Impact Of Culture On The Organizational Commitment Of Public-Sector Employees In Haiti

Renaud Lauture, Institut Aimé Césaire, Haïti
Yao Amewokunu, Virginia State University, USA
Sherrie Lewis, Saint Leo University, USA
Assion Lawson-Body, University of North Dakota, USA

ABSTRACT

This study serves as an examination of organizational commitment among public-sector employees in Haiti. Factors include employee development, training, self-worth, recognition and cultural traits. Organizational commitment theories and their potential effects on Haitian culture are also emphasized.

Keywords: Employee Commitment; Public-Sector; Culture; Haiti; Employee Motivation; Attitudes

INTRODUCTION

Employees become committed to the organizations in which they work for a number of reasons. Many researchers have attempted to identify a relationship between commitment and employee performance in public-sector organizations in various countries. These studies indicate that organizational commitment can be caused by a variety of demographic and situational factors. Examples of organizational factors include, but are not limited to, organizational size, structure and managerial characteristics (Fard, Rajabazedah, & Hasari, 2010). Personal characteristics also affect employee commitment. These attributes may include the employee's ability to identify with the organization's mission, level of confidence, confidence and internal or external motivation (Malik, Nawab, Naeem & Danish, 2010). Organizational practices, performance feedback, mentoring compensation, rewards and prestige affect the workplace climate (English, Morrison & Chalon, 2010).

In Malaysia, Rashid, Sambasvani and Joari (2003) discovered a relationship between culture, commitment and job performance among managers. Similarly, Clarke (2006) found that commitment was related to performance outcomes among healthcare workers in the United Kingdom. In Pakistan, Kahn, Jam, Akbar, Kahn and Hijazi (2011) determined that commitment, stress and employee demographics had a significant effect on job performance. The resulting construct was used to determine the existence of a relationship between employee responses to workplace conditions. Responses could be influenced by demographic factors such as gender, age, and level of experience. These characteristics influenced employee commitment and performance (Mehmud, Ali, Baloch & Kahn, 2010; Natarajan & Nagar, 2011). Mehmud et al. (2010) also studied Pakistani workers to determine the relationship between various types of commitment and employee perception of their performance. In Pakistan, Malik, et al. (2010) studied university professors in Pakistan and the relationship between their perspectives and individual commitments to the organization.

In each study, researchers found that employee perceptions affect their loyalty to the organization. Several studies also noted that employee commitments varied by tenure (English, Morrison & Chalon, 2010; Malik et al., 2010). Therefore, employee development programs and initiatives must be tailored to employees with various levels of needs. Key indicators of commitment include turnover, absenteeism, error rates and productivity, and these behaviors affect customer satisfaction (Blau & Boal, 1989).

Despite the importance of personal characteristics on behavior, few studies have considered the impact of cultural variables on the organizational commitment of the employees of the African Diaspora. This paper serves as an initial contribution to the topic. It aims to show the relationship between cultural attributes and their affects on employee commitment in the public sector.

In the next section, we review organizational commitment literature and findings from these investigations, followed by theoretical framework and main hypotheses, as well as the variables included in our study. The subsequent section outlines our results, which were largely reached through a multiple regression analysis, and finally, we draw some conclusions.

ORGANIZATIONAL COMMITMENT DEFINITION AND CHARACTERISTICS

Commitment - an employee's decision to remain with an organization - is a construct found in many disciplines that include marketing, psychology and sociology. Therefore, depending on their backgrounds, different researchers have defined organizational commitment differently (Okpara & Wynn, 2008). Kiesler (1971), who is considered the founding father of the psychological theory of commitment, defines it as the link which unites an individual with his behavioral acts. However, organizational commitment can be commonly defined as a psychological link between employees and organization, which reduces the likelihood that the employees voluntarily leave the organization (Allen & Meyer, 1997; O'Reilly, Chatman, & Meyer, 1990). Organizational commitment has evolved from a one-dimensional concept to a multi-dimensional idea and thus includes various forms of attachments (Bentein, Vandenberghe & Dulac, 2000). The most dominant multi-dimensional conceptualization of organizational commitment is the one developed by Allen and Meyer (1991). It defined three types of commitments: 1) Affective commitment, which is identification and emotional attachment to the organization, 2) continuance commitment, which is based on the perceived costs caused by the rupture of the contractual relationship with the organization, and 3) normative commitment, which represents an attitude of loyalty to the organization derived from a feeling of a sense of moral obligation toward it (Allen & Meyer, 1991). The three-dimensional model of Meyer and Allen (1997) has been criticized by many researchers (Bentein & Vandenberghe, 2002; Dunham, Grube, & Castaneda, 1994; Hackett, Bycio, & Hausdorf, 1994; McGee & Ford, 1987; Somers & Birnbaum, 1998). For example, McGee and Ford (1987) suggested that continuance commitment has two distinct sub-dimensions: 1) commitment resulting from the realization that personal investments would be lost if the employee leaves the organization and 2) commitment resulting from a perceived lack of alternative employment outside the organization. In addition, in order to assess the collective effect of these three dimensions, Zaitouni, Swathe and Sharif (2011) suggested to examine organizational commitment in a set, not as separate components.

