and Chan (2008) illustrated that career development practices in Australian organization has insignificantly influence on affective commitment among employees. This was in contrast to Bhagat and Chassie (1981) reported the existence of negative relationship with affective commitment.

Table 2.1

Previous studies between career development and affective commitment

Author	Year	Area	Country	Results	Respondents
Bhagat et al.	1981	Oil& Education	U.S	Negative	Women
				Affect	Employees
Conway	2004	Financial Services	Ireland	Not	Employees
				significant	
Paul	2004	IT software	India	Significant	Professional
Maheshwari et al	2005	Healthcare	India	Significant	Employees
Chew et al.	2008	various industries	Australia	Not	Experts, HR
				significant	managers&
					Employees
Agba	2010	Industry	Nigeria	Significant	Employees
Mohamad Niekmat	2012	Oil and Gas	Malaysia	Significant	Employees
Lo et al.	2014	Communication	Taiwan	Significant	Technology
					Talents

Source: The Researcher

Based on the above studies, there are inconsistent results among the research work that indicates the HR practices varies based on countries and type of industry empirically and practices confirm an ideal-type HR system as proven (Ahmad & Schroeder, 2003; Kocabacak, Sendogdu, & Güven, 2013) those studies showed that the differences in human resource practices occur in plants working in different countries and industries.

So, practices of human resource are varying from country to another which generates different results on affective organizational commitment.

2.7.2 Financial Incentives and Affective commitment

According to Armstrong (2006) a proper implementation practices of strategic compensation can assist the organization to meet its goals by enhancing employees' motivation and commitment. This means, rewards system has been taken into account as a main mechanism manipulating behaviours and attitudes of the workforce. It is obvious that efficient remuneration is commonly correlating to job behaviour and attitudes results. The positive influence of rewards, for instance, salary and incentives on job attitudes might be obtain from the debate that perception of employee considering himself as a valued person in the organization may be remarkably influenced by the organization's reward for the employee's effort (Allen & Meyer, 1997). Past studies have proposed that rewards should be destined to achieve affective organizational commitment as a strategic practice of managing human resource (Martocchio, 1998).

As it appears in the table 2.2 adopt and seek for a generally positive set of link incentive practices positively influence organizational commitment. (Anvari, Amin, Ahmad, Seliman, & Garmsari, 2011; Joarder & Sharif, 2012; Kocabacak et al., 2013; Mohamad Niekmat, 2012; Nawab & Bhatti, 2011; Shahnawaz & Juyal, 2006; Syazwani & Malek, 2010; Tuah & Iskandar, 2011).

Table 2.2

Previous studies between Incentives and affective commitment

Author	Year	Area	Country	Results	Respondents
Karadal et al	2008	Metal Industry	Turkey	Significant with OC	Employees
Syazwani & Malek	2010	Agricultur e	Malaysia	Significant with AC	Knowledge Worker
Raja Hang Tuah	2011	Education	Malaysia	Significant with OC	Employees
Anvari et al	2011	Education	Iran	Significant with AC	Employees
Nawab et al	2011	Education	Pakistan	Minimum significant with AC	Faculty members
Saleem	2011	Banks	Pakistan	Significant with OC	Employees
Joarder& Sharif	2012	Education	Bangladesh	Significant with AC	Faculty members
Mohamad Niekmat	2012	Oil & Gas	Malaysia	Significant with OC	Employees
Kocabacak et al	2013	Manufactu ring	Turkey	Significant with OC	Employees
Shahnawaz et al.	2014	Consultan cy& Fashion	India	Significant with OC	Scientists& Designers

Source: The Researcher

As illustrates in Table 2.2, compensation and incentives can predict affective commitment. Although the previous literature consistently highlighted that incentives plays a crucial role in predicting, yet little researches that investigate the linkage between financial incentives and affective commitment. While, Pfeffer (1998, as cited in Armstrong, 2007) also argued that workers do work for financial purpose, however they work even more for some meaning in their lives. That indicates if there is no meaning of work, there is greater loss of commitment and loyalty and, therefore pay should not replace for a working environment that depend on high trust, meaningful work, and fun. The above mentioned simply reveals, financial incentives should be used in integration with other motivating factors in order to gain the attention of employees.

Therefore, this research tries to demonstrate the link between human resource practices and affective commitment to employees in private higher education colleges in Oman. The next hypothesis was developed:

Hypothesis 1: There is a significant positive relationship between Human Resource Practices and Affective Commitment.

2.8 Social Support and Affective Commitment

Social support deem as unofficial organizational support which has been revealed to reinforce work attitudes of employee like organizational commitment (Hammer et al., 2008; Thompson & Prottas, 2006). In addition, Leveson and Joiner (2006) stated social support is probably that there is a link between how much a worker realizes help from supervisors and co-workers and the level of commitment they have towards the organization. Social support and affective organizational commitment given the

important issues by employees' perceptions towards their employing organizations, the research also seeks to investigate, among the employees in the education sector, if these employees' perceptions were antecedents to affective organizational commitment.

Although the influence of social support on affective commitment has received less study attention, Benson (1998) described both realized supervisor and co-worker support as a major initiator of affective organizational commitment.

However, past study of Rousseau & Aubé (2010) studied the influence of an additive supervisor support and co-worker support on affective organizational commitment that reflects they are both possible to illustrate important ratios of difference in employees' affective commitment towards organization. Actually, employees might enhance exchange relations with their direct overseers that are various from persons they expertise with their colleagues. Direct managers are agents of the organization who are involved to administer their workers' performance besides to motivate them continuously within the workplace (Thomas, Bliese, & Jex, 2005). The support giving by the supervisors might be interpreted as informal mediating to remain workers' employing in the organizational situation for the reason that superintendents are in charge of power over the worker. Colleagues are employees' co-workers who are at the equal level of ladder and communicate with them to job-related matters (Chiaburu & Harrison, 2008). Co-worker support is prospective to be comprehended as informal due to there is no power link with co-workers. Furthermore, colleagues do similar type of job or corresponding responsibilities. By practicing alike situations at the workplace, colleagues might give focused situation-related assistance. Bearing in mind this variance between co-workers and supervisors, limited studies had

explored the influence of social support on affective commitment (Benson, 1998; Joiner & Bakalis, 2006; Leveson & Joiner, 2006; Rousseau & Aubé, 2010; Thomas et al., 2005).

Table 2.3

Previous studies between Social Support and Affective Commitment

Author	Year	Area	Country	Results	Respondents
Benson	1998	Manufacturing	Australia	Significant	Scientists & Designers
Thomas et al	2005	Military	U.S	Significant	Employees
Joiner et al	2006	Education	Australia	Significant	Employees
Leveson et al	2006	Construction	Australia	Significant	Employees
Rousseau et al	2010	Healthcare	Canada	Significant	Employees

Source: The Researcher

As shown in Table 2.3 above, social supports significantly influence affective organizational commitment in western and Australian context. The study will investigate this relationship in the Arab context. Thus, this study tries to study the link between social support and affective commitment among employees working in private higher education colleges in Oman. Therefore, the hypothesis was developed as:

Hypothesis 2: Social Support has a significant positive relationship with affective commitment.

2.9 Personality Traits and Affective commitment

The personality of the individuals within the organization would influence organizational commitment (Kumar & Bakhshi, 2010). Actually, personality is a sustainable and a trustworthy factor of job attitudes as well as workplace outcomes, hence, personality

behaviour of every employee may influence his or her rules, temper, attitudes and behaviours (Luthans, 2010).

In the same vein, Erdheim et al., (2006) believed that all employers should be able to forecasting the commitment of their employees as soon as possible, because they need extra time to catch up the individuals' personality traits that applying for the individual's than their past experiences in the organization. So, many previous studies such as Ahmadi et al., (2012); Tziner, Waismal-Manor, Vardi, and Brodman (2008) have revealed that conscientiousness and openness to experience have a significant influence to organizational commitment. Furthermore, Abedi, Mahali, Mirzaian, and Ghara (2009) concluded that managers' enthusiasm to new experiences personality trait had an affirmative influence on the degree of organizational commitment.

In contrast to the above argument, Spagnoli and Caetano (2012) stated that not all the dimensions have significant findings. There is a negative significant link between openness to experience trait and affective commitment. This finding confirms by Daneshfard (2012) who reported that is the conscientiousness personality of the manager doesn't have any relationship to the organizational commitment. Similarly, Erdheim et al., (2006) concluded that openness to experience is not significant relationship with affective commitment. On the other hand, Panaccio and Vandenberghe (2012) found surprising result which conscientiousness displayed a direct and negative relationship with affective commitment.

However, openness personality might be described as a person's want for intricacy, diversity, and novelty as well as substantial valuing to experience. McCrae and John

(1992) considered that individual who high score on the openness factor is more investigative and more enthusiastic to strive job alternatives than who has low score on this factor. Furthermore, according to Erdheim et al., (2006) openness trait should not link to affective commitment since study has illustrated this type of personality has two faces which predispose employees to sense both the bad and the good more strongly leaving its directional influence on affective responses like affective commitment ambiguous.

Table 2.4
Previous studies between Personality Traits and Affective Commitment

Author	Year	Area	Country	Results	Respondents
Erdheim et al	2006	Automobile	U.S	Openness not significant	Employees
Tziner et al	2008	Education	Israel	Significant	Employees
Abedi et al	2009	Education	Iran	Significant	Managers & Supervisors
Kumar et al	2010	Healthcare	India	Significant	Doctors
Ahmadi et al	2012	Education	Iran	Conscientiousness is significant	Employees
Daneshfard	2012	Education	Iran	conscientiousness not significant	Managers

Author	Year	Area	Country	Results	Respondents
Spagnoli et al	2012	Security Service	Portugal	Openness not Significant	Police Officers
Panaccio et al	2012	Variety industries	France	Conscientiousness negative	Employees
Saputra	2014	fertilizer industry	Indonesia	Significant	Professionals

Source: The Researcher

As literatures are shown in Table 2.4 above, personality traits can predict affective commitment. Yet there are inconsistency findings among various researchers. This study will conduct more investigation in response to study Spagnoli and Caetano (2012) who recommend further research to investigate the relationship between personality traits and affective commitment.

Thus, this study was developed the following hypothesis:

H3: There is a significant positive relationship between personality traits and affective commitment.

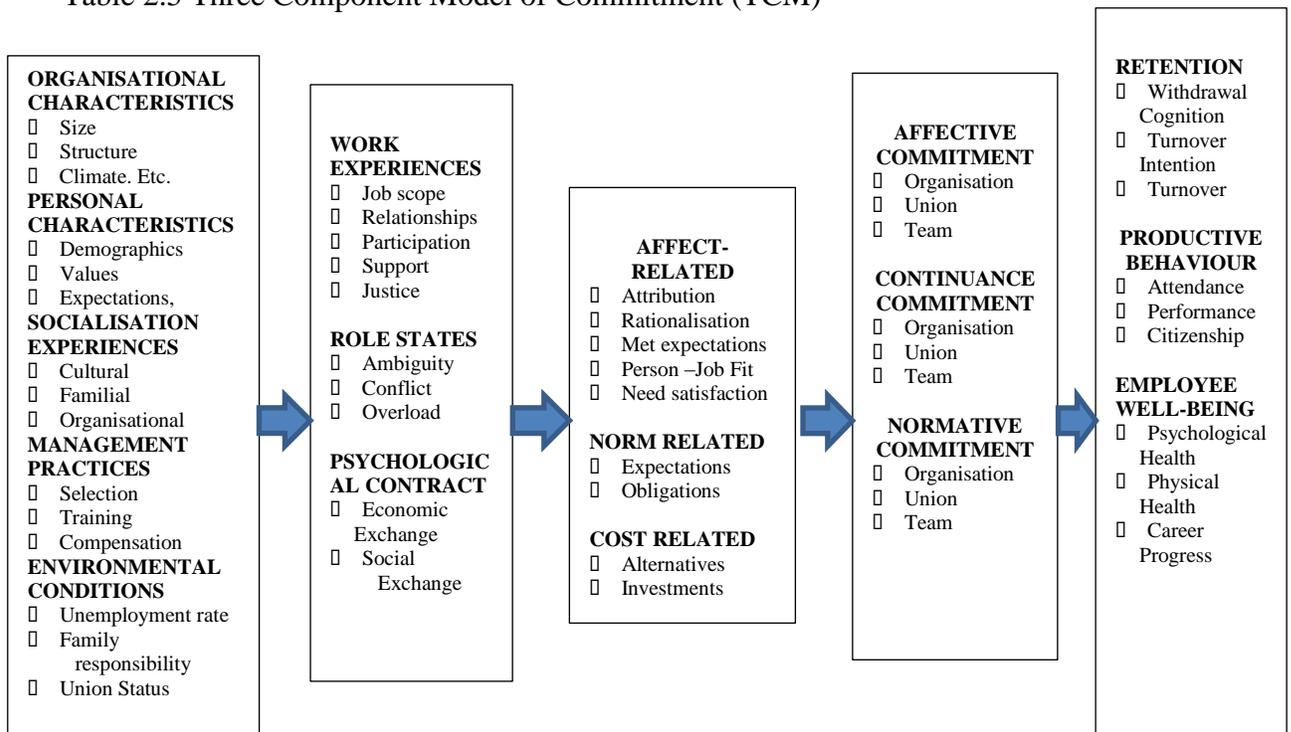
2.10 Underpinning Theory

Natalie Allen and John Meyer developed their three component model of commitment and published that model in the 1991 in the journal of Human Resource Management Review. The model describes that commitment to an organization is a psychological case. This condition has three featured components which influence how workers feel about their particular organization. The three components are: first, emotional feeling towards

specific job which consider as affective commitment. Second, continuance commitment refers to fear of loss. While, the third component refers to the sense of obligation to stay that indicates normative commitment.

