Impact of Organizational Commitment on Employee Turnover: A Case Study of Pakistan International Airlines (PIA)

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Abstract

Current research aims to understand the impact of organizational commitment on employee turnover among the employees of Pakistan International Airlines (PIA).By reviewing the previous literature researcher has identified the antecedents of organizational commitment that are likely to influence the turnover intention of employees in organizations. To collect the first hand data from the employees of PIA a questionnaire was used. Data was analyzed using multiple regression. Findings of the study revealed that motivation to learn, job satisfaction, perceived organizational support, availability of training programs, job autonomy and organizational learning culture have significant positive relationship with organizational commitment. While job involvement does not significantly contributes towards organizational commitment. According to the results organizational commitment is significantly negatively related to the turnover intention of employees. *The findings of this study may help the policy makers and practitioners to understand as how they can reduce turnover intention of employees by increasing organizational commitment.*

Keywords: Organizational commitment, Turnover intention, Availability of training, Percieved organizational support, Job autonomy, Job Involvement

1.1 Overview of the study

In the present age of strong competition, organizations are experiencing a number of problems. Excessive turnover is a critical issue inside the institutions. For the success of the organizations it is very crucial to hold those individuals who make efforts towards the achievements of the objectives.

It is essential for the employers to recognize as how to persuade the individuals to continue with the organization (Nawaz et al., 2012).Progressive organizations should be concerned to produce committed employees to decrease turnover of employees and absenteeism, while increasing the performance of the employees and work-related attitudes (Brown J. D., 1996).

Attachment to the organization is considered very important within industries and cultures where individuals develop great amount of affection that may improve their views of quitting their job (Jehanzeb et al., 2013).

Organizational commitment, turnover intention and job satisfaction are one of the most investigated trendy subjects in the research of job relevant behaviours (Yücel, 2012).

Turnover intention could be described as individual's verdict to leave the current job. Turnover Intention has two types: voluntary turnover and involuntary turnover. According to the first type, employees might quit the organization intentionally because of the difficult work environment or they may have some other job offers. On the other hand in involuntary turnover organization terminates the individual because of his inability. Unintentional turnover is from organizations side (Dess & Shaw, 2001).

Luthans (1998) defines motivation as a vigorous, forceful aspect of behavior. Motivation inspires the workers to perform their duties and attain decided goals.

Motivation for training is defined by (Noe, 1986) in a study. He indicated that it is an explicit want of the person to acquire all the aspects of learning initiative and utilize this acquired information and skills in their duties.

Training can be defined as an initiative by the organization for individuals to learn all the expertise as well as information required to achieve a particular goal (Beach, 1965).

Furthermore, advantages for individuals from this learning program involve job safety, Organizational commitment, job satisfaction, career development and self importance (Geale, 1995).

Locke and Lathan (1990) define job satisfaction as an optimistic outlook of the individual to their jobs, arriving from constructive experience or assessment of the job. Job satisfaction is perception of the individual from enjoyment of a job that fulfills their requirements (Jamal, 1997).

At present, organizations are developing its human resources by creating a learning culture (Egan et al.,2004). The culture and learning atmosphere of the organization impacts the intention of turnover and level of satisfaction of the workers (Lee et al.,2007).

Individuals who expect high levels of Pos are more prone to respond to the organization with affirmative attitudes just as higher levels of sentimental commitment and positive work behaviors for instance commitment to objectives of the organization and decreased intention to quit (Eisenberger et al., 1986; 1990; 1997).

In the field of human resource management, attachment to the organization and turnover intentions of employees are critical subjects, so, all organizations should render extra focus to these phenomena. Thus organizations must satisfy the individuals" wants to increase organizational commitment (Ayondele et al.,2013).

1.2 Background of the Organization

In the current scenario, tendency of rivalry has increased all over the world due to the scientific revolution. Retaining core employees is a big issue for all the government organization of Pakistan, because, for an employer workers could be the central resource of success. Organizations can generate profit with the help of employees. This research is conducted on the employees of "PAKISTAN INTERNATIONAL AIRLINES CORPORATION" (PIA).PIA, is the national air service of Pakistan; its Headquarter is located in Karachi. It is providing programmed services to 30 destinations across the Asia, the Europe, the North America, and the Middle East, in addition to a local system connecting twenty three bases.