In the case of public-sector employees, research on organizational commitment has yielded mixed results (Balfour & Wechsler, 1990; Balfour & Wechsler 1991; Buchanan, 1974; Choudry, 1989). Buchanan (1974), for example, found a low level of commitment among public service managers compared to their private sector counterparts. Balfour and Wechsler (1991) found a correlation between commitment and desire of employees to stay in organizations, but no correlation with their desire to perform additional tasks. Other researchers revealed that the perception of a political climate affects affective commitment and job performance of employees (Vigoda, 2000). However, the impact of a perceived political climate on affective organizational commitment appears to vary depending on the position of the employees in the hierarchy of the organization (Drory, 1993). Employees in lower hierarchical levels would see their level of organizational commitment more strongly affected by the presence of a political climate than employees occupying a higher position in the organization. However, Wilson (1999) demonstrates that this phenomenon does not spare superiors as the political climate is one of the factors likely to lead to deterioration of the organizational commitment of senior managers. Nevertheless, these managers, by their position in the system, can develop plans of action that limit the negative effects associated with the political climate. In another study, Witt, Andrews and Kacmar (2000) showed that the negative effects of political climate on job satisfaction can be reduced when employees and their superiors can consensually make decisions. Witt, Andrews and Kacmar (2000) also found that immediate supervisors may decrease the adverse effects of political climate by allowing employees to participate in decisions related to performance evaluation and task organization. This is consistent with Nyhan's (1999, 2000) works which show that interpersonal trust is an important determinant of the affective commitment of public-sector employees to their organization. An examination of commitment levels of

Swiss government employees showed that dedication to public service is strongly linked with the satisfaction of public-sector employees relative to their work (Giauque & Gaillard, 2006). In other words, the more employees wish to contribute to the welfare of society, the more they see public service as a personal duty. Committed employees find pleasure in their work and are motivated by their professional activities.

THEORETICAL FRAMEWORK AND MAIN HYPOTHESES

Organizational commitment involves the relationship between employees, their personal characteristics and the organization effects on their behavior (Meyer & Allen, 1997). Organizational commitment can be shaped by corporate culture. From the literature, it appears that some human resources management practices, such as skills development and training, staff development and recognition, play an important role in organizational commitment (Zheng, 2009). Furthermore, each culture contains elements that can encourage or direct the commitments in the desired direction. For example, such a culture will highlight the work - the diligence in the work by shifting the emphasis on myths related to the success of hard work. Others value creativity and performance. Values held and promoted by an organization's leaders become a part of workplace culture and are more or less inspirational for any particular individual. In this respect, the national culture has a significant impact. In some organizations, it is possible to bring someone to commit by highlighting the importance of a good action for the image of the organization. Organizational pride is a source of satisfaction.