This study was focusing on the most considerable component that is affective organizational commitment. Affection towards workplace and organization take place when employee feels a strong emotional feeling to his/her organization, and to the job that workers do. Employers will most possible clearly identify the organization's vision, objectives and values, so, employee genuinely want to be part of organization. In addition, if employees are considering his workplace as enjoying time, they are probably feeling committed to their organization.

Table 2.5 Three Component Model of Commitment (TCM)



Source: (Meyer & Allen, 1997)

Allen and Meyer (1997) developed the three-dimensional model to conceptualize organizational commitment in three components, which are, affective, continuance and normative commitments. These components characterize the different ways of organizational commitment improvement and the implications for workers' behaviour.

They have come to the inference that TCM is a framework for predicting variety of employees' behaviour such as depicted in Table 2.5. In a common sense the model explains why employees should stay with the organization whether it is because they desire to, need to, or have to. The model gives the impression to mix together an attitude toward particular aim, that being the organization, with an attitude among toward behaviour, which is staying or leaving. They confirmed the studies should coming back to the original comprehension of organizational commitment as an attitude on the way to the organization and measure it consequently. The attitude-behavioural model can illustrate descriptions for something that would look like contradictory in the TCM. Knowing that is affective commitment has stronger relations with appropriate behaviour and a wider scope of behaviours, compared to continuance and normative commitment. Attitude toward an organizational goal is clearly relevant to a wider range of behaviours than an attitude toward a particular behaviour such staying.

As the model shown mentioned before, there is a range of predictors that influence affective organizational commitment including the three factors of this study suggested in the framework.

2.11 Chapter Summary

This chapter had made an in depth discussion about the literature of subject matter selected in order to clarify the research issues. With the literature review, readers can obtain the basic understanding of this study topic and also the bases of the next chapter. These include the definition of dependent variable that is affective commitment, besides independent variables which are human resource practices, social support and personality traits. Moreover, a clarifying the correlation between these three independent variables and dependent through referring to the past studies. Due to all of this literature is fundamental in order to assist readers to understand the research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter clarifies the research method, which is about the methodology of collecting data these basic data can be investigated to conclude a solution. This part is destined based on quantitative methods to simplify answering the study question. Furthermore, this chapter describes data gathering as a part of the research process. In addition, this chapter explores research framework, development of hypothesis, research design, operational definition, measurement of study variable, sampling of research, procedures for data collection, and finally data analysis technique.

3.2 Research Framework

This study was designed a theoretical framework to perceive and explore the linkage between the dependent variable and independent variables. Research framework depicts a road map that helps the researcher to find answers to the study question and meet objectives of the study through an interrelationship notion that already discussed in the literature review. The author suggests three variables in this research. The dependent variable is affective commitment, whereas the independent variables are human resource practices, social support, and personality traits.

Based on the linkage between these variables in the literature review, the study developed a research model as shown in figure 3.1:

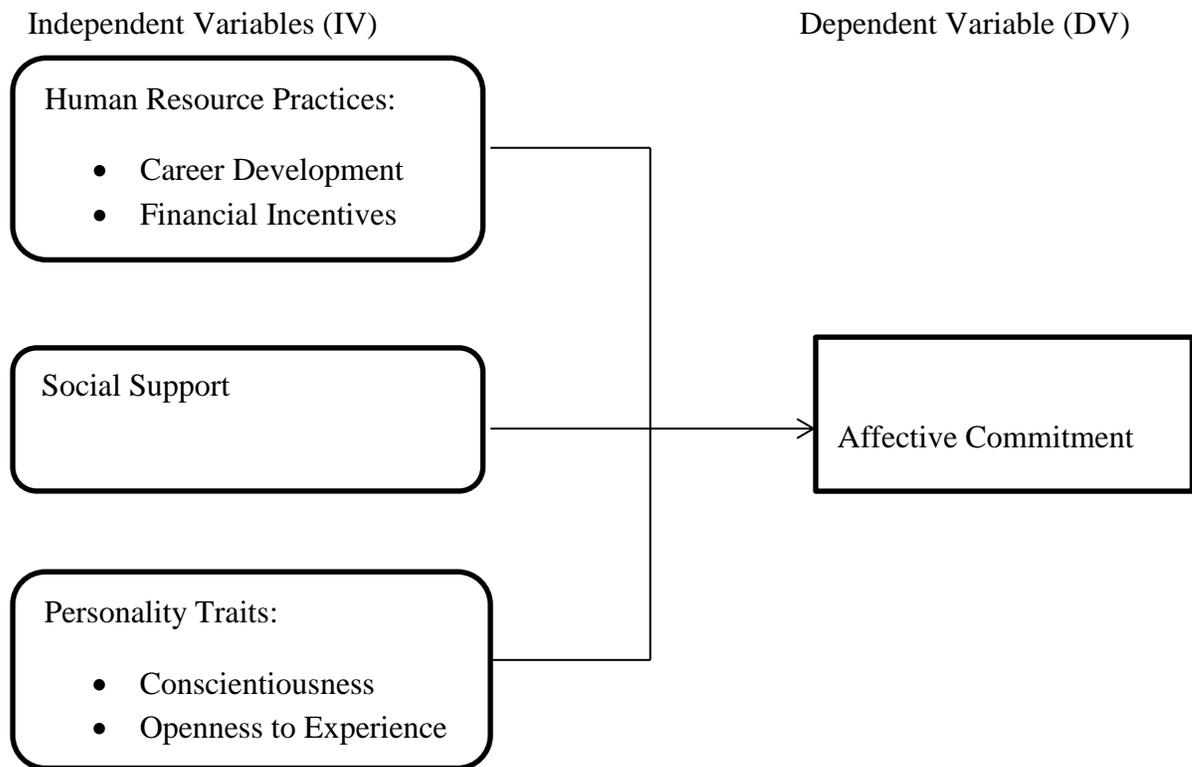


Figure 3.1
Research Framework

3.3 Hypotheses development

Study hypotheses have the importance of being an unverified and yet testable affirmations about how things work or the way things are Johnson (1988, as cited in Nazrifairuz, 2012). In another meaning, it is a proposal put forward as a root for rational or discussion without any supposition of the fact. There are two categories of hypotheses being utilized in the scope of research known as the null hypothesis (Ho) and alternative hypothesis (H1). The null hypothesis supposed situations that will be accepted unless there is strong confirmation in contrast to it Carlson (1997, as cited in Nazrifairuz, 2012). In a much simpler term it sustains the status quo of the condition.

While, the alternative hypothesis is acceptable when the null hypothesis is inadmissible. For this thesis the alternative hypothesis are being used. The hypotheses endeavor to answer the particular study objectives (i), (ii), and (iii). Hypotheses and tests done for this research are as the Table 3.1 as shows below:

Table 3.1
Research hypotheses

No.	Hypothesis (H)
H1	There is a significant positive relationship between Human Resource Practices and Affective Commitment.
H2	Social Support has a significant positive relationship with affective commitment.
H3	There is a significant positive relationship between personality traits and affective commitment.

3.4 Research Design

The researcher adopted a survey research methods to conduct this study. So, it is a quantitative research which tests objective theories by investigating the relationship among variables that is measured by using instruments and a certain procedure for data statistical (Kirshenblatt-Gimblett, 2006).

This research was cross-sectional study. Besides, it was a correlation study because there was a more discussion about affective commitment for employees working in the private higher education colleges in Oman. In addition, it is pivotal to recognize that findings of survey research on the particular variables should not be explained using causality between the variables (Gay, Mills, & Airasian, 2006).

This survey was equalized with a set of self-administrated questionnaires via cluster random sampling method. In the cluster sampling technique there are constitutes the sampling unit, and a group of population elements, instead of a single part of the population. Cost efficiency (economy and feasibility) are the main reasons for choosing cluster sampling (Ahmed, 2009). But researcher compromise with difference estimation efficiency.

3.4.1 Source of Data

This research utilized both primary and secondary data. According to Sekaran and Bougie (2010) explained that primary data attempt to gain the information from the first specified by the researcher on the variables that study suggested for the elaborated objectives of the study. While, secondary data seek to gather the information from sources that previously exist, for instance books, journal, proceeding, magazine, and newspaper, historical of study, and articles. Moreover, these secondary data also was given to be more comprehension to the researcher on this topic from several sources such as articles, journal, websites and publications, and different studied conducted by practitioners. In this thesis, researcher utilized the primary data from a collection of questionnaire to procure information from employees in private higher education colleges in Oman.

3.4.2 Unit of Analysis

The analysis unit argues about the grade of cumulating data that gathered during the following data in the examination phase (Sekaran & Bougie, 2010).The observed population of this study carried out through distributing questionnaire upon employees in private higher education colleges in western area in Muscat the capital city of Oman. This

research wanted to investigate the influence of human resource practices, social support and personality on affective commitment. This research focused on individual employees in the organization and has to catch out what did their affective commitment. So, the individual is the unit of analysis.

3.5 Operational Definition

Definition is an important aspect in all of the things that researcher do. From definitions one can understand the exact purpose of doing something. Definitions might be classified into two aspects-conceptual and operational. Conceptual definition describes the concept of the certain words according to the glossary. On the other hand, operational definitions is a meaning that researcher utilized to define the process by which an event, object or a construct is measured (Runyon, Haber, Pittanger & Coleman, 1996). It illustrates that the researcher explains the words according to the perspective of the study. Next are the conceptual and the operational definition of the phrase and words applied in this research.

3.5.1 Affective Commitment

- **Conceptual Definition**

Bateman and Strasser (1984) defined that employees' commitment is a multi-aspect in nature which encompass high level of dedication with the organization among employees, their willingness to put significance efforts, resemblance of values and objectives and a strong desire or wish to be a part of the workplace.

- **Operational Definition**

Meyer, Allen, and Smith (1993) defined Affective Commitment (AC) as the emotional bond an employee senses toward the organization, distinguished by identification and participation with the organization as well as pleasure in being a part of the organization.

Table 3.2
Survey Items Related to Affective Commitment

Item Code	Survey Items	Source
AC1	I would be very happy to spend the rest of my career in this organization.	(Meyer et al., 1993)
AC2	I really feel as if this organization's problems are my own.	
AC3	I do not feel like part of the family at my organization.	
AC4	I do not feel emotionally attached to this organization.	
AC5	This organization has a great deal of personal meaning for me.	
AC6	Do not feel a strong sense of belonging to my organization.	

3.5.2 Career Development

- Conceptual Definition

Career development is an advanced process of person over a pathway of various jobs and work experiences in one or more organizations (Baruch, 1996).

- Operational Definition

Mohamad Niekmat (2012) defined career development as opportunities for improvement employee's knowledge and skills as well as a chance for promotion in the organization.

