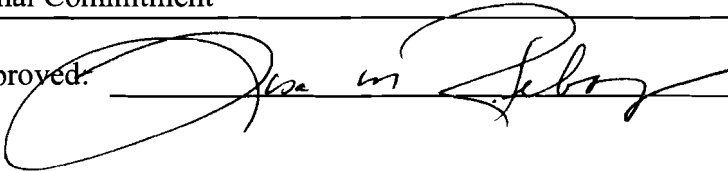# AN ABSTRACT OF THE THESIS OF

TAMBRA J. WISE   for the MASTER OF SCIENCE in PSYCHOLOGY

presented on   April 8, 1996

Title: An Examination of the Relationship Between Employment Status and

Organizational Commitment

Abstract approved:

Organizational commitment has been shown to be related to turnover rate,

absenteeism, job satisfaction and organizational citizenship behaviors (Igbaria,

Meredith & Smith, 1994; Porter, Steers & Mowday, 1974; Shore & Wayne, 1993;

Steers, 1977). With part-time employment on the rise, it is important to consider

whether part-time employees are as committed to the organization and its goals as

their full-time counterparts. The present study focuses on differences in the level

of organizational commitment of full- and part-time employees. Participants were

from a retail store in South Central Kansas. Participants completed a survey that

consisted of the short form of the Minnesota Satisfaction Questionnaire,

a 15-item Organizational Commitment Questionnaire, an 8-item Continuance

Commitment Scale and demographics. Data were analyzed using t-tests and

2 X 2 Analysis of Variances. Results indicate there are significant differences

in the level of organizational commitment of full- and part-time employees.

Implications are discussed.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN EMPLOYMENT

STATUS AND ORGANIZATIONAL COMMITMENT

———————

A Thesis

Present to

the Division of Psychology and Special Education

EMPORIA STATE UNIVERSITY

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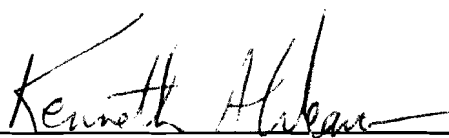
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of the Requirements for the Degree
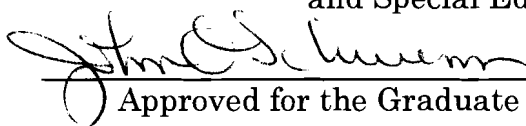
Master of Science

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by

Tambra J. Wise

May 1996

Approved for the Division of Psychology
and Special Education

Approved for the Graduate Council

ACKNOWLEDGMENTS

I would like to thank the members of my committee, Dr. Lisa Reboy, Dr. Nancy Knapp and Dr. Mickel Johnson for their time, support and encouragement with this project. Their vast knowledge in the many different areas of academia was extremely resourceful.

I would also like to thank my family for their support and patience throughout the last few years. I would especially like to acknowledge my grandparents for their endless encouragement and enthusiasm for this project.

Finally, I would like to thank my husband, Bryan, - *for being.*

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CHAPTER I

INTRODUCTION

Until recently, most part-time employees were students or housewives, unskilled

and temporary (Nollen, Eddy & Martin, 1978). Many worked part-time to make a little

extra cash on the side. Today, the profile of the part-time worker is steadily changing.

The temporary services industry grew 361% between 1982 and 1994, to nearly 2 million

workers, while the total number of jobs in the economy grew 26% (Collins, 1994).

According to Working Woman, part-time employment has soared such that Manpower,

Inc., the largest temporary agency in the United States, is now also the largest employer,

with about 560,000 employees last year (Crittenden, 1994).

Generally, the definition of a part-time worker is any employee who works less

than 40 hours a week, but, the definition can vary from organization to organization.

Employees working less than 40 hours a week are usually not eligible for full-time

benefits, such as sick leave, vacation time and insurance. However, some organizations

opt to give part-time employees partial benefits which correlate with the number of hours

worked per week.

The government defines part-time workers as those working less than 35 hours a

week (Collins, 1994). If a person is working two part-time jobs equaling 35 hours a week

or more, then the person is counted as a full-time worker. Also, if a person is employed

full-time and has a part-time job on the side, they are counted only as one full-time

worker. In February of 1994, the Wall Street Journal ("Labor Letter," 1994) reported that

7 million people, 5.8% of all those employed, had more than one job. Most of those

people work one full-time job and one part-time job. There are probably many more part-

time workers than the government's official figures show because many people work part-time for "under-the-table" wages.

There are many reasons why the number of part-time positions has grown and continues to grow. Economists in California believe the reason behind the growth in part-time employment is due to an increase in jobs in the service and retail industries (Collins, 1994). Since 1980, these two sectors have added 18.8 million jobs, while the manufacturing sector has cut 2.3 million jobs (Collins, 1994). This is significant in that most manufacturing positions are full-time, whereas service and retail positions tend to be part-time.

Another reason part-time positions continue to increase is because organizations continue to downsize. Corporations find it necessary to cut payroll, so they decrease full-time workers. The remaining full-time employees cannot pick up the slack, so temporary and part-time workers are hired to replace the permanent workers lost through downsizing. Part-time and temporary workers earn between 66% and 70% less than their full-time counterparts (Collins, 1994). By eliminating full-time employees, organizations also eliminate benefits such as health insurance, vacation pay and sick leave.