The core hubs of airline include Jinnah International Airport, Allama Iqbal International Airport and Benazir Bhutto Airport. Its other hubs are Faisalabad International Airport, Quetta International Airport, Multan International Airport and Peshawar International Airport. PIA is considered one of the key Government Corporations of Pakistan having 18329 employees. It was founded in 1955 and is providing travelling as well as shipment facilities covering fifty two home and overseas destinations. Its official website address is www.piac.com.pk

1.3 Problem Statement

Technology has enhanced the intensity of competition all over the world in this modern era. For almost all the Government institutions of Pakistan retention is one of the main issues because individuals are supposed to be the principal resource of organization. Companies are capable of making revenues with the assistance of the individuals working in it (Nawaz et al.,2012).

Pakistan International is bearing financial losses over the past few years. It has been observed by the researcher that employees are dissatisfied regarding the image of the organization and they do not feel themselves secure in the current organization. According to Ali et al.(2009) centralized organizational structure, lack of training facilities, nepotism and compensation issues are the reasons which tend to influence the turnover intention of employees in PIA.

Relatively, there is little published research on organizational commitment and its impact on employee turnover in Pakistan. Only a few studies have addressed the Aviation Division of Pakistan.

None among the researchers has studied the Influence of organizational commitment on employee turnover in Public Sector Corporation of Pakistan with the help of the antecedents used in this research.

Therefore this research seeks to bridge this gap in knowledge by studying the influence of organizational commitment on employee turnover .To achieve this purpose, the main research question is:

What is the Impact of Organizational Commitment on Employee Turnover in PIA?

1.4 Research Objectives
The objectives of this study are to:
- Examine whether there is a statistically significant association between organizational commitment and turnover intention of employees
- Investigate the influence of availability of training, job autonomy and organizational learning culture on organizational commitment.
- Investigate the Influence of job satisfaction, job involvement, motivation to learn and perceived organizational support on organizational commitment.
- Provide suggestions to reduce the turnover intention of employees in PIA and others organizations as well on the basis of the results of the study.

1.5 Research Questions
This research will address the following Questions:
1. Is there any significant relationship between organizational commitment and turnover intention of employees?
2. Do training, job autonomy and organizational learning culture contribute towards organizational commitment?
3. Do job involvement, job satisfaction, motivation to learn and perceived organizational support contribute towards organizational commitment?

2.1 Organizational Commitment
Organizational commitment has normally been described as an affection to or recognition with the organization

(Mathieu & Zajac, 1990). It may also be viewed as a sentimental reaction to a positive evaluation of the work environment (Testa, 2001).

Several experimental researches prove the significant role of organizational commitment in the process of turnover (Lin & Chen, 2004; Susskind et al.,2000; Breukelen et al.,2004) and they normally specify that an employee's turnover intentions are negatively associated with job satisfaction and organizational commitment.

Such sentimental reaction may be considered affection, especially when the employee believes firmly in the values and goals of the organization or shows a strong wish to develop association with the organization (Scholarios & Marks, 2004).

Commitment is a strong faith in the values and objectives of the organization. It is a readiness to place substantial endeavor for the organization (Mowday et al.,1979). Commitment to organization is associated with the essential work-relevant elements: absenteeism, performance and employee turnover (Mowday et al., 1979; Romzek, 1990).

According to Ayondele et al. (2013), Meyer and Allen (1997) defined affective, continuance and normative commitment in the following way:

i.   **Affective commitment** may be defined as the emotional desire on the part of employees working in an organization to carry on their work in the organization due to the reason of recognizing themselves with the organization.

ii.   **Continuance commitment** may be defined as the degree where individuals want to remain in the organization with the consideration that if they quit the job, they will go through financial crisis and chances of jobs will be limited for them.

iii. **Normative commitment** it may be described as the condition where individuals do not quit the job because of the moral responsibility of the job.

2.2 Turnover Intention
Turnover intention is "a planned and conscious determination to quit the organization". Scholars describe turnover intention as "employees' own projected likelihood (subjective) that, at some time in the near future they are quitting the organization permanently" (Liu & Low, 2009).

Vandenberg & Nelson (1999) describe willingness to quit as an 'employee's own projected possibility (subjective) that at some point in the near future; they are permanently quitting the organization.