Table 3.3
Survey Items Related to Career Development

Item Code	Survey Items	Source
CD1	I am able to retrieve information for the purpose of planning my career.	(Mohamad Niekmat, 2012)
CD2	I am called to discuss on my career opportunity by my supervisor.	
CD3	I am given reasonable opportunity for my career development.	
CD4	I am satisfied with the method use in the promotion exercise implemented by the organization.	

Table 3.3 (Continued)

Item Code	Survey Items	Source
CD5	Promotion is decided according to merit based on job performance.	(Mohamad Niekmat, 2012)
CD6	In this organization, promotion is decided in a fair manner.	

3.5.3 Financial Incentives

- Conceptual Definition

Financial Incentives are any types of monetary rewards designed to employees' achievements of organizational goals. These incentives could motivate and increase desirable productivity (Saleem, 2011).

- Operational Definition

Deckop, Mangel, and Cirka (1999) defined financial incentives as a monetary remuneration which related to worker performance, is a unique practice of organizational control, as it encourages workforce to consecrate work to in-role performance by monitoring their behaviours, outcomes, or both.

Table 3.4
Survey Items Related to Financial Incentives

Item Code	Survey Items	Source
FI1	Increased productivity means higher pay for employees.	(Deckop et al., 1999)
FI2	My individual performance actually has little influence on any incentive pay award.	
FI3	My performance actually has little influence on my salary.	

3.5.4 Social Support

- Conceptual Definition

Shumaker and Brownell (1984) illustrated the concept of social support as an interchange of resources among two persons distinguished by the sender or the receiver to be specified to promote the welfare of the receiver.

- Operational Definition

Frese (1999) definition of social support was characterized by emotional support such as (love, tendency, and respect), confirmation (i.e., corroborative the moral and factual fairness of actions and statements), and direct assistance (e.g., aid in word, providing information or money).

Table 3.5
Survey Items Related to Social Support

Item code	Survey Items	Source
SS1	The supervisor in this organization is very willing to listen to worker's work-related problem.	Adapted from (Frese, 1999)
SS2	Workers in this organization are willing to listen to their coworker's work-related problem.	
SS3	My supervisor show encouraging willingness to listen to my personal problem.	
SS4	My coworkers are very willing to listen to my personal problem.	

Table 3.5 (Continued)

Item code	Survey Items	Source
SS5	It is very easy for the peoples in this organization to talk to each other.	Adapted from (Frese, 1999)
SS6	I can fully rely on the supervisor when things get tough at work.	
SS7	My coworkers are highly reliable when I face tough time at work.	

3.5.5 Personality Traits

- Conceptual Definition

Allport (1961) clarified personality traits as a dynamic organization, inside the person, of psychophysical systems that generate the characteristic of person patterns of feelings, behaviours, and thoughts.

- Operational Definition

Personality traits is adopted from the big five inventory (BFI) developed by (John & Srivastava, 1999). This research chose two dimensions; conscientiousness (C), and openness to experience (O). The definition of conscientiousness is the liking to be organized, accurate, and disciplined versus chaotic, neglected, and reckless. While, openness to experience definition is: the liking to be independent, imaginative, and interested in diversity versus practical, conforming, and willing in routine.

Table 3.6
Survey Items Related to personality Traits

Item Code	Survey Items	Source
	I see myself as someone who...	
PT1	Does a thorough job.	(John & Srivastava, 1999)
PT2	Can be somewhat careless.	
PT3	Is a reliable worker.	
PT4	Tends to be disorganized.	
PT5	Tends to be lazy.	
PT6	Perseveres until the task is finished.	
PT7	Does things efficiently.	
PT8	Makes plans and follow through with them.	
PT9	Is easily distracted.	
PT10	Is original, comes up with new ideas.	
PT11	Is curious about many different things.	
PT12	Is ingenious, a deep thinker.	
PT13	Has an active imagination.	
PT14	Is inventive.	
PT15	Values artistic, aesthetic experience.	
PT16	Prefers work that is routine.	
PT17	Likes to reflect, play with ideas.	
PT18	Has few artistic interests.	
PT19	Is sophisticated in art, music, or literature.	

3.6 Instrument Development

Measurement is the task of numbers or other symbols to the characteristics or features of objects depending on a pre- particular set of principles (Sekaran & Bougie, 2010). This research utilized a set of questionnaire that used a standardized set which are predictable to be consistently correlating. The questions were formatted to measure with the use of scales. The study preferred to use the five-point Likert Scale to measure attitude questions whereby it classifies from 1 (strongly disagree) to 5 (strongly agree).

The questionnaire contains of six sections. Section A is Personality Traits. Section B contains of Affective Commitment (AC).Section C consists of Career Development (CD). Section D composes of Financial Incentive (FI). Section E contains of Social Support (SS). Lastly, section F consists of demographic information from respondents.

Questionnaires were posed in dual language English and Arabic. In order to make easier to understand the respondents towards the questionnaire, the survey was conducted in Oman. So, in translating process, it brought more attention on the issues regarding reliability and validity. Because of that pilot test came up to set the questionnaire calibrate with certain populations. Adapted questionnaire from another language with different cultures will influence the validity of local culture in order to assure the measurement properties still same as the original one (Juniper, 2009).

Table 3.7
Description of Survey's Section

Questionnaire sections	Variables	Number of items	Main reference	Scale
Section A	Personality Traits (PT)	19	Adopted from (John & Srivastava, 1999)	five-point Likert classify from 1 (strongly disagree) to 5 (strongly agree)
Section B	Affective Commitment (AC)	6	Adopted (Meyer et al., 1993)	
Section C	Career Development (CD)	6	Adopted from (Mohamad Niekmat, 2012)	
Section D	Financial Incentives (FI)	3	Adopted from (Deckop et al., 1999)	
Section E	Social Support (SS)	7	Adapted from (Frese, 1999)	
Section F	Demographic Information		Contains: age, gender, marital status, qualification, work experience, and nationality.	

3.7 Population and Sampling

The population of the research indicates to the whole group of individuals, things, or event, of interest that researcher prepared to investigate (Sekaran & Bougie, 2010). In this specific study, the sample for this research focused on the employees working in private higher education colleges in Oman.

Hair, Money, and Samouel (2007) defined a sample as a comparatively small part of the population. Since, the population was quite large, this study utilized sampling for some purpose. First, it is not practical to distribute surveys on all populations. Second reason is related to time constraints. It is necessary to make sure that the study sampling has the similarity of the larger population as far of possible, in order to assure that the sampling is representative of the population, and random selection is conducted. The sample size more than 30 and less than 500 are required for appropriate study (Roscoe, 1975). The

survey was carried out in private colleges in western geopolitical zone of Muscat the capital city of Oman. According to Krejcie & Morgan (1970) the sample size was specified from the population by the number of 380, the sample size was carried out in number of 181. This research utilized the cluster random sampling for sampling technique. The elements in this cluster are one stage sampled. The cluster random sampling is used when normal, but relatively diversified groupings are obvious in a statistical population.

3.8 Pilot test

Researcher utilized SPSS version 22 to define the reliability of the study. Test of reliability taken into consideration of the study was used. Such technique was utilized to explore the reliability factors for study. The study employed adequate statistical tools reveal the findings.

In this research, a pilot test was conducted with a view to ensure the reliability and validity of any insignificant number of the disseminated questionnaires. The measurement of reliability reveals the range to which it is without bias (error free), hence, to ensure reliable measurement through time and through the several items in the instrument.

Validity indicates to the significance that the technique, instrumentation, or procedures used to quantify a nation do indeed measure the purpose notion (Sekaran & Bougie, 2010). The information acquired was analyzed using the Cronbach's Alpha Test in SPSS software 22.0. Cronbach's Alpha is the coefficient of reliability that shows how well the items in a variety clearly consistent with each other (Sekaran & Bougie, 1992). Higher internal consistency of reliability denotes when the Cronbach's Alpha is close to 1.

3.8.1 Validity Test

Validity test is targeted to balance and review, whether the questionnaire is understandable by the respondents in order to confirm the questionnaire match the requirement of validity. Indeed, there are various sorts of validity, such as construct validity, predictive validity, criterion-related validity, face validity, and content validity. Adjusted questionnaires from other cultures and linguistic-such this survey- is required content validity for the native culture to assure that the properties of quantity still continue same as the original ones (Juniper, 2009; Tuleja, Beamer, Shum, & Chan, 2011).

The survey was translated into the native Arabic language. As a matter of fact, this is the peril by using the cross culture of the questionnaire because it fetches the various meanings and perception. In order to assure the questionnaire gains the validity requirement, the researcher utilized the validity of the content. This content validity clarifies that the questionnaire requires to be tested by the expert in order to enclose that the item of each scale is understood by respondents. Moreover, the research assured the face, content, and constructs validity in related to all the dimensions, integrated into the questionnaire.

3.8.2 Reliability Test

Reliability is the enclose level of measurement without bias. Consequently, harmonious and similar results can be gained across circumstances and in excess of time. 30 samples of questionnaires were collected to test whether the respondents were able to understand the content and the language used in the questionnaires. The Cronbach Alpha coefficient would be an allusion tool to explore the coherence.

In more details, the table 3.8 illustrates Cronbach’s Alpha in each variable. Referring to the pilot test, it demonstrates that the reliability for the human resource practices is .854, the reliability for Social Support is 0.725, and the reliability for Personality traits is 0.781. While, the reliability of affective commitment is .604. In fact, the alpha coefficient for research of Meyer et al., (1993) who originally developed affective commitment instrument was .83. However, According to Nunnally (1978) indicated that internal consistency reliability of .60 is acceptable and satisfactory. Hence, it can be supposed that the internal coherence of this questionnaire takes into account be good.

Table 3.8
Variables’ Reliability Statistics of pilot study

Variables	Cronbach's Alpha	N of Items
Personality Traits	.781	19
Affective Commitment	.604	6
Human Resource Practices	.854	9
Social Support	.725	7

3.9 Data collection

There are several methods for data collection such as structural or semi-structured interviews, telephone and computer–assisted interviews, and interviews through the electronic media, and self-administered, questionnaires and observation of individuals. However, these methods are the main data collection methods in survey research. Questionnaires are an efficient data collection instrument when the research scholar familiar with the required and how to measure the variable of concern (Sekaran & Bougie, 2010). This research utilized a questionnaire for data collection, especially

personally administered questionnaires in which it can compile groups of personnel to respond to questionnaires at the organization. This assisted the researcher to collect all the completed responses in a short term.

3.10 Procedures of Data Collection

With a view to disseminate the questionnaires to the colleges' employees, the researcher follows some procedures such as for seeking legal permission from three private colleges. Firstly, the research needed to apply and submit the letter for data collection from University Utara Malaysia. Secondly, after obtaining the approval of human resource department in colleges, the researcher gave it to in order to determine how many questionnaires to be distributed in each department of colleges, because the outsiders cannot enter each department rather its own employees.

Thereafter, the researcher and administrative manager immediately distributed the questionnaire in various departments in three colleges. The questionnaires were distributed randomly to the employees regardless their position in each department. Furthermore, the researcher determined appointment to gather the questionnaire back from all departments. The data collection took around one week. The researcher collected 162 questionnaires back from 181 collections of questionnaire disseminated.

3.11 Techniques of Data Analysis

The current research used PLS path modeling is employing smart PLS 3 software to examine the theoretical framework (C. Ringle, Wende, & Will, 2005). The PLS path modeling is taking into account as the most appropriate technique in this study for many reasons; even though PLS path modeling is alike to traditional regression technique, it has clearly depict of assessing the relationships between variables (structural model) and

linkage between factors and their corresponding latent constructs (measurement model) jointly (Duarte & Raposo, 2010). A number of procedures were adopted in the data analysis process; First, the data gathered was screen employing SPSS to confirm that it is adequate for the PLS analysis. Second, to confirm the measurement model, reliabilities of individual item, reliabilities of internal consistency, discriminant validity and convergent validity were calculated utilizing Smart PLS 3 software (Hair, Ringle, & Sarstedt, 2011). Third, following the procedure to set a standard bootstrapping with a total of 5000 bootstrap samples and 129 cases was utilized to assess the structural model (Hair et al., 2011). Specifically, the significance of the path coefficients, level of the *R*-squared values, was evaluated e.g., (Hair Jr, Hult, Ringle, & Sarstedt, 2013).