With the use of part-time workers on the rise, it is important to consider whether these employees are as committed as full-time employees to the organization and its goals. Organizational commitment is related to employee turnover rate, job satisfaction and organizational citizenship behavior (Igbaria, Meredith & Smith, 1994; Porter, Steers & Mowday, 1974; Shore & Wayne, 1993). Various factors may affect one's commitment to the organization such as job satisfaction, age, gender, education and tenure (Allen &

Meyers, 1993; Cohen, 1993; Fry & Greenfeld, 1980; Igbaria et al., 1994; Marsden,

Kalleberg & Cook, 1993; Morrow & McElroy, 1987; Nystrom, 1993; Porter, Steers,

Mowday and Baulian, 1974).

A lack of organizational commitment may lead employees to have serious

intentions to quit, lowered job satisfaction, and fewer organizational citizenship behaviors

(Begley & Czajka, 1993; Igbaria et al., 1994; Porter et al., 1974; Shore & Wayne, 1993).

As a result, organizational commitment among workers may have an impact on the

financial status of the organization. Recruitment and low job satisfaction may cost

organizations money. Research investigating organizational commitment among part-

time and full-time employees is important because the money organizations save in the

short term by paying less in salaries and benefits may be spent in the long term on

recruitment and training

This study will examine the relationship between organizational commitment and

full-time/part-time status. The relationships with the variables involved have been cited

by several sources as needing further investigation (Cohen, 1993; Fry & Greenfeld, 1980;

Kivimaki & Kalimo, 1993; Porter et al., 1974; Shore & Wayne, 1993; Steers, 1977; Tsui,

Egan & O'Reilly, 1992). The importance of each variable will be discussed.

Organizational Commitment

Although the definitions of organizational commitment are plentiful, for this

research project there are two main facets to consider. The first facet is from Mowday,

Porter, and Steers (1982), who defined organizational commitment as "the relative

strength of an individual's identification with and involvement in a particular

organization" (p. 26). They suggest that organizational commitment may be identified by three factors: "(a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization" (Mowday et al., 1982, p. 27). According to Mowday et al. (1982), "when organizational commitment is defined in this fashion, it represents something beyond mere passive loyalty to an organization. It involves an active relationship with the organization such that individuals are willing to give something of themselves in order to contribute to the organization's well-being" (p. 27). Meyer and Allen (1984) termed this definition of organizational commitment "affective commitment." An example of this type of commitment would be an employee who eagerly strives to do what is best for the company regardless of how many hours of effort it may require.

The second facet is regarded by Allen and Meyer (1984) as continuance commitment. The term "continuance commitment" stems from Becker's (1960) side-bet theory. Continuance commitment is defined as the tendency to engage in "consistent lines of activity" (p. 33) because of the perceived costs of doing otherwise. The perceived costs of doing otherwise may entail loss of benefits, loss of seniority, loss of relationships with current co-workers, the bother of finding a new organization in which to work, and so on. An example of this type of commitment would be an employee who is not very satisfied with his job but has several years of tenure and decides to stay because starting over with another company would mean losing the years of tenure he

acquired. No matter which definition or aspect considered, organizational commitment may have an impact on the organization and the employees in that organization.

Job Satisfaction and Organizational Commitment

Job satisfaction has been shown to correlate significantly with organizational commitment both for managers and for executive secretaries (Nystrom, 1993). The study by Nystrom took into consideration how a strong organizational culture could replace a bureaucratic system and instill members with an eager feeling of organizational commitment. Organizational culture refers to the values and norms associated with an organization. Nystrom emphasized that a weak culture can lead to lack of organizational commitment and low job satisfaction, which in the long run may make the perception of the organization weak and inferior to other organizations.

Porter, Steers, Mowday and Baulian (1974) found a clear relationship between the level of organizational commitment and job satisfaction among psychiatric workers who stayed on the job and those who chose to seek employment elsewhere. The results of the study show that those who chose to leave the organization had lower levels of organizational commitment than those who chose to stay on the job. The study also showed that although those who chose to leave had lower levels of job satisfaction, the levels varied. However, the authors suggested that while organizational commitment and job satisfaction were related, each factor may contribute special information regarding the employee's relationship to the organization.

Along those lines, Igbaria, Meredith and Smith (1994) found organizational commitment and job satisfaction to predict employee's intentions to stay on the job. Job

satisfaction and commitment were the most substantial and the most direct influences on the intention to stay of Information System's employees in South Africa. Although the three studies cited show a correlation between job satisfaction and organizational commitment, each study dealt with a certain population which may tend to limit generalizability.

Organizational Citizenship Behavior and Organizational Commitment

Shore and Wayne (1993) conducted a study examining the relationship between organizational commitment and organizational citizenship behavior (OCB). They defined OCB as "behaviors that an individual chooses to offer or withhold without concern for immediate formal rewards or sanctions" (p. 775). An example of OCB would be one employee making copies for another employee just because they happen to be going in the direction of the copy machine. Another example of OCB might include an employee making coffee for everyone in the morning before work begins. There is no expectation of a reward. The results of the study indicate that subjects high in affective commitment were more likely to engage in OCB than subjects high in continuance commitment. The authors interpret the results to mean that those employees who are committed because of the perceived costs of doing otherwise will not be as good of citizens as employees who are genuinely attached to the organization's goals and values. The employees who are high in continuance commitment would engage in OCB only if they were rewarded in some way. Those employees high in affective commitment would engage in OCB whether or not there was some type of reward.