Farkas & Tetrick (1989), claim that intention to withdraw the organization distinguishes organizational commitment from decision to withdraw. In actual fact, intention of turnover is the direct antecedent of turnover behavior and shows an amalgamation of relevant quitting attitudes.

Finding the determinants of turnover intention has become an important driver of turnover research. Earlier researchers have recognized a number of determinants of turnover intention. These cover job embeddedness, organizational commitment, dissatisfaction with job and the breach of psychological contract (Orvis et al.,2008).

2.3 Antecedents of Organizational Commitment
2.3.1 Availability of Training
Training may be defined as "organized intercession that is developed to increase the antecedents of employee job performance" (Chiaburu & Tekleab, 2005) .

Training is important for the employers to provide their employees with the expertise that are essential to achieve the goal of the organization. Individuals, interested to acquire skills, have a great amount of work contentment via a positive influence on work output (Tsai et al., 2007).

It has been stated that a strong relation exists between employee turnover and availability to the training programs. Though, the clear image of this relation is not evident (Reddy, 1996).

Well organized learning exercises lead to increased performance, reduce turnover as well as enhance work pleasure of the individuals (Harris, 1990).On the other hand previous findings had revealed that learning opportunities are related to the commitment of individuals.

Training provides the feeling of care and significance of employees, so they will be faithful to the organization. Organizations that spend on training provide the feeling of values and they will be less willing to leave (Barrett & O'Connell, 2001).

2.3.2 Job Autonomy
Job autonomy can be described as the extent by which employees are provided with substantial liberty, open choices and options to decide about the task as well as explaining the ways to attain the responsibilities (Hackman & Oldham, 1975; Ishtiaq et al., 2013; Marchese & Ryan, 2001).

Job autonomy provides options and liberty to execute various responsibilities (Brey, 1999). Moreover, autonomy can also be defined as appreciating individual's activities to a greater extent (Dworkin, 1988). Job autonomy is considered as a major job element (Hackman & Oldham, 1976), brings unique options and important combinations for employees to complete their job (Wang & Cheng, 2010).

According to Sisodia & Das(2013), if more job autonomy is given to the workers, their job commitment will also be high.

Increased job autonomy, distributive justice and psychological empowerment are linked with improved organizational commitment (Dude, 2012).

2.3.3 Organization Learning Culture (OLC)

According to Lopez et al.(2005), Organizational learning is a vital approach of developing, acquiring and integrating information that leads towards the improvement of capabilities and better organizational performance.

Lopez et al.(2005) point out various kinds of knowledge; following the rules and changing the rules which are essential for institutions depending upon the needs of the hour. Organization learning culture is the combination of both learning and cultural values.

An organization which provides their employees with practical knowledge and skills can enhance their knowledge competency, and this also leads to enhance commitment (Maurer & Lippstreu, 2008).

According to sociological perspective, employees are unwilling to leave their organizations if the concerned organization provides adequate and appropriate training opportunities to their employee (Shore et al.,2006). On the other hand Lankau & Scandura(2002) found an inverse relation between on the job learning and turnover.

2.3.4 Job Involvement

According to Kanungo (1982), job involvement may be described as a mental state of psychological recognition with one's job. According to (Lodahl & Kejner, 1965), it can be described by "the extent to which an individual's work performance influences his self-esteem".

According to them, persons, who are highly involved in their jobs, are also highly attached to their employer. Kanungo(1982) recognized various clarifications of employee absorption by making its association with different concepts.

Previous studies have verified that employee absorption is related to employment features such as liberty, importance, recognition, numerous skills, comment and attitude of supervisor like degree of communication, mutual decisions and leader consideration (Brown, 1996).

Employee commitment and involvement have gained focus as job related behaviours and successive forecaster of job relevant attitudes (Freund, 2005).

Job involvement has an immense power to influence organizational commitment so organizations should put extra focus on employee involvement for the sake of increasing the level of organizational attachment (Esfahani et al.,2013).

2.3.5 Motivation to Learn

Strong association between individual desire to learn and attachment to the organization is confirmed by the research studies (Bartlett, 2001; Ahmad & Bakar, 2003).

Employers may obtain benefit through this attachment by preparing the employees to take part in learning exercises. The research of Hong Kong has also confirmed a strong association between desire to learn and attachment to the organization (Cheng & Ho, 2001).