After gathering the data from the questionnaires, a testing was made to ensure the information thoroughness of the data collected. The information gathered through questionnaire was examining and coded using the computerized Smart-PLS. Due to this technique has increased potentially in a variety of disciplines with the recognitions. A typical data analysis involves all items and factors in the survey to be coded so to assist the factor analysis. Amongst the cause why the data analysis is essential not only to see through the findings but it assists the researcher to advance to the aim of research.

3.12 Chapter Summary

This chapter has specified the study design, operational definition, measurement variables, the population of the study and sampling size and technique, besides pilot test inclusive validity and reliability, procedures that followed in data collection process and data analysis technique. This study was a quantitative research and adopted instrument for the questionnaire in order to gather the data from the participants. Moreover, this

research was utilizing the techniques of cluster random sampling to select the sample for the reason that it gave smallest bias and more significant to the context of the research (Sekaran, 2010). The sample in this research was the employees in three private colleges in Oman. They were 181 respondents that have been selected as the sample of the research. SPSS and Smart-PLS software were employed as a technique to analyze data. Measurement scales from the previous studies were adapted to evaluate four variables that are, affective commitment, human resource practices, social support, and personality traits. In next chapter, results and findings are presented.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

This chapter will describe the report results of the thesis. The purpose is to interpret and exhibit the research in an analytical method. First of all, screening data and initiatory analysis are then debated. Outcome of the descriptive statistics for all the latent constructs are accounted. Following, the major results of the present research are offered in two main parts. In First part; the measurement model was evaluated to define the reliability of each individual item, interior consistency precision, and validity of convergent besides discriminant validity. While, part two are shown the structural mode results (i.e., significance of the path coefficients, level of the R-squared values). In addition, it also contains a report on the investigation of the influence of the latent variables towards affective commitment. Lastly this chapter concludes with the summary of the results.

4.2 Response Rate

In this research, a total of 181 questionnaires were circulated to the staff in the private colleges situated in Muscat the capital city of Oman. In an endeavor to attain high response rate, researcher contact administrative department in each college.

Consequently, the results of these efforts yielded 140 reverted questionnaires, out of 181 questionnaires that were disseminated to the target participants. This provides a response rate of 77%. Of these 140 questionnaires, 8 were unsuitable because an important part of those questionnaires were not finished by the respondents; and the remaining 132 applicable questionnaires were used for additional analysis. This consider for 73% as a valid response level. Thus, a valid response rate of 73% is reflected sufficient for the

analysis in this research because Sekaran and Bougie (2010) proposed that a response level of 30% is adequate for surveys (see Table 4.1).

Table 4.1
Response Level of the survey

Response	Frequency/ Rate
No. of circulated questionnaire	181
Reverted questionnaire	140
Reverted and applicable questionnaires.	132
Reverted and excluded questionnaires.	8
Questionnaires not reverted	41
Response rate	77%
Valid response rate	73%

Source: The Researcher

4.3 Data Screening and Initial Analysis

Preliminary data screening is very critical in any multivariate analysis for the reason that it aids researchers recognize any possible violations of the key assumptions about the application of multivariate procedures of data analysis (Hair, Money, Samouel, & Page, 2003).

Furthermore, preliminary data screening assistances researchers to better realize the data collected for extra analysis. Previous to initial data screening, all the 132 returned and usable questionnaires were entered and coded into the SPSS. Then, all the negatively phrased items in the questionnaires were reversed coded which include AC3, AC4, AC6, FI2, and FI3. Following to entry data and coding, the subsequent initial data analyses

were completed: (1) missing value analysis, (2) valuation of outliers, (3) normality test, and (4) multicollinearity test (Hair, Black, Babin, Anderson, & Tatham, 2006).

4.3.1 Missing Value Analysis

In the original SPSS dataset, 55 out of the 5,289 data points were randomly neglected, which counted for 1%. Precisely, personality traits had 32 missing values. While, affective commitment had 4 missing values. Then again, human resource practices had 17 missing values; and social support had 7 missing values. Scholars have proposed that mean replacement is the easiest way of substituting omitted values if the missing data equal 5% or less (Tabachnick & Fidell, 2007).

Hereafter, in this research, randomly missing values were substituted by means of replacement (Tabachnick & Fidell, 2007). Table 4.2 illustrates the ratio of randomly missing values in the current study.

Table 4.2
The ratio of missing Values

Latent Constructs	Number of Missing Values
Personality Traits	32
Affective Commitment	4
Human Resource Practices	17
Social Support	2
Total	55 out of 5,289 data points
Percentage	1%

4.3.2 Assessment of Outliers

The concept of outliers is defined by Barnett and Lewis (1994) as observations or subsets of observations which give the idea to be unreliable with the remnant of the data. In a regression-based analysis, the existence of outliers in the data set can extremely misrepresent the assessments of regression coefficients that give unpredictable outcomes (Verardi & Croux, 2008). In order to distinguish any observation which seems to be outside the SPSS value labels as an outcome of incorrect data entry, firstly, frequency tables were classified for all variables by maximum and minimum statistics. Regarding to this preliminary analysis of frequency statistics, there was no any value found to be outside the predictable scope.

So, to distinguish univariate outliers, multivariate outliers were identified employing Mahalanobis distance. Tabachnick and Fidell (2007) explained Mahalanobis distance as the range of a case from the central point of the remaining cases where this central point generated at the crossing of the means of all the latent constructs. Based on 41 observed latent variables of the research, the suggested starting of chi-square is 74.75 ($p = 0.001$). Mahalanobis values that transcend this starting were removed. Next to this standard, three multivariate outliers (i.e., 47, 73, and 118) were identified and then removed from the dataset for the reason that they could influence the precision of the technique of data analysis. So, after deleting three multivariate outliers, the last dataset in this study was 129.

4.3.3 Normality Test

Several studies, for instance, Reinartz, Haenlein, and Henseler (2009); Wetzels, Odekerken-Schröder, and Van Oppen (2009) has conventionally supposed that PLS-SEM

provides precise model assessments in circumstances with highly non-normal. Nevertheless, this hypothesis may turn to be wrong. In recent times, Hair, Sarstedt, Ringle and Mena (2012) proposed that scholars should implement a normality test on the data. Extremely skewed or kurtotic data can expand the bootstrapped standard deviations approximations (Chernick, 2011), which in turn underestimate the statistical influence of the path coefficients (C. M. Ringle, Sarstedt, & Straub, 2012).

In contrast to this background, the current study utilized a graphical technique to review for data normality that collected (Tabachnick & Fidell, 2007). Field (2009) illustrated that a large sample declines the standard deviations, which in turn expand the value of the skewness and kurtosis statistics. Hereafter, this reason gives an explanation for employing a graphical technique of normality test rather than the statistical techniques.

Subsequent Field's (2009) proposition, in the current study, normal probability plots and histogram were studied to confirm that normality suppositions were not disturbed.

A histogram is classified as average when the distributed data mode, mean, and median are close and also if the mode is proximate to the center of the domain. If there is a lack of normal distribution, which illustrate data is not of quality; therefore the study would involve a histogram to define this. Hence, Figure 4.1 shows that normality suppositions were not disturbed in the current study.

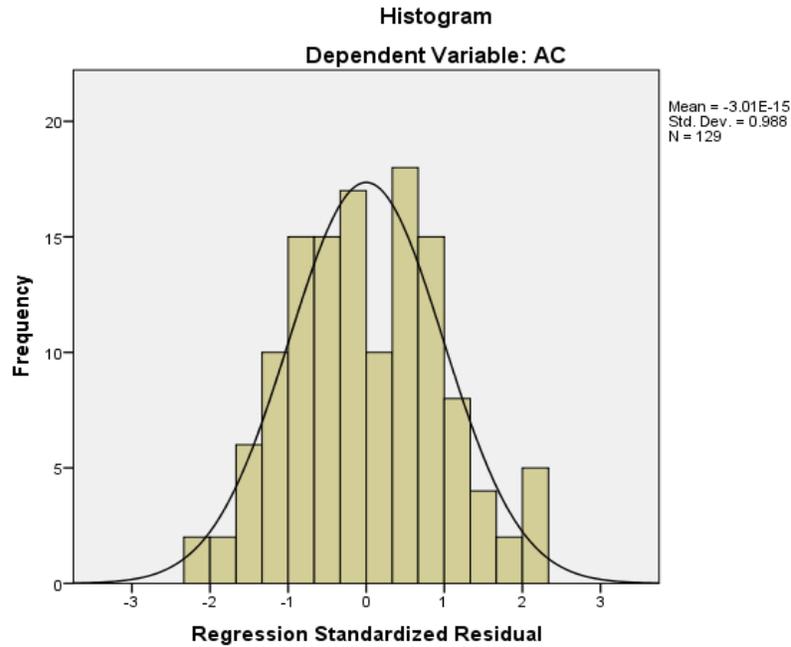


Figure 4.1
Histogram

While, Figure 4.2 demonstrates the shape of P-P plot which shows a normal graph. The figure illustrated that the histogram figure does not has extremely data, greater from the central value. The regression model achieves normality assumptions, when the data points disperse near the diagonal line. Otherwise, if the data is distributed away from the sloping line, means that the regression model does not achieve the normality suppositions. In sum, referring to the histogram (figure 4.1) and the P-P plot (figure 4.2) the data attained for this study circulated normally.

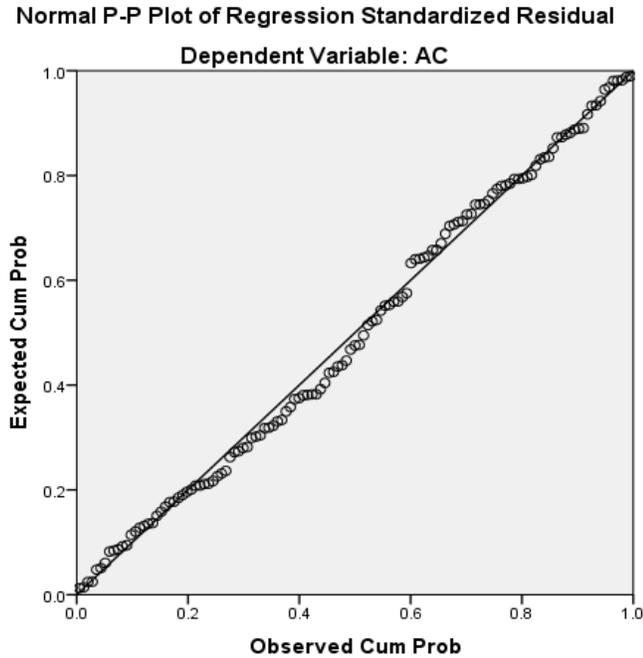


Figure 4.2
P-P Plot

4.3.4 Multicollinearity Test

Multicollinearity illustrates the situation in which or further exogenous variables become greatly interrelated. The occurrence of multicollinearity between the exogenous variables can considerably misrepresent the assessments of regression coefficients and their statistical significance tests (Hair et al., 2006). Actually, multicollinearity boosts coefficients of the standard deviations, which interpret the coefficients statistically non-significant (Tabachnick & Fidell, 2007).

To identify multicollinearity, the method of variance inflated factor (VIF) and condition index were tested to identify multicollinearity issue. Hair, Ringle and Sarstedt (2011) recommended that to avoid multicollinearity issue that VIF value is must not exceeding 5, while, condition index is less than 30. Table 4.3 indicates VIF values, and condition index guides to the exogenous variables.

Table 4.3
Tolerance and Variance Inflation Factors (VIF)

Latent Constructs	Collinearity Statistics	Condition Index
	VIF	
Personality Traits	1.147	16.126
Human Resource Practices	1.119	24.435
Social Support	1.016	25.109

Source: The Researcher

Table 4.3 represents that multicollinearity did not an issue in this study due to all of values correspond with all values that suggested above mentioned by Hair *et al.* (2011).

4.4. Respondents Demographic Profile

This section refers to the respondents' demographic profile in the sample. The demographic features investigated in this research contains age, gender, marital status, qualification, previous experience, and position (see Table 4.4).