Gender and Organizational Commitment

Regarding organizational commitment and gender, Marsden, Kalleberg and Cook (1993) suggest that organizational commitment between men and women differs only slightly. The difference, they suggest, may develop from women traditionally holding jobs with fewer features to enhance commitment. These features include high earnings, fringe benefits, promotions and so on. The authors conclude there is a difference in the process leading up to organizational commitment. Therefore, if men and women were to hold the same position and be offered the same commitment enhancing features (which may differ between genders), there would be no difference in the level of organizational commitment.

Similarly, Fry and Greenfeld (1980) examined the attitudinal differences between policewomen and policemen. They found policewomen and policemen are subjected to similar task environments and organizational control systems. In conclusion, they believe commitment to the organization has more to do with the job in one's organization than with one's gender.

Goldberg, Greenberger, Kock-Jones, O'Neil and Hamill (1989) conducted research into the benefits provided to employees that would help them balance the rigorous task of being a parent and also being an employee. The most popular benefit was cutting the work week to four days a week while still working 40 hours a week. The study also looked at financial contributions that would be made by the employer to assist in relieving some of the financial strain associated with attaining child care. Another attractive option was an on-site or near-site day care center. These options allowed the

employee to spend more time fulfilling parental duties and relieved them of having to find suitable day care. Both genders expressed interest in benefits provided by the organization which would assist them in attaining child care. The research team found that those employees satisfied with the benefits provided by the company which assist them in balancing the two roles, also expressed higher levels of organizational commitment and job satisfaction regardless of gender.

Tenure, Age and Organizational Commitment

A meta-analysis by Cohen (1993) suggests the study of organizational commitment and tenure must differentiate between affective and continuance commitment. Cohen argues that continuance commitment is more strongly associated with tenure than is affective commitment. He argues that the more tenure an employee has the higher their continuance commitment will be. The rationale behind this idea is that the longer a person works with an organization, the more he has to lose should he seek employment elsewhere.

Allen and Meyer (1993) conducted a study that found that affective commitment was significantly higher in older employees than in younger employees. They also found employees with longer tenure demonstrated more continuance commitment to the organization than employees with shorter tenure. This finding is consistent with Becker's "side-bet" theory which relates that the longer an employee is with an organization, the more he (she) has to lose by leaving that organization.

Morrow and McElroy (1987) found similar results in their study investigating work commitment over career stages. They found there was a positive relationship

between age and organizational commitment. They also found a positive relationship between organizational commitment and tenure. The item they used to measure organizational commitment did not divide commitment into affective and continuance categories, therefore what type of commitment is not know.

Education and Organizational Commitment

Cohen (1993) postulates that employees, in the beginning of their career, will have different levels of organizational commitment depending upon other options and opportunities available. Education may have an effect on how many options and opportunities are available. Higher education may present more opportunities for other positions with other organizations. Therefore, those employees with less education and fewer opportunities may express higher organizational commitment. Those employees with more education and more opportunities may express less organizational commitment.

There is a possibility that organizational commitment may be directly affected by the amount of time each employee works. Because full-time employees work more hours than part-time employees, they are surrounded by the organization and its philosophies more hours per day. With part-time employees working less hours, the organization does not have as much time to attempt to inculcate its values and goals upon the employee.

Summary and Hypotheses

Some employees may choose to work part-time because they are already fully committed to other areas of their life. These areas may include family, school, volunteer work and/or hobbies. These employees may not want to extend full commitment to the

organization for which they work. They may feel their level of commitment will be over-extended if they were to add one more facet.

As shown, there are many variables that may affect organizational commitment. For example, a full-time worker who is low in job satisfaction may not be as committed to the organization as a part-time worker who is high in job satisfaction. A part-time employee who is highly educated may not be as committed to the organization as a full-time employee with less education. This type of scenario may be played out with each variable linked with organizational commitment.

After careful consideration of the literature, the following hypotheses were developed:

Hypothesis #1 - Employees high in job satisfaction will be high in organizational commitment.

Hypothesis #2 - Employees high in affective organizational commitment will also be high in organizational citizenship behaviors.

Hypothesis #3 - Employees high in continuance commitment will be low in organizational citizenship behaviors.

Hypothesis #4 - There will be no difference between organizational commitment as a result of gender.

Hypothesis #5 - Age will be positively related to organizational commitment.

Hypothesis #6 - Tenure will be positively related to continuance commitment.

Hypothesis #7 - Education will be negatively correlated with affective and continuance organizational commitment.

Hypothesis #8 - Full-time employees will be higher in organizational commitment than part-time employees.

CHAPTER II

METHOD

The present study assesses the degree to which organizational commitment affects

employment status (full- or part-time). As mentioned previously, organizational

commitment may vary, depending upon several variables. These variables include job

satisfaction, gender, tenure, age, and education. Full-time employees were defined as any

employee working 40 or more hours a week. Part-time employees were defined as any

employee working less than 40 hours a week. The following chapter explains the

participants, research method, procedures and statistical design of the study.

Participants

The accessible population consisted of all employees within retail store A. There

were approximately 250 workers employed by retail store A. The gender breakdown was

approximately 79% female and 21% male.