Provision of training by the employer is positively viewed by motivated employee (Mathieu et al., 1992). It has also been revealed by empirical research that the individuals willing to learn can utilize their skills on their duties appropriately (Facteau et al., 1995).

Furthermore, it helps to develop positive feelings towards the organization and increase organizational commitment of employees. Motivation is considered as an important element for the success of a learning exercise by many researchers (Kontoghiorghes, 2004).

Smith (1994) stated that motivated employees are essential if an organization wants to remain in a competitive market environment. As compared to less motivated employees motivated employees can put their efforts towards the success and endurance of an employer.

2.3.6 Perceived Organizational Support (Pos)

When individuals get extra care from their employer, they tend to develop good behavior to the employer with whom they are working (Eisenberger et al., 1986).

According to Eisenberger et al. (1986), feeling of care from employer could decrease absence rate of employees and enhance employee performance (Eisenberger et al., 1990).

When employees get support from the organization, they react optimistically (Sherony & Green, 2002); Pos can create a positive wish to remain with the employer. (Eisenberger et al., 1990) observed that people, who perceive greater organizational support, will not search for a new job.

Moreover, Makanjee et al.(2006) revealed that in South African hospitals Pos positively influenced radiographers' organizational commitment .An individual, perceiving support should perceive high inducements from the organization (March & Simon, 1958) and these can possibly improve his/her instances of positive feeling at work, that could then trigger good psychological associations with the organization itself, therefore

improving affective commitment (Eisenberger et al., 2001) and reducing turnover intention.

According to Hussain & Asif (2012) perceived organizational support and organizational commitment are the important features of the attitude of employer towards the individuals. The results of their study revealed that greater attachment to the organization develops a culture which creates a feeling of attachment between individuals; important for the contented, dynamic, and faithful individuals.

2.3.7 Job Satisfaction

Kim et al. (2005) describe satisfaction as the degree by which an employee thinks optimistically or pessimistically about their job. It may be defined as the individuals' emotional assessment of their work.

According to Jerome & Kleiner (1995), the organizations that enhance the individuals' job satisfaction more enthusiastically can understand enduring benefits of company success, devotion, efficiency, and employee retention.

Job satisfaction has positive relation with organizational commitment; individuals who are pleased with their jobs have more organizational commitment than the disappointed employees (Kim et al., 2005).

In various studies, several scholars and researchers have analyzed the association between organizational commitment, turnover intention and job satisfaction to observe the variation from the other studies. Most of the researches recommended that the link of job satisfaction with all dimensions of organizational commitment is positive and crucial (Bagozzi, 1980; Reichers, 1985; Yücel, 2012).

2.4 Figure 1:
2.5 Model Description

In this Conceptual Model Availability of Training Programs, Job Autonomy, Organizational Learning Culture, Job Involvement, Motivation to learn, Percieved Organizational Support and Job Satisfaction are the antecedents of Organizational Commitment. This Model proposes that all these antecedents viz. Availability of Training Program, Job Autonomy, Organizational Learning Culture, Job Involvement, Motivation to learn, Percieved Organizational Support and Job Satisfaction influence Organizational Commitment which in turn, will influence Turnover Intention.

2.6 Research Hypotheses

H1: There is a significant relationship between availability of training and organizational commitment.
Ho: There is no significant relationship between availability of training and organizational commitment.
H2: There is a significant relationship between job autonomy and organizational commitment.
Ho: There is no significant relationship between job autonomy and organizational commitment
H3: There is a significant relationship between organizational learning culture and organizational commitment.
Ho: There is no significant relationship between organizational learning culture and organizational commitment.
H4: There is a significant relationship between job involvement and organizational commitment.
Ho: There is no significant relationship between job involvement and organizational commitment.
H5: There is a significant relationship between motivation to learn and organizational commitment.
Ho: There is no significant relationship between motivation to learn and organizational commitment.
H6: There is a significant relationship between perceived organizational support and organizational commitment.
Ho: There is no significant relationship between perceived organizational support and organizational commitment
H7: There is a significant relationship between job satisfaction and organizational Commitment.
Ho: There is no significant relationship between Job satisfaction and organizational commitment.
H8: There is a significant relationship between organizational commitment and turnover intention.
Ho: There is no significant relationship between organizational commitment and turnover intention.