SKILLS DEVELOPMENT AND TRAINING

In most countries, the well-being of employees is considered paramount in the public sector (Gould-Williams, 2004). In Haiti, the public service seems to project quite a different image. It is synonymous with bureaucratic delays, lack of accountability and motivation. Moreover, officials appear to be barriers to skills development. The promotions seem to be based on relationships rather than competence. Noe (1999) showed that management of individual skills is an important aspect of doing business today and employee development will likely grow in the future. Classroom and on-the-job training can be used to develop employee skills. Without the knowledge and skills, employees cannot perform their jobs properly and it becomes difficult for them to become involved in decision-making processes (Galunic & Anderson, 2000; Dufour, 2008). Many authors suggested that training should be designed to achieve increased organizational commitment (Lang, 1992). Bartlett (2001) examined the relationship between employee attitudes toward training and feelings of organizational commitment. He found that variables related to training are highly correlated to organizational commitment. The availability of training, support for training, motivation to learn, training environment, and perceived benefits of training were all significantly correlated with affective commitment, normative commitment and overall organizational commitment (Ahmad & Bakar, 2003). Benson (2006) also revealed the importance of training on organizational commitment. According to Benson (2006), training not only affects education and skill levels, but it also has psychological effects that include increased levels of engagement and satisfaction. Benson (2006) also found that, in general, employees view skills development and training opportunities as incentives that make the current work more attractive. Thus, training is negatively correlated with turnover. According to Tsui, Pearce, Porter & Tripoli (1997), training also serves as proof of commitment in that it serves as proof of a reciprocal and long-term relationship between employees and employers. Furthermore, training has a direct positive relationship with morale, perception of supervisor quality, job knowledge and organizational commitment. In addition, employees are sensitive to environmental and organizational constraints that might limit the ability of an organization to provide the desired rewards (Ahmad & Bakar, 2003; Eisenberger, Cummings, Armeli & Lynch P. (1997).). Thus, Ahmad and Bakar (2003) suggested that training environment plays a key role in ensuring that training objectives are met. They believed that it plays a vital role in affecting commitment (Ahmad & Bakar, 2003). These arguments support the following hypothesis:

H1:   Skill development and training will have a positive influence on the commitment of public-sector employees in Haiti.

STAFF DEVELOPMENT

Employee development practices involve a greater participation of employees in the decision-making process, well-defined responsibilities, a corporate culture with clearly defined goals, objectives and values, and a social atmosphere (Dufour, 2008). Indeed, the employees will be motivated if they feel ownership toward their organization and their work and have control over the outcomes (Rondeau, Lemelin, & Lauzon, 1993). The aim of these practices is to increase the actual influence of employees by fostering self-reliance and initiative.

In Haiti, the public sector environment seems contrary to staff development practices. Instead of promoting the maintenance of interpersonal relationships, there is the tendency to develop a strategy to place the employee in a situation where he or she cannot react to the legitimate rights of employees. The exercise of authority is more focused on surveillance and control is based only on what is reported to superiors. As a result, we formulate the following hypothesis:

H2:   The self-worth of staff has a positive influence on the commitment of public employees in Haiti.

RECOGNITION PRACTICES

Monetary compensation is important, but not sufficient, to keep employees (Zaitouni, Swathe & Sharif, 2011). Most employees express a need to be recognized by their supervisors, co-workers and clients, regardless of their job status or type (Brun, 1999). Recognition practices have been highlighted by many studies as an essential component of organizational commitment (Brun & Dugas, 2008). They refer to non-financial means by which an organization tangibly signals its appreciation of good quality work and accomplishments (Paré & Trembley, 2007). Recognition can be expressed in various ways. It includes feedback, or a reward - a note of congratulation which aims to encourage certain behaviors. It also can include opportunities for advancement, personal growth or opportunities for promotion. These practices are valuable for employee job satisfaction and commitment (Davies, 2001; Park, Erwin & Knapp, 1997). According to the theory of Management By Objectives (Locke & Latham, 1990), rewards positively influence employee commitment in achieving their goals at work. Dejours (1993) highlights the centrality of employee recognition as a vehicle of identity. Bourcier and Palobart (1997) see them as an incentive motivation and satisfaction, and constituting the meaning of work (Mow, 1987; Morin, 1996). Recognition of efforts is likely to lead to a climate of trust in which workers have a favorable impression of management. They will, therefore, be motivated to meet or exceed organizational performance goals. Recognition of the efforts enhances commitment because it is perceived as a mark of respect and organizational support. Based on this discussion, it is hypothesized that:

H3:   Recognition practices have a positive impact on organizational commitment of public-sector employees in Haiti.

CHARACTERISTICS SPECIFIC TO THE HAITIAN CULTURE

Cultural factors are of great importance on employee commitment. Haiti is a country where culture is fundamental; national cultural traits are of considerable specificity. To understand this specificity, we refer to Logossah (2007), Houtart and Remy (2000), and Jaghfar (2008) who suggest that Haitian culture is derived from several African, Native American, and European civilizations. Logossah (2007) identified five characteristics specific to Haitian culture that may have an impact on organizational commitment of public-sector employee. These ideas include a "wait-and-see attitude", fatalism, attitude toward time, self-withdrawal attitude, and conformism.