Instruments and Variables

Job satisfaction was assessed using the 20 item short form of the Minnesota

Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England & Lofquist

(1967). The MSQ uses a Likert-Scale response format ranging from 1 to 5 with 1 = very

dissatisfied and 5 = very satisfied. The participants rate phrases such as "On the job I

currently hold, this is how I feel about: the way my job provides steady employment" or

"the way company policies are put into practice." The MSQ takes about five minutes to

complete. Internal consistency for this scale ranges from .81 to .94, with a median of .88

(Carlson, Dawis, England, & Lofquist, 1962). The demographic portion of the survey was

created by the researcher and the attitude scales were taken from previously developed surveys

Organizational Commitment was assessed using two different scales. First, affective organizational commitment was assessed using the 15-item Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers & Porter (1979). Subjects responded to each item using a 7-point Likert Scale with 1 being strongly disagree and 7 being strongly agree. Participants responded to statements such as "I would accept almost any type of job assignment in order to keep working for this organization." The OCQ takes approximately five minutes to complete. This scale has a median coefficient alpha of .90 (Mowday, Steers & Porter, 1979).

Next, continuance commitment was assessed by using the 8-item Continuance Commitment Scale (CCS) developed by Meyer and Allen (1990). Subjects responded using a 7-point Likert Scale where 1 represents strongly disagree and 7 represents strongly agree. Participants responded to statements such as "I feel that I have too few options to consider leaving this organization." The CCS takes approximately three minutes to complete. Internal consistency estimates obtained in previous research ranged from .70 to .84 for this scale (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). The organizational citizenship behavior sub-scales were inadvertently omitted and, therefore, could not be completed.

Procedures

Every Friday the manager of retail store A conducts a meeting at 7:30 a.m. All employees are encouraged to attend this meeting. The questionnaires were distributed, completed and returned during one of these meetings.

The manager conducted his business and then turned the remaining 30 minutes over to the researcher. At this time, the researcher explained to the employees that the questionnaire would be confidential and would not relate in any way to their performance appraisals or evaluations conducted at work. The researcher then informed the participants they were to be paid to complete the questionnaire and they had 30 minutes to do so. At this time, the researcher handed out pencils and the questionnaire with the informed consent document stapled to the front. After explaining the consent form, the researcher asked the participants to read it carefully and sign and date it on the appropriate lines. The researcher then asked the participants to tear the consent form from the questionnaire thus establishing confidentiality. The participants were then asked upon completion of the questionnaire to put the informed consent document in one envelope and the questionnaire in another envelope. The researcher informed the participants that she would not be able to answer questions regarding the survey during the administration and that the results would be posted on the information bulletin board upon completion of the analysis of data. The researcher then asked the participants if they had any questions. After answering questions, the researcher told the participants to begin filling out the questionnaire. The estimated time to complete the questionnaire was

20 minutes. When all participants had turned in the completed questionnaires, the researcher sealed the envelopes.

After the initial survey was conducted, it became apparent that due to lack of participation by part-time employees, the survey would have to be conducted again. The survey was repeated once more in a group setting and then again on an individual basis with part-time employees.

Statistical Design

The researcher conducted a correlational study on Hypotheses 1, 2, 3, 5, 6 and 7 which described the relationship that exists between variables. T-tests were conducted on Hypotheses 4 and 8 to determine if there was a difference between the scores of the full-time employees and the scores of the part-time employees. The significance level utilized was $p < .05$.

CHAPTER III

RESULTS

Forty-five percent of the employees from retail store A participated in the study. Of the surveys completed, 38 were from employees with part-time employment status and 76 were from employees with full-time status. Of the 114 employees surveyed, 90 were female and 23 were male. The mean age of the participants was 29.09 years. The mean tenure for the participants was 49.54 months or slightly over four years. The mean educational level for all participants was 4.32 or slightly more than a post-high school level education and slightly less than a completed four year degree.

The scores for job satisfaction, continuance commitment, affective commitment and total organizational commitment were calculated for both full- and part-time employees. The means and standard deviations for each group are presented in Table 1. No statistical analysis was conducted for Table 1. The information is purely descriptive.

Correlations among the major variables of the study were calculated (See Table 2 and Table 3). Results indicated a positive significant relationship between organizational commitment and job satisfaction ($r = .6925$, $p < .05$). This supports Hypothesis 1 which states employees high in job satisfaction will be high in organizational commitment. Hypotheses 2 and 3 were not possible to test due to a lack of sub-scale items.

A t-test comparing organizational commitment and gender (Table 4) yielded a positive significant relationship ($F = 4.6958$, $p < .05$). This result does not support the fourth hypothesis which states there would be no difference between organizational

Table 1

Descriptive Statistics for the Job Attitudes Scale

Scale	M	SD
Job Satisfaction		
Part-time	69.5676	10.7226
Full-time	72.6579	10.9393
Affective Commitment		
Part-time	67.0263	14.9585
Full-time	74.3947	15.1808
Continuance Commitment		
Part-time	33.6579	5.8968
Full-time	36.2500	5.3519
Total Organizational Commitment		
Part-time	100.6842	17.9189
Full-time	110.6447	17.8876