Table 4.4
 Demographic characteristics of the respondents

	Frequency	Percentage
Age		
<25	6	4.7
25-30	18	14.0
31-35	35	27.0
36-40	42	32.6
41-45	17	13.2
>45	11	8.5
Gender		
Male	73	56.6
Female	56	43.4
Marital Status		
Single	23	17.8
Married	101	78.2
Divorced/ Separated	3	2.4
Widowed	2	1.6

Table 4.4 (Continued)

	Frequency	Percentage
Qualification		
High School	4	3.1
Diploma	13	10.1
Degree	26	20.1
Master	68	52.7
Doctorate	16	12.4
Others	2	1.6
Experience		
1-5	24	18.6
6-10	41	31.8
11-15	36	27.9
>16	28	21.7
Position		
Academic	87	67.4
Non-academic	42	32.6

Source: The Researcher

As demonstrate in Table 4.4, concerning to the age group, 32.6% of the participants were in the age group of 36-40 years following by the age group of 31-35 years with 35 respondents, which counted 27% of the sample. While, 18 respondents in the age group of 25-30 years were representing 14% of the sample. Whereas, the group of age between 41 and 45 was 17 respondents which representing 13.2%. The group age of 45 or above was 11 participants which representing 8.5%. Whilst, the range of smallest age group was 25 years or below, which represent 6 participants or 4.7% of the sample. Next section is gender; the majority of the participants in the sample that is 73 (56.6%), were males whereas the residual 56, accounted 43.4% were females.

In terms of marital status of the respondents were married (78.2%), followed by single (17.8%), divorced or separated (2.4%). While, 1.6% were widowed.

Table 4.4 also shows a high proportion of the respondents were master's degree holders, which counted for 52.7% or 68 respondents. This is followed by 20.1% with first degree, while the rest 16, representing 12.4% were doctorate degree holders followed by 10.1% or 13 participants were diploma holder, and 3.1% or 4 high school participants.

Furthermore, in terms of work experience, only 31.8% of the respondents spent 6-10 years working in college, (27.9%) spent 11-15 years in the college; another 21.7% spent 16 years or above years working in the college, while the remaining 18.6% had 5 years or less in the college.

4.5 Descriptive Analysis of the Variables

This part is mainly focused on the descriptive statistics for the variables applied in the current research. This descriptive statistics represents means and standard errors for the latent constructs were figured. All of the variables utilized in the current research were measured employing a five-point scale set by 5 = strongly agree down to 1 = strongly disagree. The outcomes are illustrated in Table 4.6. For easier explanation, the five-point scale utilized in the current research was categorized into three groups, namely, high moderate and low. The additional explanation that shows the level of understanding as well as data clarification is focused on. In order to examine the answered surveys, the level of agreement is divided into three levels by employing easy computational notion as indicated below:

Range level of group = (Highest mean- lowest mean) / number of categories

= $(5-1) / 3 = 1.33$. So, levels of agreement have been detailed as table 4.5

Table 4.5
Level of Agreement

1.00- 2.33	Low Level
2.34- 3.67	Moderate Level
3.68- 5.00	High Level

In this study, the result of variables' level as demonstrates in table below:

Table 4.6
The result of variables' level

Variables	Mean	Level
Personality Traits	3.6604	Moderate Level
Affective Commitment	3.2818	Moderate Level
Human Resource Practices	3.0909	Moderate Level
Social Support	3.7336	High Level

In addition, table 4.7 below indicates that the total mean for the latent constructs fluctuated between 3.0909 and 3.7336. Specifically, the mean and standard errors for affective commitment the dependent variables were 3.2818 and .41990, respectively. This advocates that participants tended to have moderate level among this variables. Table 4.7 also shows that the mean for the personality traits was 3.6604, with standard errors of .36949, mentioning that the participants observed the level of personality traits' results as a moderate. Also, the outcomes indicate a moderate value for human resource practices (Mean = 3.0909, Standard deviation = .47300) while a high level for social support with mean and standard errors of 3.7336 and .74801, respectively.

Table 4.7
Descriptive Statistics for Variables

Latent Variables	Number of Items	Mean	Standard Deviation
Personality Traits	19	3.6604	.36949
Affective Commitment	6	3.2818	.41990
Human Resource Practices	9	3.0909	.47300

Table 4.7 (Continued)

Latent Variables	Number of Items	Mean	Standard Deviation
Social Support	7	3.7336	.74801

Source: The Researcher

4.6 Assessment of PLS-SEM Path Model Results

It is essential to report that a current research carried out by Henseler and Sarstedt (2013) recommended that goodness-of-fit (GoF) is not adequate for PLS model validation. For example, employing PLS path models with simulated data, the researcher indicates that goodness-of-fit index is not adequate for model validation for the reason that it cannot distinguish invalid models from valid ones (Hair, Ringle, & Sarstedt, 2013). In order to develop the unsuitability of PLS path modeling in validation of model, the current research implemented a two-step process to assess and determine the outcomes of PLS-SEM path, as recommended by Henseler, Ringle and Sinkovics (2009). These two-step processes utilized in the current research includes (1) measurement model assessment, and (2) structural model assessment, as represented in Figure 4.3.

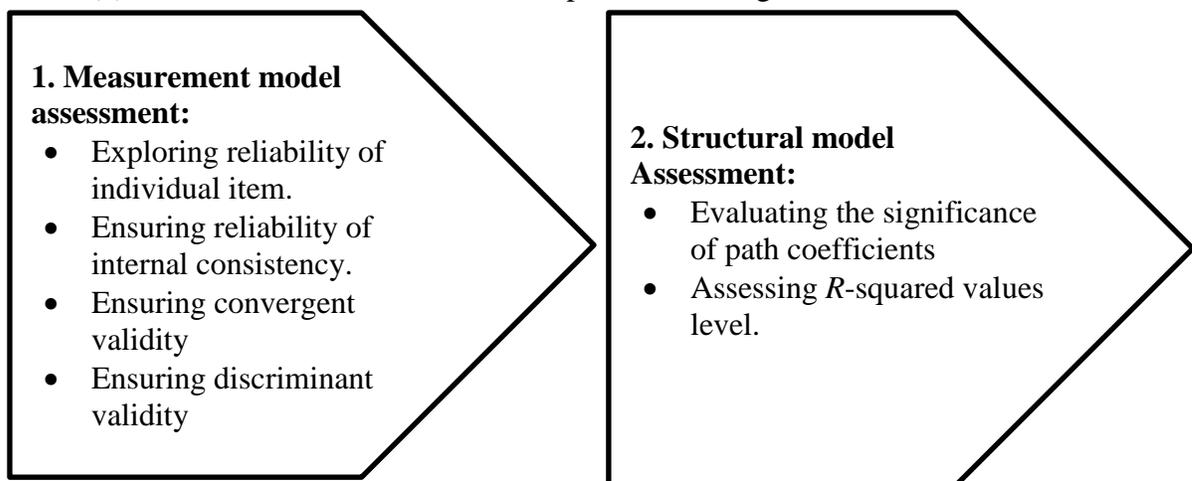


Figure 4.3
A Two-Step Process of PLS Path Model Assessment
 Source: (Henseler et al., 2009)

4.7 Assessment of Measurement Model

The measurement model assessment includes defining reliability of individual item, reliability of internal consistency, convergent validity and validity of discriminant (Henseler et al., 2009).

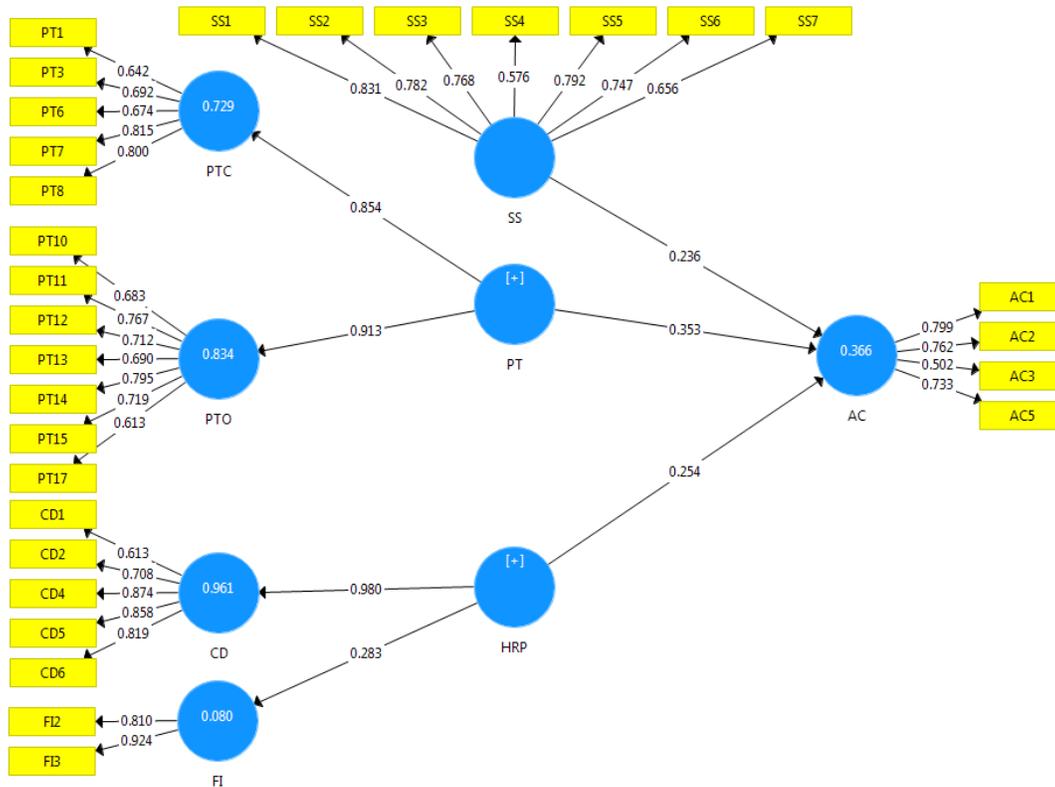


Figure 4.4
Measurement Model

4.7.1 Individual Item Reliability

Reliability of individual item was examined by assessing the external loadings of each variable's measure (Duarte & Raposo, 2010). It was detected that out of 41 items, 11 were removed because they illustrated loadings lower than 0.50. Hence, in the whole model, 30 items were kept as they had loadings between 0.502 and 0.924 (refer to Figure 4.4).

4.7.2 Internal Consistency Reliability

Reliability of Internal consistency indicates to the range of which all items on a precise (sub) scale are assessing the same notion (Sun et al., 2007). Composite reliability coefficient and coefficient of Cronbach's alpha are the most usually used estimators for the reliability of internal consistency as an instrument in organizational research (Peterson & Kim, 2013). In this research, coefficient of composite reliability was selected to find out the reliability of internal consistency measures adjusted. There are two main reasonable aims to utilize coefficient of composite reliability.

First, coefficient of composite reliability gives a much less biased reliability valuate than coefficient of Cronbach's alpha for the reason that the last suppose all items present in the same way to its variables without considering the real influence of single loadings (Götz, Liehr-Gobbers, & Krafft, 2010).

Table 4.8
Loadings, Composite Reliability and Average Variance Extracted

Latent variables and indicators	Standardized Loadings	Composite Reliability (ρ_c)	Cronbach's Alpha	Average Variance Extracted (AVE)
Personality Traits		0.848	0.777	0.530
Conscientiousness				
PT1	0.642			
PT3	0.692			
PT6	0.674			
PT7	0.815			
PT8	0.800			
Personality Traits Openness		0.878	0.838	0.509
PT11	0.767			
PT12	0.712			
PT13	0.690			
PT14	0.795			
PT15	0.719			
PT17	0.613			

Table 4.8 (Continued)

Latent variables and indicators	Standardized Loadings	Composite Reliability (ρ_c)	Cronbach's Alpha	Average Variance Extracted (AVE)
Affective Commitment		0.797	0.659	0.502
AC1	0.799			
AC2	0.762			
AC3	0.502			
AC5	0.733			
Career Development		0.885	0.834	0.610
CD1	0.613			
CD2	0.708			
CD4	0.874			
CD5	0.858			
CD6	0.819			
Financial Incentives		0.860	0.688	0.755
FI2	0.810			
FI3	0.924			
Social Support		0.894	0.862	0.549
SS1	0.831			
SS2	0.782			
SS3	0.768			
SS4	0.576			
SS5	0.792			
SS6	0.747			
SS7	0.656			

Source: The Researcher

Second, Cronbach's alpha may more or less-estimation of the scale reliability. So, the composite reliability considers that items are not the same loadings and can be explained in the same way as Cronbach's (that is, not issue which exact coefficient of reliability is utilized, reliability of internal consistency value not less than .60 is considered as acceptable for suitable model, while a value less than .60 shows a shortage of reliability). However, the clarification of reliability of internal consistency employing coefficient of composite reliability was depend on the rule of thumb suggested by Hair et al (2011),

who recommended that the coefficient of composite reliability must be at least .70. Table 4.8 shows the composite reliability coefficients of the latent constructs. As shown in Table 4.8, the coefficient of composite reliability of each variable fluctuated from .797 to .894, with each greater than the minimum satisfactory level of .70, recommending acceptable reliability of internal consistency utilized in this research (Hair et al., 2011).