3.1 Research Type

The type of research used in this study is casual research. Casual research explores the effect of one variable on another variable. The main purpose of the casual research is to identify and acquire evidence with respect to Cause and effect relationship between variables in the model. Casual research has the ability to explain that a change in one variable which may bring some predictable change in another variable (Zikmund, 2003). This research finds the impact of Organizational Commitment on dependent variable Turnover Intention with the help of independent variables viz. Availability of Training Programs, Job Satisfaction, Job Autonomy, Perceived Organizational Support, Job Involvement, Motivation to learn, Organizational Learning Culture

3.2 Research Design

A research design is as detailed plan indicating the techniques and procedures for gathering and analyzing the

required information (zikmund, 2003). The research design adopted for this study is quantitative research design in which a survey is conducted with the help of questionnaire in order to collect the required information.

3.2.1 Target Population
The Population taken for this study is the employees of Pakistan International Airlines. Every employee is taken as an individual data source. There are total 18329 employees in PIA.

3.2.3 Sampling Design
There are large numbers of employees in PIA who are placed at different bases located in various cities of Pakistan. It is difficult to collect data from the entire population. So the sample is chosen in order to get the required data. To calculate the sample formula presented by (Yamane, 1967) is used for this study.
The following computation is performed:
$n = N / 1 + N * e^2$
Where n = sample size, e = error term= 0.05 and N= total population = 18329 Hence n = 18329/1+18329(0.05)2 = 390

3.2.4 Sampling Technique
Stratified random sampling is used in this study which is probability sampling. Different strata are made in stratified sampling on the basis of different factors. It includes the life, income, level and stages. Then random sample is drawn from each stratum (Sekaran&Bougie, 2010). Respondents from each base are taken on the basis of proportion. A sample of 52 respondents was taken from Lahore (2050/15449*390), from Karachi 282 (11171/15449*390), from Islamabad 47 (1861/15449*390), from Bahawalpur 1 (61/15449*390) and from Multan 8 (306/15449*390).

3.2.5 Data Collection Tool/ Instrument
Primary data is collected from respondents with the help of structured questionnaire comprised of two sections. Section A is comprised of the Demographical data relating to age, gender, qualification, tenure and Section B is comprised of the variables of this study which are Availability of Training Programs, Percieved Organizational Support, Job Involvement, Job Satisfaction, Job Autonomy, Organizational Learning Culture, Organizational Commitment and Turnover Intention. The questionnaire is designed by adopting the items of all the variables from the previous researches (Table-1).Total 30 items are used in this questionnaire. Five-point Likert-scale ranging from (1=strongly disagree to 5= strongly agree) is used to measure the responses.

3.2.6 Data Analysis Technique
To check the reliability of the measuring instrument, necessary beginning analysis is performed (i.e. Cronbach's alpha), in combination with descriptive statistics and regression analysis. Multiple Regression is used to investigate the impact of independent variable on dependent variable.

Scales of Research
Scales of study are given in the following table in which variables of the current study, number of items and the source from which the items are taken is given.
Table I:

3.2.7 Reliability Analysis
Cronbach's Alpha is used to measure the reliability of the items in this study. The Cronbach's Alpha of all variables is according to the value suggested by (Nunnally, 1970) and (Moss et al., 1998), respectively 0.50 and 0.60. It means that all the items of the research instrument are valid and reliable (Table-2).
Table II:

4.1 Profile of the Respondents
Personal and demographic related information of respondents like age, gender, education, experience and income their frequencies and percentages is shown in Table 3.
Table III:

4.2 Relationship between Independent Variables and Organizational Commitment
Table IV:
Table V:
Table VI:
A multiple regression is run to predict the organizational commitment from independent variables.
$Y = \alpha + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7$
Organizational commitment=.880+.172 (motivation to learn) +.115(availability of training programs) +.193 (job satisfaction) +.067 (job involvement) + .023(pos) + .076 (OLC) +.132 Job autonomy
From the above results availability of training programs (β =.115, p value=.008, t=2.657), job satisfaction (β =.193, P value= .000, t=4.074), job autonomy (β=.132, P value= .002, t=3.073) , organization learning culture (β=.076, P value=.055, t=1.922),motivation to learn(β=.172, P value=.000, t=4.002) and perceived

organizational support(β=.023,P value=.001,t=.520) are found statistically significant while job Involvement does not significantly predict the Organizational Commitment. The value of R is .673 which indicates the good level of prediction. The value R^2 is .453 which means that motivation to learn, availability of training, job satisfaction, job satisfaction, job involvement, pos, OLC and job autonomy are explaining 45.3 % variation in organizational commitment.