Table 2

Correlation Coefficients for Part-time Employees

	Tenure	Age	Eductn	JobSat	Acom	Ccom	Orgcom
Tenure	1.00						
Age	.04	1.00					
Eductn	.16	.62 **	1.00				
JobSat	-.19	-.03	-.05	1.00			
Acom	.05	.12	-.04	.59 **	1.00		
Ccom	.13	.12	-.10	.26	.35 *	1.00	
Orgcom	.08	.14	-.15	.57 **	.95 **	.63 **	1.00

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

Tenure	=	Tenure
Age	=	Age
Eductn	=	Education
Jobsat	=	Job Satisfaction
Acom	=	Affective Commitment
Ccom	=	Continuance Commitment
Orgcom	=	Total Organizational Commitment

Table 3

Correlation Coefficients for Full-time Employees

	Tenure	Age	Eductn	JobSat	Acom	Ccom	Orgcom
Tenure	1.00						
Age	.34 *	1.00					
Eductn	-.18	-.20	1.00				
JobSat	-.05	.12	.06	1.00			
Acom	.01	.30 *	.02	.74 **	1.00		
Ccom	-.10	.05	.16	.38 *	.37 *	1.00	
Orgcom	-.02	.27 *	.06	.74 **	.96 **	.62 **	1.00

*p < .05 **p < .01

Tenure   =   Tenure

Age   =   Age

Eductn   =   Education

Jobsat   =   Job Satisfaction

Acom   =   Affective Commitment

Ccom   =   Continuance Commitment

Orgcom   =   Total Organizational Commitment

Table 4

Summary of Anova
Organizational Commitment by Gender

Source	SS	DF	MS	F	P
Between Groups	1557.98	1	1557.984	4.6958	0.0324*
Within Groups	36827.56	111	331.7798		
Total	38385.54	112			

*p < .05

commitment as a result of gender. In fact, the results indicate females in this study tend to have higher levels of organizational commitment than do males.

Results also indicated a positive significant relationship between organizational commitment and age (r = .3200, p .05). This finding is in support of Hypothesis 5 which states age will be positively related to organizational commitment. Hypothesis 6 stated tenure would be positively related to continuance commitment. Correlations indicated that although the predicted direction was correct, it was not significant (r = .0480, p > .05). Hypothesis 7 stated education would be negatively related to affective and continuance organizational commitment. Again, although correlations indicated the predicted direction was correct, results failed to yield a significance with continuance resulting in (r = -.0183, p > .05) and affective resulting in (r = -.1095, p > .05).

A second t-test comparing employee status (full- or part-time) and organizational commitment (Table 5), yielded a positive significant relationship (F = 7.8461, p < .05). This result supports the eighth and final hypothesis that states full-time employees will be higher in organizational commitment than part-time employees.

Table 5

Summary of Anova
Organizational Commitment by Status

Source	SS	DF	MS	F	P
Between Groups	2513.37	1	2513.373	7.8461	.0060*
Within Groups	35877.62	112	320.3359		
Total	38390.99	113			

*p < .05

CHAPTER IV

DISCUSSION

The present study was an attempt to gain an understanding of the relationship

between employment status (full- or part-time) and organizational commitment. In

accordance with the researcher's eighth hypothesis, the study found there to be a

significant difference between full- and part-time workers level of organizational

commitment. This study was not only designed to measure the level of organizational

commitment in full-time and part-time employees, but also measure other variables

which may affect the organizational commitment/status relationship.

Theoretical Implications

Porter et al. (1974) suggests there is a clear relationship between organizational

commitment and job satisfaction. The results of Hypothesis 1 which stated employees

high in job satisfaction would be high in organizational commitment was in support of

that idea. This is in congruence with Mowday et al. (1982) and their definintion of

organizational commitment as the relative strength of an individual's identification with

and involvement in a particular organization. The researchers explain that organizational

commitment may be identified by "(a) a strong belief in and acceptance of the

organization's goals and values; (b) a willingness to exert effort on behalf of the

organization; and (c) a strong desire to maintain membership in the organization"

(Mowday et al., 1982, p. 27). Steers (1977) and Igbaria et al. (1994) have also found

organizational commitment to determine if an employee intends to stay with an

organization. Not only did Steers find turnover to be related to organizational

commitment but he also found absenteeism to be related to organizational commitment. This could be interpreted to mean an organization with committed employees will have a more stable work force.

Hypothesis 4 stated there would be no difference between organizational commitment as a result of gender. Although Marsden et al. (1993) suggests organizational commitment does differ slightly between the genders they also stated the reason for this may be because men traditionally have held jobs with more features to enhance commitment. Along the same line, Fry and Greenfeld (1980) found commitment to the organization has more to do with the job in one's organization than with one's gender. This researcher took both studies into consideration when developing Hypothesis 4. It would seem at the retail level in which this study was conducted, the commitment enhancing features would be the same regardless of gender. The results show the females surveyed in this study were higher in organizational commitment than were the males. The reason for this outcome may be the number of participants in each group (females = 90, males = 23).