The "wait-and-see attitude" is the fact that an individual delays the decision-making with regard to a minor problem until it deteriorates. As long as the problem has no gravity, no consideration will be granted to it. The "wait-and-see" attitude also means that the individual leaves aside any initiative and turns to deities to solve problems. According to Logossah (2007), this leads to some sort of fatalism and an indifference to everything that is development-oriented, a lack of responsibility, and a situation where individuals do not want to take any initiative to move forward.

Fatalism refers to the doctrine of those who think that everything arrives inevitably under the influence of an absolute, quite powerful cause called fate. According to Logossah (2007), the individuals with a fatalist view neglect life on this earth by privileging life after death. They do not look for practical and natural solutions. The results are that fatalists engage in behaviors and attitudes that are contrary to the logic of creation. Behaviors associated with this attitude include choices such as spending a whole day in church rather than taking a day job (Jaghfar, 2008). This fact is somehow an impediment to development.

In Haitian culture, the attitude toward time is an attitude of laissez-faire and a lack of respect of schedules. In this culture, people tend to attribute everything that happens to God. They think that everything has its time. If something is not successful, it is that God did not wish for it to occur. Since everything comes from God, it would not be necessary to rush because God has planned everything; otherwise bad luck may ensue (Makpotche, 2009). This attitude reflects apathy and a lack of enthusiasm.

Another type of behavior encountered in the Haitian culture is the self-withdrawal attitude. It can be defined as a behavior in which individuals do not learn from others, accept examples or cues from others, and are not interested in what others are doing (Logossah, 2007). Individuals with a high degree of self-withdrawal will tend to withdraw and give up any battle susceptible to direct themselves in the decision-making process. This attitude can lead to some conservatism and rejection of novelty or innovation. The rejection of modernity could end in the absence or fear of the culture of the competition and the decrease of the competitive advantage that may arise.

Finally, conformity refers to the submission to moral rules that are commonly accepted. It is the tendency to follow the ideas, modes and customs of the group to which the individual belongs. Thus, conformity results in acceptance and the ability to avoid being noticed. This phenomenon is a frequent occurrence in Haitian agencies. Employees tend to follow group norms - particularly in quota production, quantitative achievement, and also in their behavior vis-à-vis their senior managers or customers (Cohen, 2006). In a conformist society, innovation is not accepted. People tend to operate as before, do things just like their neighbors, or keep the same tools. Therefore, we tentatively predict that:

H4:   Cultural traits will have a negative impact on organizational commitment of public-sector employees in Haiti.

METHODOLOGY

Procedure

A total of 150 questionnaires were distributed to various levels of employees in the Haitian Ministry of Justice and Public Security. Each questionnaire included a cover letter explaining the aim of the study and its implications of Haiti's public sector in terms of employees' commitments. A questionnaire was used to collect the data due to it being anonymous and inspires the confidence of respondents. This is of great importance in Haitian public sector because employees are reluctant to give face-to-face interviews for fear of reprisal. In total, 104 employees responded, generating an overall response rate of 69%.

Participants and Sample

The surveyed participants included managers and employees of lower level management. There was a close split between male (52.9%) and female (47.1%) participants. In terms of the distribution among age groups, 8.6% of the participants were between 25 and 30, 36.6% between 30 and 40; 38.5% between 40 and 50, and16.3% between 50 and 60. Approximately 55% of the participants earned a university degree while 27% held a high school diploma. The remaining (16.3%) finished elementary school. Furthermore, 44.23% of the participants had been working in their position for 1-10 years, 48.07% for 10-20 years, and 7.69% for 20-30 years. Table 1 shows details of the sample proportion with respect to gender, age, educational level, job tenure and the level of salary.