4.2.1 Relationship between Organizational Commitment and Turnover Intention
Table VII:
Table VIII:
Y= α+ bx
Turnover intention=4.850+ -.641(organizational commitment)
From the above results organizational commitment (β= -.641, p value=.000, t= -11.639) significantly negatively predict the dependent variable turnover intention

4.3 Hypotheses Testing

Availability of Training Programs
Current research reveals that availability of training programs has a significant positive impact on dependent variable Organizational commitment. Particularly availability of training programs (Independent variable) has significant positive impact with ($p<.008$) and (β =.115).It tells that 1% change in availability of training programs brings 11 % change in organizational commitment. Thus the research results confirm the validity of H1.

Job Autonomy
Current research results show that Job Autonomy has a significant positive impact on dependent variable Organizational commitment. Particularly Job autonomy (Independent variable) has significant positive impact with ($p<0.05$) and (β=.132).It tells that 1 percent change in Job autonomy brings 13 % change in organizational commitment. Thus the research results confirm the validity of H2.

Organizational Learning Culture
Current research results reveal that Organizational learning culture has a significant positive impact on dependent variable Organizational commitment. Particularly, Organizational learning culture (Independent variable) has significant positive impact with ($p<0.05$) and (β=.076).It tells that 1 % change in organizational learning culture brings 7% change in organizational commitment. Thus the research results confirm the validity of H3.

Job Involvement
Current research results show that Job involvement has no significant positive impact on dependent variable Organizational commitment. Particularly, Job involvement (Independent variable) has no significant positive impact with ($p=$ .100) and (β =.067).It tells that 1 % change in Job Involvement brings 6% change in organizational commitment. Thus the research result does not confirm the validity of H4 because the significance value is greater than 0.05.

Motivation to learn
Current research reveals that Motivation to learn has significant positive impact on dependent variable Organizational Commitment. Particularly, Motivation to learn (Independent variable) has significant positive impact with ($p<0.05$) and (β=.172).It tells that 1% change in motivation to learn brings 17 % change in organizational commitment .Thus the research results confirm the validity of H5.

Perceived Organizational Support (POS)
Current research results reveal that POS has a significant positive impact on dependent variable Organizational commitment. Particularly, POS (independent variable) has significant positive impact with ($p <0.05$) and (β=.023).It tells that 1 % change in POS brings 2 % change in organizational commitment. Thus the research results confirm the validity of H6.

Job Satisfaction
Current research results reveal that Job satisfaction has a significant positive impact on dependent variable Organizational commitment. Particularly, Job satisfaction (Independent variable) has significant positive impact with ($p<0.05$) and (β=.193).It tells that 1 % change in job satisfaction brings 19 % change in organizational commitment. Thus the research results confirm the validity of H7.

Organizational Commitment and Turnover Intention
Current research results reveal that Organizational commitment has a significant negative impact on dependent turnover intention. Particularly, Organizational Commitment (Independent variable) has significant negative impact with ($p<0.05$) and (β= -.641).It tells that 1 % change in organizational commitment brings 64 % negative change in turnover intention. Thus the research results confirm the validity of H8.

Findings and Discussion

Organizational commitment and Employee turnover are important issues in the field of human resources management, so all kind of organizations must pay more attention to these phenomena. Individuals are the important source of success for any organization. Thus for an organization it is essential to acquire the right workforce. Commitment of employees is important for the success of an organization. The reason behind this is employees with high level of organizational commitment are more satisfied, productive and compatible because they work with greater responsibility and loyalty and thus cost less to the organization.

The main objective of this research was to study the antecedents of organizational commitment and to establish a connection between these antecedents, organizational commitment and turnover intention.

The regression analysis of this study proved past researchers that greater organizational commitment links with lower turnover intention. Employees with high level of organizational commitment are less likely to leave the organization. Employees are less likely to leave the organization when they are emotionally attached with theirs organization. According to the results of this study motivation to learn and availability of training of programs has a significant positive influence on organization commitment employees who are motivated to learn are more willing to learn general and specific skills during training programs. The resulting benefits of this develop sentiments towards the employer and enhance commitment of workers.