Hypothesis 5 stated age would be positively related to organizational commitment. Hypothesis 6 stated tenure would be positively related to continuance commitment. The results of this study did not find a significant relationship between either of the variables although the predicted direction was correct. Although Allen and Meyer (1993) found a significant relationship between organizational commitment and age and tenure, the average age of their sample was 39.02 and the average tenure in the organization was 8.68 years. The average age of the current sample group was 29.08 and

the average tenure was 4.12 years. Allen and Meyer postulate that the further one gets into one's career, the more commitment one develops. It could be that the young age reflected in this study has not allowed enough time to pass for the results to be significant. If the same participants were surveyed in 10 years, which would put the sample at approximately the same age as the sample in Allen and Meyer's study, the results may be found to be significant since direction has already been established. Morrow and McElroy (1987) also found a significant relationship between organizational commitment and tenure and age. In their study, the average age was 42.7 and the average tenure was 14.1 years. Again, the average age and tenure were significantly younger and shorter in the present study.

Hypothesis 7 stated education would be negatively correlated with affective and continuance commitment. Cohen (1993) argues that employees, in the beginning of their career, will have different levels of organizational commitment depending upon other options and opportunities available. Since education may have an effect on how many options and opportunities are available, it stands to reason those employees with higher levels of education will have lower levels of affective commitment and those employees with less education will have higher levels of continuance commitment. The results of the study did not show this to be the case. Although the negative direction predicted was correct, the results were not significant. In this study, the average education level was 4.32 which is slightly less than a college degree but slightly more than a post-high school education. The standard deviation was 1.22 which means the average education level was highly concentrated in the 4.32 area. Since there were not many participants above or

below the 4.32 education level, if there were to be a significance, it would not have been

found given the number of highly educated and low educated employees were so scarce.

Hypothesis 8 stated full-time employees would be higher in organizational

commitment than part-time employees. The results of this study found a positive

significant relationship between these two variables. Employee status (full- or part-time)

is directly related to the amount of hours the employee works. The researcher of this

study concludes that because full-time employees work more hours, they are surrounded

by the organization and its philosophies more hours per day. Part-time workers do not

work as many hours, therefore, the organization has less time to attempt to inculcate its

values and goals upon the employee.

Research Implications

A limitation of this study is the sample size. Retail store A employed an

estimated 250 employees. The surveys were conducted during store meetings. Although

the store meetings are not mandatory, management strongly encourages participation.

The first time the survey was conducted 76 subjects participated. All 76 were full-time

employees. The second time the survey was conducted only 13 part-time employees

participated. Finally, part-time employees were approached individually to participate in

the survey. The final participation outcome was 76 full-time employees and 38 part-time

employees. Although the absence of part-time employees at work events relates a

message regarding organizational commitment, a more accurate portrayal of the part-time

employee is important in order to establish generalizability.

A second limitation of this study is the absence of enough subscale items to test hypotheses two and three. If this study were conducted again, it would be extremely important to include a scale which would measure organizational citizenship behaviors.

A third limitation of this study is the fact that it was conducted in a retail environment. Much of the research cited dealt with "career" stages. Many employees in retail, unless they are in management, may not think of their job as a career. It would be advantageous to replicate this study in different professional settings such as a banking establishment, a manufacturing/production establishment and/or a service establishment.

Although the results of this study are useful in many ways, there is another way in which the results may be studied in the future. It seems as though researchers tend to look at the trends in a study. It may be as important to look at those employees who do not fit the "normal" distribution of results. Such as those employees who are high in organizational commitment but extremely low in job satisfaction or those employees who are part-time and yet much more committed to the organization than their full-time counterparts. It is within these subjects the answer to difficult questions may lie.

<div align="center">Practical Implications</div>

A lack of organizational commitment may lead employees to have serious intentions to quit and lowered job satisfaction (Begley & Czajka, 1993; Igbaria et al., 1994: and Porter et al., 1974). With this in mind, organizational commitment among employees may have a serious impact on the financial status of an organization. As stated previously, recruitment and low job satisfaction may cost organizations money. Research investigating organizational commitment among part-time and full-time

employees is important because the money organizations save in the short term by paying less in benefits and salaries may be spent in the long term on recruitment and training.

If a company finds it advantageous to utilize part-time employees as a resource, it would be beneficial to make a special effort to inculcate the goals and values of the organization into their work environment. Since part-time workers do not work as many hours as the full-time employees, it would take special programs and procedures to accomplish this goal. The results of a program of this type could result in lower turnover and higher job satisfaction for part-time employees.

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Appendix A

Participation Consent Form

Participation Consent Form

Please read this consent form carefully. After reading, please sign and date on the appropriate lines. After signing, please detach at the dotted line. If you have any questions, please ask the experimenter.

You are invited to participate in a study investigating the relationship of employee status and attitudes. You will complete an attitude survey and return it to the experimenter. This process will take approximately 15 minutes.

Information obtained in this study will be kept strictly confidential and your name is not required on any part of the questionnaire. Results will be available to you upon completion of the research project.

Your participation in this study is completely voluntary. Should you wish to terminate your participation, you are welcome to do so at any point in the study. Termination of participation will have no bearing on you employment. There is not risk or discomfort involved in completing the study.

Thank you for your participation.

I, _____, have read the above information and
       (please print name)
have decided to participate. I understand that my participation is voluntary and that I may withdraw at any time without prejudice after signing this form should I choose to discontinue participation in this study.

_____   _____
    (Signature of Participant)   (Date)

_____
    (Signature of Experimenter)

THIS PROJECT HAS BEEN REVIEWED BY THE EMPORIA STATE UNIVERSITY COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS.

Appendix B

Survey

Job Attitudes Scale

For items 1 thru 20, write the number corresponding to the way you feel in the blank before the item.