4.7.3 Convergent Validity

Convergent validity indicates to the range to which items actually exemplify the intentional latent variables and truly connect with other measures of the same variables (Hair et al., 2006). Convergent validity was examined by assessing the Average Variance Extracted (AVE) of each variable, as recommended by Fornell and Larcker (1981). To accomplish satisfactory convergent validity, Chin (1998) suggested that the AVE of each variable must be .50 or more. Following Chin (1998), the AVE values (see Table 4.9) presented high loadings ($> .50$) on their particular variables, showing acceptable convergent validity.

4.7.4 Discriminant Validity

Discriminant validity indicates to the range to which exact latent variable is unlike from other variable (Duarte & Raposo, 2010). In the current research, discriminant validity was obtained utilizing AVE, as recommended by Fornell and Larcker (1981). This was accomplished by comparing the linkage among the variables with square roots of Average Variance Extracted (Fornell & Larcker, 1981).

Furthermore, discriminant validity was specified following Chin's (1998) standard by contrast the indicator loadings with other reflective indicators in the cross loadings table. Hence, as a rule of thumb for assessing discriminant validity, Fornell and Larcker (1981)

recommended the utilizing of AVE with a count of .50 or more. To attain suitable discriminant validity, Fornell and Larcker (1981) added recommendation that the square root of the AVE must be more than the linkage among latent variables.

As showed in Table 4.9, the values of the range of average variances extracted between 0.709 and 0.869, indicating adequate values. In Table 4.9, the relationships among the latent variables were contrast with the square root of the average variances extracted (values in bold face). Table 4.9 also illustrates that the square root of the average variances extracted were all more than the linkage among latent variables, indicating suitable discriminant validity (Fornell & Larcker, 1981).

Table 4.9

Latent Constructs Correlations and Square Roots of Average Variance Extracted

Latent Variables	AC	CD	FI	PTC	PTO	SS
AC	0.709					
CD	0.395	0.781				
FI	-0.027	0.171	0.869			
PTC	0.402	0.108	-0.028	0.728		
PTO	0.388	0.149	-0.049	0.588	0.713	
SS	0.443	0.439	0.052	0.164	0.306	0.741

Source: The Researcher.

Additionally, as mentioned above, discriminant validity can be achieved comparing the cross-loadings with indicator loadings (Chin, 1998). To attain acceptable discriminant validity, Chin (1998) recommended that all the indicator loadings must be greater than the cross-loadings. Table 4.10 compares the reflective indicators with other indicator loadings. All indicator loadings were more than the cross-loadings, indicating suitable discriminant validity for additional analysis.

Table 4.10
Cross Loading

	AC	CD	FI	PTC	PTO	SS
AC1	0.799	0.467	0.013	0.303	0.244	0.280
AC2	0.762	0.207	-0.104	0.358	0.359	0.391
AC3	0.502	0.085	0.040	0.258	0.236	0.222
AC5	0.733	0.301	-0.007	0.217	0.259	0.351
CD1	0.308	0.613	0.167	0.259	0.329	0.316
CD2	0.192	0.708	0.093	0.061	0.047	0.227
CD4	0.368	0.874	0.141	0.106	0.104	0.381
CD5	0.346	0.858	0.051	0.043	0.166	0.356
CD6	0.319	0.819	0.225	-0.009	-0.020	0.422
FI2	-0.054	0.106	0.810	-0.010	-0.056	-0.021
FI3	-0.004	0.180	0.924	-0.034	-0.034	0.089
PT1	0.242	0.010	-0.086	0.642	0.471	0.208
PT3	0.221	0.094	-0.085	0.692	0.275	0.093
PT6	0.293	-0.066	0.021	0.674	0.305	0.017
PT7	0.347	0.121	-0.005	0.815	0.497	0.183
PT8	0.341	0.187	0.034	0.800	0.537	0.079
PT11	0.289	0.082	-0.074	0.530	0.767	0.266
PT12	0.115	0.028	-0.005	0.400	0.712	0.055
PT13	0.251	0.078	0.023	0.340	0.690	0.233
PT14	0.362	0.267	-0.099	0.406	0.795	0.352
PT15	0.305	0.118	-0.044	0.392	0.719	0.246
PT17	0.305	0.041	0.022	0.460	0.613	0.218
SS1	0.421	0.471	0.136	0.169	0.251	0.831
SS2	0.348	0.295	-0.091	0.199	0.306	0.782
SS3	0.293	0.420	0.093	0.001	0.119	0.768
SS4	0.174	0.103	-0.166	0.016	0.110	0.576
SS5	0.407	0.313	0.094	0.157	0.306	0.792
SS6	0.260	0.356	0.008	0.035	0.178	0.747
SS7	0.293	0.226	0.074	0.186	0.239	0.656

4.8 Assessment of Significance of the Structural Model

Taking fulfilled the measurement model, following, the present research evaluated the structural model. The present research also used the standard bootstrapping technique with a number of 5000 bootstrap samples and 129 cases to evaluate significance of the

path coefficients (Hair et al., 2013). Figure 4.5 and Table 4.11 thus illustrate the estimates for the full structural model.

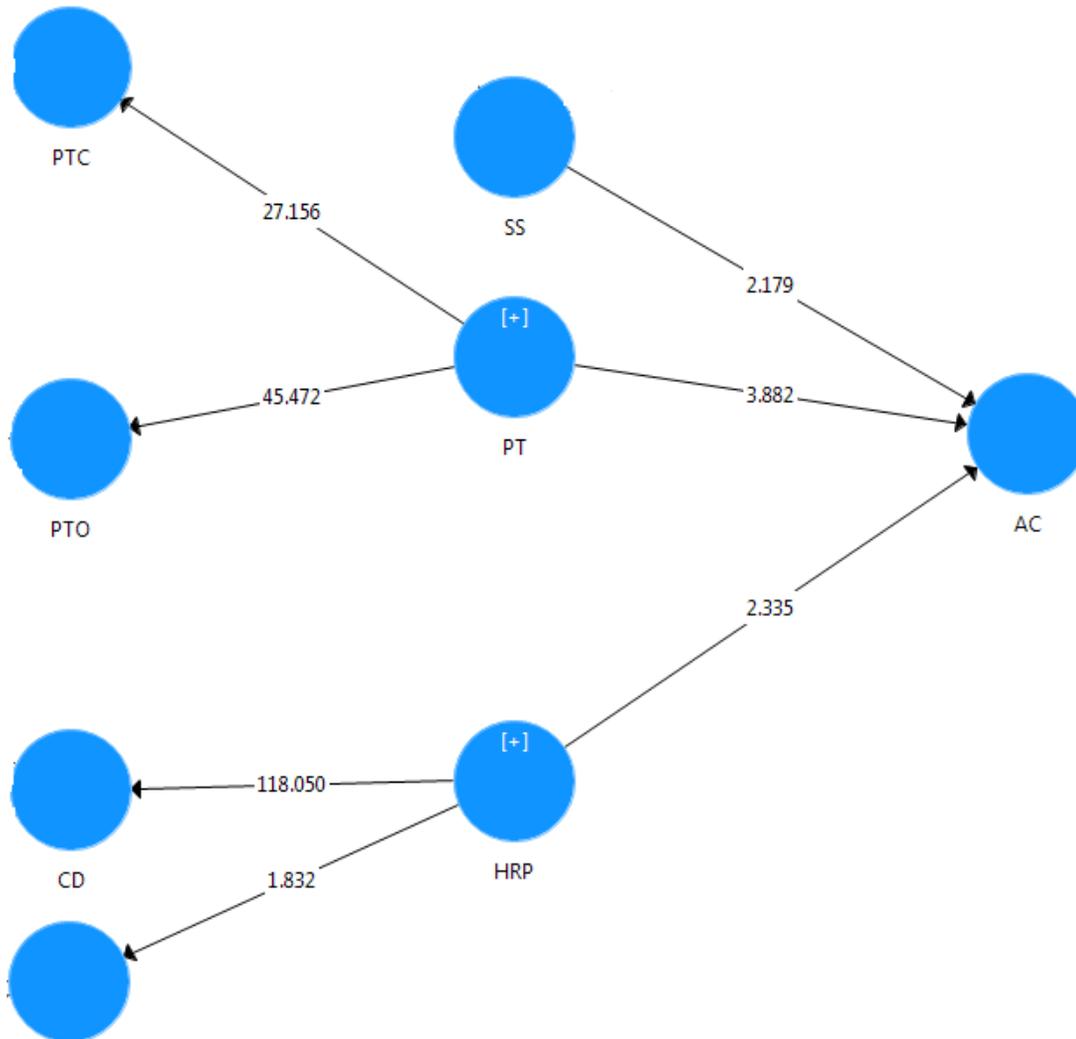


Figure 4.5 Structural Model

At the beginning, First Hypothesis predicted that Human Resource Practices are positively related to affective commitment, which supports Hypothesis1. Also, outcome in (Table 4.11 and Figure 4.4) showed a significant positive relationship between human resource practices and affective commitment ($\beta = 0.254$, $p < 0.01$), social support and affective commitment ($\beta = 0.236$, $p < 0.01$), personality traits ($\beta = 0.353$, $p < 0.01$). Meaning that, all of the three hypotheses are supported.

Table 4.11
Structural Model Assessment

Hypotheses	Relation	Beta	SD	T-value	P-Value	Findings
H1	Human Resource Practices +> Affective Commitment	0.254	0.109	2.335	0.010	Supported
H2	Social Support +> Affective Commitment	0.236	0.108	2.179	0.015	Supported
H3	Personality Traits +> Affective Commitment	0.353	0.091	3.882	0.000	Supported

4.8.1 Assessment of Variance Clarified in the Endogenous Latent Constructs

R squared value is another important standard for measuring the structural model in PLS-SEM, which is also called the coefficient of determination (Hair et al., 2011). The *R*-squared value shows the ratio of difference in the dependent variable(s) that can be clarified by one or more independent variable (Elliott & Woodward, 2007). While the adequate level of *R* value depends on the study context Hair et al., (2006) suggest an *R*-squared value of 0.10 as a lowest adequate level. Meanwhile, Chin (1998) recommends that the *R*-squared values of 0.67, 0.33, and 0.19 in PLS-SEM can be classified as essential, moderate, and low, respectively. Table 4.12 shows the *R*-squared values of the endogenous variables.

Table 4.12
Variance Explained in the Endogenous Latent Variables

Dependent Variable	Variance Explained (R-squared)
Affective Organizational commitment	37%

As illustrated in Table 4.12, the research model explains 37% of the total variance in affective commitment. This reflects that the three sets of exogenous latent constructs (i.e., human resource practices, personality traits, and social support) collectively describe

37% is predicted by these three independent variables, while the rest is influenced by other factors that are not studied in this research.