Pakistan international airlines (PIA) provide training opportunities to their employees but these are not sufficient for large number of employees. Moreover it is very essential to motivate the employees to participate in training programs because individual's willingness to join the training programs is important. Current research approves the significant positive relation of job satisfaction and organizational commitment. Analysis of this study proved that higher job satisfaction leads to high organizational commitment. So the organization needs to pay more attention on job satisfaction because satisfied worker can perform their job responsibilities in the best way possible.

According to the results of present study Perceived organizational support has a significant positive relation with organizational commitment. Organizations should pay more focus on this variable because organizational support can boost the morale of employee as a result will lead to high organizational commitment and low turnover intention. Current research approves the significant positive relationship between job autonomy and organizational commitment. Greater job autonomy leads to more commitment so the current organization needs to provide more autonomy to their employees so that employees could decide about their goals and pursue plans to achieve them.

Research results show that organization learning culture has also significant and positive impact on organizational commitment. So organizations must equip employees with reward and learning opportunities in order to enhance the organizational commitment of employees. Job involvement does not affect the commitment of the staff of Pakistan International Airlines so this study does not confirm its contribution towards organizational commitment.

Findings prove the significant relations of all variables of the hypotheses except job involvement. According to the results there is significant negative relation between organizational commitment and turnover intention. To reduce the turnover intention an organization must have highly committed employees. Higher the commitment, lower will be the turnover intention. Lower the turnover intention, lower would be the cost of hiring, training and development of employees.

Limitations

Since there is always room for improvement .This research has several limitations:
1) The first one is the time constraint. In future longitudinal study can be conducted to investigate the casual relationships more adequately.
2) Another limitation of this study is that sample was drawn from a single organization.

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2.4 Conceptual Model

A Conceptual Model of the current research is suggested in Figure 1. This Model is derived from the previous studies on antecedents and consequences of organizational commitment and is developed by the researcher herself.
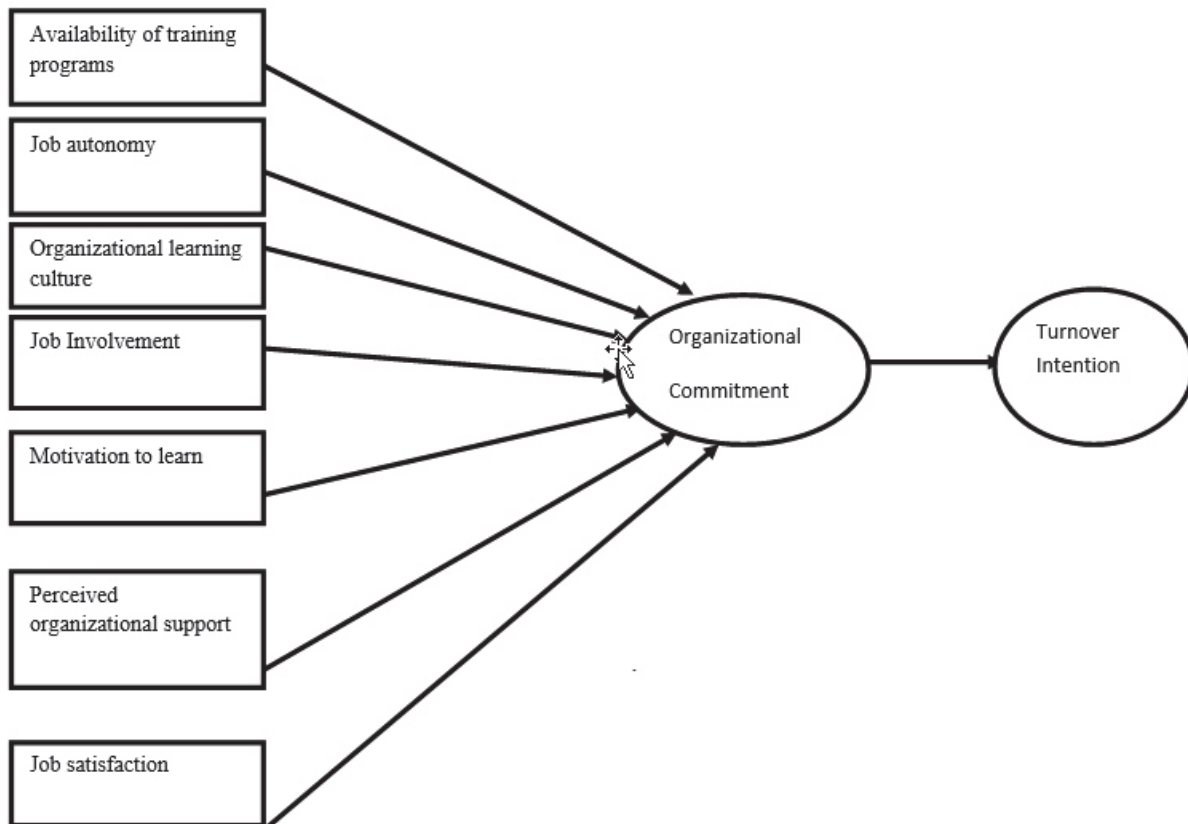
Figure 1: Conceptual Model showing the relationship between antecedents of organizational commitment & organizational commitment and turnover intention.