(1) Very Dissatisfied   (4) Satisfied
(2) Dissatisfied   (5) Very Satisfied
(3) Neither Satisfied nor Dissatisfied

On the job I currently hold, this is how I feel about:

_____ 1. Being able to keep busy all the time.

_____ 2. The chance to work alone on the job.

_____ 3. The chance to do different things from time to time.

_____ 4. The chance to be "somebody" in the company.

_____ 5. The way my boss handles his/her employees.

_____ 6. The competence of my supervisor in making decisions.

_____ 7. Being able to do things that don't go against my conscience.

_____ 8. The way my job provides steady employment.

_____ 9. The chance to do things for other people.

_____ 10. The chance to tell people what to do.

_____ 11. The chance to do something that makes use of my abilities.

_____ 12. The way company policies are put into practice.

_____ 13. My pay and the amount of work I do.

_____ 14. The chance for advancement.

_____ 15. The freedom to use my own judgment.

_____ 16. The chance to try my own methods of doing the job.

_____ 17. The working conditions.

_____ 18. The way my co-workers get along with each other.

_____ 19. The praise I get for doing a good job.

_____ 20. The feeling of accomplishment I get from the job.

For items 21 thru 43, with respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by writing one of the seven alternatives listed below in the blank next to the item.

(1) Strong Disagree

(2) Moderately Disagree

(3) Slightly Disagree

(4) Neither Agree nor Disagree

(5) Slightly Agree

(6) Moderately Agree

(7) Strongly Agree

_____ 21. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.

_____ 22. I talk up this organization to my friends as a great organization to work for.

_____ 23. I feel very little loyalty to this organization.

_____ 24. I would accept almost any type of job assignment in order to keep working for this organization.

_____ 25. I find that my values and the organizations values are very similar.

_____ 26. I am proud to tell others that I am a part of this organization.

_____ 27. I could just as well be working for a different company as long as the type of work was similar.

_____ 28. This organization really inspires the very best in me in the way of job performance.

_____ 29. It would take very little change in my present circumstances to cause me to leave this organization.

_____ 30. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.

_____ 31. There's not much to be gained by sticking with this organization indefinitely.

_____ 32. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.

_____ 33. I really care about the fate of this organization.

_____ 34. For me, this is the best of all possible organizations for which to work.

_____ 35. Deciding to work for this organization was a definite mistake on my part.

_____ 36. I am not afraid of what might happen if I quit my job without having another one lined up.

_____ 37. It would be very hard for me to leave my organization right now, even if I wanted to.

_____ 38. Too much in my life would be disrupted if I decided I wanted to leave my organization right now.

_____ 39. It wouldn't be too costly for me to leave my organization now.

_____ 40. Right now, staying with my organization is a matter of necessity as much as desire.

_____ 41. I feel that I have too few options to consider leaving this organization.

_____ 42. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.

_____ 43. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here.

For the remainder of the items, please write or circle the response closest to how you feel or best describes you.

44. In general, how satisfying do you find the way you are spending your life these days?

(1) Completely Satisfying   (2) Pretty Satisfying

(3) Not Very Satisfying

45. How long have you worked for the organization you currently work for?

_____ Years   _____ Months

46. How long have you worked in the position you currently work in?

_____ Years   _____ Months

47. At what level of the organization is your job?

(1) Lower   (2) Middle   (3) Higher

48. Which of the following choices best characterizes your occupation?

(1) Sales   (2) Production

(3) Clerical   (4) Management

(5) Other (please specify) _____

49. Are you a part-time or full-time employee?

(1) Part-time   (2) Full-time

50. Approximately how many hours do you work a week?

_____ Hours

51. What shift do you work?

         (1) Day   (3) Evening

         (2) Graveyard   (4) Rotating

52. What is your age?

         _____ Years Old

53. What is your gender?

         (1) Female   (2) Male

54. What is your race?

         (1) African-American   (4) Asian-American

         (2) Caucasian   (5) Hispanic-American

         (3) Native-American   (6) Other _____

55. Do you have any disabilities?

         _____ Yes   _____ No

56. What is your marital status?

         (1) Single, never married   (4) Cohabiting with significant other

         (2) Married   (5) Significant other, but not cohabiting

         (3) Divorced   (6) Widowed

57. How many dependents do you have, not including your spouse or yourself?

         _____ # of Dependents

58. Please check your highest level of education completed as of right now.

(1) 0-8 Years

(5) College (less than BA or BS

(2) 9-12 Years

(6) BA, BS, or similar degree

(3) High School graduate or GED

(7) Masters Degree

(4) Post High School
(vocational or business)

(8) MD, JD or similar professional degree

(9) Ph.D or similar degree

Appendix C

Application For Approval To Use Human Subjects

This application should be submitted, along with the Informed Consent Document, to the Institutional Review Board for Treatment of Human Subjects, Research and Grants Center, Campus Box 4048.