4.9 Hypotheses Testing Summary

The results of this research were supported all of three hypotheses, Table 4.13 represent the epitomize the outcomes of all hypotheses tested

Table 4.13
Hypotheses Testing Result

Hypothesis	Statement	Finding
H1:	There is a positive relationship between Human Resource Practices and Affective Commitment.	Supported
H2:	Social Support has a positive significant relationship with affective commitment.	Supported
H3:	There is a positive significant relationship between personality traits and affective commitment.	Supported

4.10 Chapter summary

In this chapter, the explanation for utilizing PLS path modeling to investigate the theoretical framework in this research was showed. Following the evaluating the significance of the path coefficients, the main results of the research were presented. In general, self-report methods have provided moderate support for the relationship between human resource practices, social support, and personality traits on affective commitment. In particular, the path coefficients revealed a positive statistically significant relationship between: (1) human resource practices and affective commitment, (2) social support and affective commitment, (3) personality traits and affective commitment. In following chapter, the study will discuss findings, and formulate recommendation and conclusion.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This section discusses the main study results are given in the earlier chapter by involving them to the previous studies and theoretical perspectives interrelated to affective commitment. In detail, the rest of the chapter is structured as follows. Part 2 summarizes the results of the research. Part 3 discusses the outcomes of the research in the line with underpinning theory and past literature. In part 4, limitations of the research are highlighted and referring to these limitations suggestions for future study directions are drown. In part 5, conclusion is given. Lastly, theoretical and practical implications of the research are presented in part 6.

5.2 Summarizes the Research's Finding

The main aim of this research is to investigate the relationship between human resource practices, social support, and personality traits on affective organizational commitment among employees in private higher education colleges in Oman. Generally, this research has succeeded in advancing the present understanding of the key contributing factor of affective commitment at organization by giving answers to the following study questions:

- i. What is the influence of human resource practices (career development, and financial incentives) on affective commitment?
- ii. What is the influence of social support on affective organizational commitment?
- iii. What is the effect of personality traits (Conscientiousness and Openness to experience) on affective commitment?

Regarding the direct relationship between exogenous latent constructs and endogenous dependent variable, the results of this study showed that of 3 hypotheses were supported. The results of the PLS path model indicated that human resource practices was significantly and positively related to affective commitment. Social support was also found to be positively and significantly related to affective commitment. Results further revealed that personality traits were significantly and positively related to affective organizational commitment.

5.3 Discussion

This part discusses the research's results in the light of relevant theory and findings of past literatures. The subheadings of this section are organized according to the study questions.

5.3.1 The Influence of Human Resource Practices on Affective Commitment

The first study question was whether the relationship of human resource practices significantly influence affective organizational commitment. In line with this study question, the first aim of this research was to investigate the relationship between human resource practices and affective commitment. Referring to the first hypothesis (H1) test shows that human resource practices has significant and positive influence on affective commitment. This research found that beta scores 0.254, it means that human resource practices has positive relationship with affective commitment. Moreover, the structural model shows T- value= 2.335, it describes a significantly relationship between these two variables abovementioned.

Human Resource Practices are closely connected with affective organizational commitment. One reasonable explanation for this finding point out that affective

commitment is correlated by fulfilling the needs of proper human resource practices, because human resource practices play an important role in the implementation for the remain employees in the organization in order to develop and compete, during the rapid global competitiveness in the marketplace.

This result is supported by past studies which had investigated about the relationship of human resource practices, especially career development and incentives on the affective organizational commitment (Agba et al., 2010; Lo, Lin, Tung-Hsing, & Tu, 2014; Paul & Anantharaman, 2004). In addition, similarity with the idea of Maheshwari, Bhat, and Saha (2005) that was demonstrating the effectiveness of career development which has important roles on affective organizational commitment among doctors in the healthcare sector.

Further, this finding harmonizes with Meyer et al., (2002) who stated career development as one of the most predicts factor that influence individual's affective commitment. Also, Mohamad Niekmat (2012) reported a positive important relationship between practices of career development and organizational commitment on employees working in firms of Oil and Gas. So, the researcher concluded that career development is a significant dimension in human resource practices which influence affective organizational commitment, because both employers and employees get the benefit if they consider career development as a priority practices in the organization.

Additionally, the study finding is in line with previous studies results which indicated significant relationship between compensation and organizational commitment. Specifically, just two studies Anvari et al (2011); Joarder and Sharif (2012) focused on the relationship between compensation and affective commitment. In more details, this

study was focused on the influence of financial incentives on affective commitment and the finding is harmonizing with overall past research findings.

Actually, human resource practices are one of the varieties of different factors in building affective organizational commitment among employees. In this study, researcher studied two sub practices that were career development and financial incentives. These factors if implemented well in the organization will lead employees to increase their feeling toward their organization beside appreciation from the employers. This research revealed that career development, once again had the strongest contribution to the level of affective commitment compared to financial incentives (refer Figure 4.4). That may because of employees are continuously seeking career advancement and development to enhance their knowledge and skills. Hence, if employees are positively considering career development practice in the organization as they desire, they will be more affectively committed.

However, in contrast with the Conway (2004), and Chew and Chan (2008) who concluded that there is no significant relationship between career development on affective organizational commitment. The present study result is inconsistent with these contradicting research findings.

5.3.2 The Influence of Social Support on Affective Commitment

The second study question was whether the predictor of social support influences affective commitment. In line with this study question, the second aim of this research was to examine the relationship between social support and affective commitment. Social support is one of the significant factors that have been empirically supported by several researches to have positive influence on behavior and attitude of individuals in general.

Based on second hypothesis (H2) test indicated that social support has positive and significant influence on affective organizational commitment. This study found that beta scores 0.236, it means that social support has positive relationship with affective commitment. Additionally, the structural model shows T- value= 2.179, it describes a significantly relationship between these two variables aforesaid.

Consistent with Hypothesis 2, a positive significant relationship between social support and affective commitment was found. Consistent with Rousseau & Aubé (2010), this result suggests that affective organizational commitment is significantly influenced by additive supervisor support and co-worker support in the workplace. Additionally, this result suggests that social support has a significant influence on the behavior of employees in private higher education colleges in Oman.

The positive relationship between social support and affective commitment at work is also consistent with previous study indicating that perceptions of others' behaviour in social network may be essential in committing employees to engage and emotional bind towards organization (Leveson & Joiner, 2006). This finding is also similar to Benson (1998) who found that supervisor and co- worker support is a major initiator of affective organizational commitment. This indicates that interaction between employees in the same organization build more encouraging and friendly workplace environment which leads these employees to be more affectively committed.

It is suggested that social support has two main features: (a) the perception that there is an appropriate number of existing others to whom one can turn in times of need and (b) a level of pleasure with the presented help. In this vein, social support can be considered as a flow of emotional feeling, instrumental aid, and informational contributor (i.e.,

coworkers and supervisor). Moreover, the readiness of social support at workplace increases the capacity to overcome and withstand problem-solving challenges and discouragement, in addition to fostering a more optimistic vision of the future.

In addition, the three component model indicates the importance of supervisor support and co-worker support in prompting employees' work attitudes. In the same context, the current research predicted that social support is positively related to affective organizational commitment (Hypothesis 2). This finding was supported by past empirical studies for this hypothesis since a significant positive relationship was found (Benson, 1998; Joiner & Bakalis, 2006; Leveson & Joiner, 2006; Rousseau & Aubé, 2010; Thomas et al., 2005).

5.3.3 The Influence of Personality Traits on Affective Commitment

The third research objective was to define whether personality traits of employees have significant influence on affective organizational commitment. The finding showed that personality traits of employees have an effect on affective organizational commitment. In fact, personality traits are an essential factor to define the individual behavior in the workplace. Personality traits itself is the crucial concepts which are constantly being studied and discussed among employees' psychology, specifically in human resources to recognize the appropriate characteristic for each employee. A good personality of employee will assist to organize and harmonize employees with their desire which lead them to be more affectively committed toward organization.

Indicating to the third hypothesis (H3) test pointed out those personality traits have significant and positive influence on affective organizational commitment. This research found that beta score was 0.353, it means that personality traits has positive relationship

with affective commitment. As well, the structural model shows T- value= 3.882, it illustrates a significantly relationship between these two variables aforementioned.

By understanding the employee personality, a harmonious relation between employer and employee can be built which further trust and affective organizational commitment, while this harmonious relation could encourage the employee to stay longer within the organization. Hence, in this vein, the intention to leave will be reduced for the reason that indirectly, their emotional attachment is influencing the turnover rates; enhancing the productivity of the organization; increasing the business capacity of organization. The study result is supported by Ahmadi et al., (2012); Tziner et al (2008); Abedi et al (2009); Kumar et al (2010) whose asserted that there is a significant positive relationship between personality traits and affective organizational commitment.

On the other hand, the present research result is inconsistent with contradicting research findings such as, Erdheim et al (2006); Daneshfard (2012); Spagnoli et al (2012) whose stated that there is no significant relationship between personality traits and affective organizational commitment.

5.4 Limitations and Recommendations

Even though this research has given support for a number of the hypothesized relationships between the endogenous and exogenous variables, the result have to be deduced with consideration of the research's limitations. Firstly, the current research implemented a cross-sectional design which does not permit causal implications to be made from the population. Consequently, a longitudinal design in future wants to be considered to measure the theoretical variables at different topics in time to emphasize the findings of the current research.

Secondly, the current research adopted a probability sampling (i.e., cluster sampling) in which all elements of the target population were not taken. The use of cluster sampling has restricted the extent to which the result of the research can be generalized to the population. Therefore, future study needs to go beyond using cluster sampling if sample frame can be acquired so that non-probability sampling technique could be used. Hereafter, one sample frame is gained the results of the research can be generalized to the entire employees in the Omanis' private colleges.

Thirdly, the current research offers quite limited generalizability as it is mainly considered on employees from three private colleges located in the west Muscat the capital city of Oman. Therefore, further study is needed to include employees from various private colleges in order to generalize the result. Colleges should be compared and studied with other institutes of private higher education such as universities. In the same vein, this research conducted on employees in some private institutions such as three colleges, considering that nature of practices and policies in the service business as educational sector might be different from a public perspective.

Fourthly, the research model was able to explain 37% of the total variance in affective commitment, which means there are other latent constructs that could significantly illustrates the variance in affective organizational commitment. In other words, the remaining 63% of the variance for affective organizational commitment could be clarified by other factors. Consequently, future study is needed to focus on other potential variables that could influence employees to commit affectively towards their organization.

5.5 Conclusion

This research was designed to investigate the influence of human resource practices, social support, and personality traits on affective organizational commitment in private higher education colleges in Oman. This research also aimed to determine the relationship between these three independent variables and dependent variable. Findings from the analysis have confirmed that there are significant positive relationships between exogenous latent constructs and endogenous dependent variable. The findings also confirmed that personality traits are being the most importance variable to increase affective organizational commitment among employees in private higher education colleges in Oman.

5.6 Research Implications

The study is stated its implications in two different categories which are theoretical level, as well as practical level in order to develop affective organizational commitment besides declining the turnover rate, and improve the business effectiveness.

5.6.1 Theoretical implications

In the theoretical filed, this research contributes a small quota of knowledge to the literature about human resource practices, social support, and personality traits toward affective organizational commitment. There is a limited studies focusing on these variables in the Oman educational services scenario. This research may reveal an insight to the future study by adding more to the present literature with current result that help research scholars and academicians to conduct wider and deeper study on variables like human resource practices; career development and financial incentives, social support; supervisor and coworker, as well as the third variables personality traits; conscientious,

and openness to experience toward affective organizational commitment. Whereby, the finding will be give better understanding of the relationship among each variable. Consequently, this research adds up better knowledge of significant of human resource practices, social support, and personality traits of employees in private educational sector in bringing better affective commitment and it enhance organizational performance and competitiveness.

5.6.2 Practical implications

Based on the study results, the current research has added a number of practical implications in terms of human resource practices in the context of Omanis private colleges' practices. Firstly, the findings suggest some points about human resource practices, social support, and personality traits towards affective commitment. The commitment is vital to improve the efficiency and effectiveness of the organization. The low affective commitment is influenceed the turnover rate, absenteeism, less motivation, low performance, and job withdrawal behaviors. This happened for a large proportion of employees working in private sector in Oman with low commitment, whereby the turnover is happening in every year. Subsequently, the influence of turnover is decreasing of productivity, in the long term; it will be affecting the business reputation as a whole. The implication for private educational sector is reducing the turnover, and increasing the productivity to make growth in the business reputation.

Moreover, these results demonstrated the efficacy of social support in improving employees' work behaviors and attitudes toward affective commitment, and recommend that, to a certain extent, the achievement of organizational commitment efforts depend on social support within an organization. From a behavioral perspective, human resource professional and managers ought to make decisions that consider for particular

circumstances, centering on those which are most directly interfering and pertinent with the most suitable actions. Thus, evidencing such relationship exist indicates that human resource practitioners and management should emphasis their efforts on enhancing a climate of social support with the crucial intention of developing behavior supportive and affective commitment.