Table I: Scales of the Study

Theoretical Constructs/Latent variables	No. of Items	References
Organizational commitment	Six	(Allen, & Meyer, 1990, 1993)
Turnover Intention	Three	(Bluedorn ,1992)
Job Satisfaction	Three	(Cummann et al., 1979)
Availability of Training Program	Three	(Newman et al., 2011)
Motivation to Learn	Three	(Noe & Schmitt's, 1986)
Organizational Learning Culture	Three	(Yang et al., 2004)
Perceived Organizational Support	Three	(Eisenberger et al., 1997)
Job Autonomy	Three	(Breaugh, 1985)
Job Involvement	Three	(Kanungo, 1982)

Table II: Reliability of Measurement Instrument

Scales	Items	Cronbach's Alpha
Availability of Training Programs	3	0.898
Percieved Organizational Support	3	0.848
Job Satisfaction	3	0.923
Job Involvement	3	0.779
Job Autonomy	3	0.809
Motivation to Learn	3	0.944
Organization Learning Culture	3	0.797
Organizational Commitment	6	0.568
Turnover Intention	3	0.885

Table III: Profile of the Respondents

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	264	67.7	67.7	67.7
	Female	126	32.3	32.3	100
Age	20-30 years	53	13.6	13.6	13.6
	31-40 years	184	47.2	47.2	60.8
	41-50 year	131	33.6	33.6	94.4
	Above 50	22	5.6	5.6	100.0
Education	Metric	1	.3	.3	.3
	Intermediate	19	4.9	4.9	5.1
	Bachelors	183	46.9	46.9	52.1
	Masters	182	46.7	46.7	98.7
	M.phil/PhD	5	1.3	1.3	100.0
Experience	Less than 1 year	6	1.5	1.5	1.5
	1-4 years	132	33.8	33.8	35.4
	5-9years	194	49.7	49.7	85.1
	above 10 years	58	14.9	14.9	100.0
Income(Rs/month)	Below 15000	5	1.3	1.3	1.3
	16000-30000	48	12.3	12.3	13.6
	31000-50000	235	60.3	60.3	73.8
	Above 50000	102	26.2	26.2	100.0

Table IV:

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Job_Autonomy, pos, Motiv_to_Learn, job_satisfaction, job_involvement,OLC, avail_of_training[b]	.	Enter

a. Dependent Variable: org_commitment
b. All requested variables entered.

Table V:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673[a]	.453	.443	.59676

a. Predictors: (Constant), Job_Autonomy, pos, Motiv_to_Learn, job_satisfaction, job_involvement, OLC, avail_of_training

Table VI:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.880	.183		4.820	.000
	Motiv_to_Learn	.172	.043	.190	4.002	.000
	avail_of_training	.115	.043	.142	2.657	.008
	job_satisfaction	.193	.047	.197	4.074	.000
	job_involvement	.067	.040	.080	1.647	.100
	pos	.023	.043	.027	.520	.001
	OLC	.076	.040	.102	1.922	.055
	Job_Autonomy	.132	.043	.157	3.073	.002

a. Dependent Variable: org_commitment

Table VII:

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	org_commitment	.	Enter

a. Dependent Variable: turnover_intention

b. All requested variables entered.

Table VIII:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.850	.219		22.152	.000
	org_commitment	-.641	.055	-.509	-11.639	.000

a. Dependent Variable: turnover_intention

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