1. Name of Principal Investigator(s) (Individual(s) administering the procedures):

    Tambra J. Wise

2. Departmental Affiliation:

    Graduate Student

3. Person to whom notification should be sent:

    Tambra J. Wise
    22410 W. 86th Terrace
    Shawnee, KS 66227
    (913) 422-1888 Extension 2101 (day)

4. Title of Project:

    Organizational Commitment in Part-time and Full-time Employees

5. Funding Agency:

    Not applicable

6. Project Purpose(s):

    Although employers like to think in the long term, many take short cuts when it comes to hiring employees. If the budget is low they may opt to hire temporary and/or part-time employees to fill an immediate need. These types of positions rarely come with benefits such as health insurance, sick leave, vacation time or 401(k) plans. Also, these positions usually pay a large percentage less per hour than a regular full-time position. This may sound like an excellent course of action to take if the company is having financial trouble, but the money saved in the short run may be spent many times over in the long run. This research study may show that part-time employees are not as committed to the organization and its goals as full-time employees. In order to cut turnover rates, lower training costs, and boost morale, employers may need to look at hiring full-time employees whenever possible.

7. Describe the proposed subjects: (age, sex, race, or other special characteristics, such as students in a specific class, etc.)

    The subjects in this investigation will be from a discount store in the vicinity. They will be racially diversified, males and females ranging in age from 16 to 100 years old.

8. Describe how the subjects are to be selected:

> All employees who attend the weekly Friday morning meeting will be selected. This will be all employees except those on vacation or those who are sick.

9. Describe the proposed procedures in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described here. **Copies of questionnaires, survey instruments, or tests should be attached.** (Use additional paper if necessary)

> A meeting between the researcher and the manager of retail store A was held, and after a negotiating process the following procedures were agreed upon. Every Friday morning the manager conducts a mandatory store meeting at 7:30 a.m.. On the Friday the researcher has designated as the day to administer the questionnaire, the manager has agreed to conduct the store meeting 15 minutes earlier than usual. The extra 15 minutes will allow the researcher time to administer the questionnaire and also allow the store manager time to discuss usual Friday morning business. As usual, all employees will gather in the middle of the store. The manager will conduct his business and then turn the remaining 30 minutes over to the researcher. At this time, the researcher will explain to the employees that the questionnaire about to be completed will be confidential and will not relate in any way to their performance appraisal or evaluations conducted at work. The researcher will inform the participants they are being paid to complete the questionnaire and that they will have 30 minutes to do so. At this time, the researcher will hand out pencils and the questionnaire with the informed consent document stapled to the front. After explaining the consent form, the researcher will ask the participants to read it carefully and then sign and date it on the appropriate lines. The researcher will then ask the participants to tear the consent form from the questionnaire establishing confidentiality. The participants will then be asked upon completion of the questionnaire to put the questionnaire in another envelop. The researcher will inform the participants that she will not be able to answer questions regarding the survey during the administration of the survey and that the results will be posted on the information bulletin board upon completion of the analysis of data. The researcher will then ask the participants if they have any questions. After answering questions, the researcher will tell the participants to begin filling out the questionnaire. Once all participants have turned in the completed questionnaires, the researcher will seal the envelopes.

10. Will questionnaires, tests, of related research instruments not explained in question #9 be used?

> No.

11. Will electrical or mechanical devices be used?

> No.

12. Do the benefits of the research outweigh the risks to human subjects?

> There are extremely minimal, if any, risks to the human subjects in this research investigation.

13. Are there any possible emergencies which might arise in utilization of human subjects I this project?

No.

14. What provisions will you take for keeping research data private?

The subjects will sign the informed consent document and then tear it in half putting it in an envelop to be sealed immediately by the researcher. The questionnaire will not require the name of the employee and will also be deposited in an envelop upon completion. Once everyone has deposited their questionnaires into the envelop it will be sealed. The envelop will not be opened and the contents will be read only by the researcher. Once they are scored the questionnaires may be shred.

15. Attach a copy of the informed consent document, as it will be used for your subjects.

STATEMENT OF AGREEMENT: I have acquainted myself with the Federal Regulations and University policy regarding the use of human subjects in research and related activities and will conduct this project in accordance with those requirements. Any changes in procedures will be cleared through the Institutional Review Board for Treatment of Human Subjects.

Signature of Principal Investigator   Date

Faculty Advisor   Date

Appendix D

Approval For Human Subjects Research

January 29, 1996

Tambra Wise
24410 W. 86th Terrace
Shawnee, KS 66227-3255

Dear Ms. Wise: *Jenny*

     The Institutional Review Board for Treatment of Human Subjects
has evaluated your application for approval of human subject
research entitled, "Organizational Commitment in Part-time and
Full-time Employees." The review board approved your application
which will allow you to begin your research with subjects as
outlined in your application materials.

     Best of luck in your proposed research project. If the review
board can help you in any other way, don't hesitate to contact us.

Sincerely,

John Schwenn, Dean
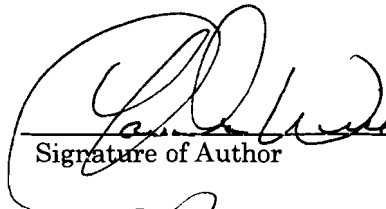Graduate Studies and Research

pf

cc: Lisa Reboy

TO: All Graduate Students Who Submit a Thesis or Research Problem/Project as
           Partial Fulfillment of The Requirements for an Advanced Degree

FROM: Emporia State University Graduate School

I, Tambra J. Wise, hereby submit this thesis to Emporia State University as partial
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Date

An Examination of the Relationship Between
Employment Status and Organization Commitment
Title of Thesis Project

_____
Signature of Graduate Office Staff Member

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