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APPENDIX A

Introduction Letter to Conduct a Survey by University Utara Malaysia (UUM)



OTHMAN YEOP ABDULLAH
GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel.: 604-928 7101/7113/7130
Faks (Fax): 604-928 7160
Laman Web (Web): www.oyagsb.uum.edu.my

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/OYAGSB/R-4/4/1
27 January 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION

COURSE: Research Paper
COURSE CODE: BPMZ69912
LECTURER: Assoc. Prof. Dr. Mohmad Yazam bin Sharif

This is to certify that the following is a postgraduate student from the OYA Graduate School of Business, Universiti Utara Malaysia. He is pursuing the above mentioned course which requires him to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	Sultan Saqar Oqaidan Al Wahaibi	815500

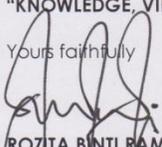
In this regard, I hope that you could kindly provide assistance and cooperation for him to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

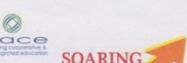
Yours faithfully



ROZITA BINTI RAMLI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c - Student's File (815500)

Universiti Pengurusan Terkemuka
The Eminent Management University



APPENDIX B

Questionnaire Sheet in English

A Survey on The influence of Personality Traits, Career Development, Financial Incentives, and Social Support on Affective Organizational Commitment

Dear Sir/Madam/ Miss

I appreciate your cooperation in filling in this questionnaire. It is done partly to fulfill the requirement of my master degree at University Utara Malaysia. All information provided shall be kept confidential, and it is strictly used for academic purpose. There is no right or wrong answers, all answers are only a reflection of your opinion. Please answer honestly. The questionnaire can be completed in roughly 10 minutes. Thank you.

Yours Sincerely,

Sultan Saqar Oqaidan Alwahaibi
Email: sultan82saqar@gmail.com
Master's Degree student
Othman Yeop Abdullah Graduate School of Business
University Utara Malaysia

Section A: Personality Traits (Conscientiousness and Openness to experience)

Please tick () the appropriate choice that reflect your (Conscientiousness and Openness to experiences)

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I see myself as someone who...					
Does a thorough job.	1	2	3	4	5
Can be somewhat careless.	1	2	3	4	5
Is a reliable worker.	1	2	3	4	5
Tends to be disorganized.	1	2	3	4	5
Tends to be lazy.	1	2	3	4	5
Perseveres until the task is finished.	1	2	3	4	5
Does things efficiently.	1	2	3	4	5
Makes plans and follow through with them.	1	2	3	4	5
Is easily distracted.	1	2	3	4	5
Is original, comes up with new ideas.	1	2	3	4	5
Is curious about many different things.	1	2	3	4	5

Is ingenious, a deep thinker.	1	2	3	4	5
Has an active imagination.	1	2	3	4	5
Is inventive.	1	2	3	4	5
Values artistic, aesthetic experience.	1	2	3	4	5
Prefers work that is routine.	1	2	3	4	5
Likes to reflect, play with ideas.	1	2	3	4	5
Has few artistic interests.	1	2	3	4	5
Is sophisticated in art, music, or literature.	1	2	3	4	5

Section B: Affective Commitment

Please tick (✓) the appropriate answer that reflects your affective commitment toward your current organization.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would be very happy to spend the rest of my career in this organization.	1	2	3	4	5
I really feel as if this organization's problem are my own.	1	2	3	4	5
I do not feel like part of the family at my organization.	1	2	3	4	5
I do not feel emotionally attached to this organization.	1	2	3	4	5
This organization has a great deal of personal meaning for me.	1	2	3	4	5
Do not feel a strong sense of belonging to my organization.	1	2	3	4	5

Section C: Career Development

Please tick (✓) the appropriate choice that reflects practices in career development in your organization.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am able to retrieve information for the purpose of planning my career.	1	2	3	4	5
I am called to discuss on my career opportunity by my supervisor.	1	2	3	4	5
I am given reasonable opportunity for my career development.	1	2	3	4	5
I am satisfied with the method use in the promotion exercise implemented by the organization.	1	2	3	4	5
Promotion is decided according to merit based on job performance.	1	2	3	4	5
In this organization, promotion is decided in a fair manner.	1	2	3	4	5

Section D: Financial Incentives

Please tick (✓) the appropriate answer that reflect practices in financial incentives in your organization.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Increased productivity means higher pay for employees.	1	2	3	4	5
My individual performance actually has little influence on any incentive pay award.	1	2	3	4	5
My performance actually has little influence on my salary.	1	2	3	4	5

Section E: Social Support

Please tick (✓) the appropriate answer that reflects social support in your Organization

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The supervisor in this organization is very willing to listen to worker's work-related problem.	1	2	3	4	5
Workers in this organization are willing to listen to their coworker's work-related problem.	1	2	3	4	5
My supervisor show encouraging willingness to listen to my personal problem.	1	2	3	4	5
My coworkers are very willing to listen to my personal problem.	1	2	3	4	5
It is very easy for the peoples in this organization to talk to each other.	1	2	3	4	5
I can fully rely on the supervisor when things get tough at work.	1	2	3	4	5
My coworkers are highly reliable when I face tough time at work.	1	2	3	4	5

Section F: Demographic Information

Please tick (✓) the appropriate box:

1. Age (Years)

- < 25 25-30 31-35 36-40 41-45 >45

2. Gender:

- Male Female

3. Marital Status:

- Single Married Divorced Widowed

4. Qualification

- High School High Diploma Degree Master Doctorate Others

5. Work experience (Years):

- 1- 5 6- 10 11- 15 > 16

6. Position

- Academic Non-academic

Comments.....
.....
.....
.....
.....

THANK YOU FOR COMPLETE THIS QUESTIONNAIRE

APPENDIX C

Questionnaire Sheet in Arabic Language

استبيان حول أثر العوامل التالية: (السمات الشخصية، التطوير الوظيفي ، المكافآت المادية للأداء ، التعزيز الاجتماعي) على توجهات الإلتزام المؤسسي الوجداني لدى الموظفين الأفاضل الكرام،

أقدر حسن استجابتكم لتعبئة الاستبيان بكل مصداقية وذلك لإستكمال متطلبات درجة الماجستير من جامعة أوتارا ماليزيا، كل المعلومات المعطاة ستعامل بسرية تامة وسيتم استخدامها لغرض البحث العلمي فقط. لا توجد إجابات صحيحة وخاطئة وإنما هي مجرد رأي. تعبئة الإستبانة لن تتعدى بضع دقائق. شاكرًا لكم تعاونكم.

سلطان بن صقر بن عقيدان الوهبي
طالب ماجستير في إدارة الموارد البشرية
البريد الإلكتروني: sultan82saqar@gmail.com
كلية إدارة الأعمال
جامعة أوتارا ماليزيا

الجزئية الأولى: السمات الشخصية (الإدراك ، تقبل الخبرات الجديدة)

الرجاء وضع علامة (√) على الإختيار المناسب كما ترى سماتك الشخصية الحالية

العبارات	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
أرى نفسي كشخص...					
مجتهد في العمل	1	2	3	4	5
يكون لحد ما غير مهتم	1	2	3	4	5
موظف موثوق به	1	2	3	4	5
يميل إلى العشوائية وعدم التنظيم	1	2	3	4	5
يميل إلى الكسل	1	2	3	4	5
يواظب على العمل لحين انتهائه	1	2	3	4	5
يؤدي الأعمال بكفاءة	1	2	3	4	5
يضع خطط ويسعى لتحقيقها	1	2	3	4	5
مشنت الذهن ، متحير	1	2	3	4	5
في العادة، يأتي بأفكار جديدة	1	2	3	4	5
محب للإطلاع على الأشياء المختلفة	1	2	3	4	5
ماهر ، عميق التفكير	1	2	3	4	5
صاحب تخيل نشط	1	2	3	4	5
مبدع	1	2	3	4	5
يستشعر القيم الفنية والجمالية	1	2	3	4	5
يفضل العمل الروتيني	1	2	3	4	5
يحب مناقشة الأفكار	1	2	3	4	5
لديه اهتمامات بسيطة بالإبداع	1	2	3	4	5
مولع بالأدب والفنون	1	2	3	4	5

الجزئية الثانية: الالتزام الوجداني

الرجاء وضع علامة (√) على الإختيار المناسب والذي يشير إلى احساسك بالالتزام الوجداني نحو جهة عملك الحالية

العبارات	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
سأكون سعيدا لبقائي في هذه المؤسسة طوال فترة خدمتي.	1	2	3	4	5
أشعر حقا بأن مشكلة هذه المؤسسة وكأنها مشكلتي أيضا.	1	2	3	4	5
لا أشعر بأني جزء من المنظومة العائلية لهذه المؤسسة.	1	2	3	4	5
لا أشعر بالإنتماء الوجداني لهذه المؤسسة.	1	2	3	4	5
هذه المؤسسة تعني لي الكثير على المستوى الشخصي.	1	2	3	4	5
لا أشعر بقوة إحساس الإنتماء لهذه المؤسسة.	1	2	3	4	5

الجزئية الثالثة: التطوير الوظيفي

الرجاء وضع علامة (√) على الإختيار المناسب والذي يشير إلى ممارسات التطوير الوظيفي في المؤسسة

العبارات	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
استطيع الإطلاع على المعلومات التي تخص التخطيط لوظيفتي.	1	2	3	4	5
المسؤول المباشر يستدعيني لمناقشة الفرص الوظيفية لمهنتي.	1	2	3	4	5
تم إعطائي فرصة معقولة لتطوير مهارات وظيفتي.	1	2	3	4	5
أنا راض عن الأسلوب المتبع للترقية الوظيفية في هذه المؤسسة.	1	2	3	4	5
الترقية الوظيفية تعتمد على أساس الجدارة في الأداء الوظيفي.	1	2	3	4	5
في هذه المؤسسة، الترقيات الوظيفية تقرر بشكل عادل.	1	2	3	4	5

الجزئية الرابعة: المكافآت المادية للأداء

الرجاء وضع علامة (√) على الإختيار المناسب والذي يشير إلى ممارسات الموارد البشرية في المكافآت المادية للأداء في المؤسسة

العبارات	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
الزيادة في انتاجية العمل يعني استلام مبلغ أعلى للموظفين.	1	2	3	4	5
أدائي الفردي له تأثير قليل على أية مكافآت مادية.	1	2	3	4	5
أدائي له تأثير قليل على راتبي.	1	2	3	4	5

الجزئية الرابعة: التعزيز الإجتماعي

الرجاء وضع علامة (√) على الإختيار المناسب والذي يشير إلى مدى التعزيز الإجتماعي في مكان عملك الحالي

العبارات	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
المدير في هذه المؤسسة مستعد لإصغاء إلى مشاكل المتعلقة بالعمل.	1	2	3	4	5
زميل العمل مستعد للإصغاء إلى مشاكل المتعلقة بالعمل.	1	2	3	4	5
المدير في هذه المؤسسة مستعد للإصغاء إلى مشاكل العائلية.	1	2	3	4	5
زميل العمل في هذه المؤسسة مستعد للإصغاء إلى مشاكل العائلية.	1	2	3	4	5
في هذه المؤسسة، الحديث والتواصل مع الأشخاص سهل.	1	2	3	4	5
كثيرا ما ألجأ إلى المدير عندما تتعقد الأمور في العمل.	1	2	3	4	5
اعتمد على زملاء العمل عندما أواجه صعوبة في العمل.	1	2	3	4	5

الجزئية السادسة: البيانات الشخصية

الرجاء وضع علامة (√) على الإختيار المناسب

1. العمر

<25 30- 25 35- 31 40- 36 41-45 > 45

2. الجنس

ذكر أنثى

3. الحالة الاجتماعية

أعزب/ عزباء متزوج/ة مطلق/ة أرمل/ة

4. المؤهل العلمي

الثانوية الدبلوم البكالوريوس الماجستير الدكتوراه أخرى _____
 العامة

5. سنوات الخبرة

5-1 6-10 11-15 >16

6. الوظيفة

محاضر غير محاضر

إضافات تود طرحها

.....
.....
.....
.....

شكرا لكم على إكمال الاستبيان،،،