Table 1: Participants' Characteristics (n=104)

Variables	Sample (n=104)		Variables	Sample (n=104)
Gender			**Educational Level**	
Male	52.9		Elementary school	16.3
Female	47.1		High school	27.9
Age			University	55.8
25-30	8.6		**Salary level**	
30-40	36.6		Below $1500	2.9
40-50	38.5		$1500-$7600	68.3
50-60	16.3		$7600-$15000	26.9
Job Tenure			Above $15000	1.9
1-10	44.23			
10-20	48.07			
20-30	7.69			

Measure

Dependent Variable

The dependent variable in this study is "Organizational Commitment". Many researchers have shown that there is a significant relationship between organizational commitment and employees' intentions to leave the organization (Hallberg, & Schaufeli, 2006; Schaufeli & Bakker, 2004; and Tett & Meyer, 1993). An employee who is highly committed may find it difficult to leave the organization. Thus, the dependent variable - organizational commitment - was measured by summing four items drawn from the literature: 1) 'I have seriously thought about looking for a new job', 2) 'I intend to leave the organization in the near future', 3) 'I have seriously thought of taking an early retirement', and 4) 'I'm sure the organization is fair to me; I will stay'. These items reflect the degree of attachment and the intention of employees to stay in the organization versus their willingness to leave for a better opportunity (Jenkins, 1993; Kransz et al., 1995; and Trank, Rynes, & Bretz, 2002). The organizational commitment index had a Cronbach's Alpha of 0, 721.

Independent Variables

In this study, four independent variables were used. Three of these factors are related to the organization's human resources management practices and the fourth factor is specific to the characteristics of the Haitian culture. In order to create a set of variables and to construct a base understanding of the conceptual framework of human resources management, cultural factors - commitment phenomena - and exploratory factor analysis was conducted in this study. Table 2 shows the number of items emerged from this analysis and Cronbach's alpha coefficients. All Cronbach Alpha coefficients obtained are above the required threshold (0.6). According to Sekaran (2005), if the Cronbach's alpha is less than .6, it means that the instrument used has a low reliability. If the alpha value is within .7, the instrument is acceptable for the analysis purpose (Sekaran, 2005).

Table 2: Coefficient Alpha and Number of Items Extracted from the Factorial Analysis

Variables	Number of items	α coef.
Skills development and training	*8*	*0, 697*
Staff development	*5*	*0,741*
Recognition practices	*4*	*0,721*
Cultural Characteristics	*39*	*0,729*

RESULT

The Tobit Model was employed in this study because the dependent variable is "left-censored" at zero. The OLS (ordinary least squares) method, which assumes that the dependent variable is normally distributed, can lead to biased coefficient estimates in such a case (Batt, 2002; Smith & Brame, 2003). Consistent estimates were obtained

by the maximum likelihood estimation of the Tobit model, which is specified as follows:

$$\begin{cases} y_i = y^*_i \ \text{if} \qquad y^*_i > 0 \\ y_i = 0 \qquad \text{otherwise} \end{cases}$$

where y_i is the real observed dependent variable (commitment). The equation y^*_i represents the level of employee commitment explained by all independent variables (skills development and training (COMPET), staff development (VPERSO), recognition practices (RECONNAISS), cultural traits (TCUL): - wait-and-see attitude, fatalism, attitudes toward the time, self-withdrawal attitude, and conformism) whose parameters were estimated by maximum likelihood method, which takes the following form:

$y^*_i = \beta X_i + \alpha + U_t$

β: a vector that represents all the parameters of the explanatory variables

α: a constant of the model

X_i: the matrix of explanatory variables

U_t: error

E-Views is used to conduct a Tobit specification. Table 3 shows the results.

Table 3: Result of Multiple Regression Predicting Organizational Commitment

	Coefficient	Std. Error	z-Statistic	Prob.
C	0.608765	0.142975	4.257847	0.0001
COMPET	0.365789	0.177676	2.058744	0.0395
RECONNAISS	-0.310732	0.096953	-3.204983	0.0014
VPERSO	0.220896	0.130474	1.693020	0.0905
TCUL	-0.074249	0.039778	-1.866600	0.0620
	Error Distribution			
SCALE:C(6)	0.198772	0.014009	14.18854	0.0000
R-squared	0.048758	Mean dependent var		0.480385
S.E. of regression	0.199121	S.D. dependent var		0.199143
Sum squared resid	3.885619	Akaike info criterion		-0.090373
Log likelihood	10.69937	Schwarz criterion		0.062188
Avg. log likelihood	0.102879	Hannan-Quinn criter.		-0.028566
Left censored obs	2	Right censored obs		0
Uncensored obs	102	Total obs		104

As can be seen in the table, all predictors reached the significant level set at .10. The variable "cultural characteristics" has a negative impact on the employee's commitment and thus confirms Hypothesis 4. The variables "skill development" and "staff development" have a positive impact on commitment. However, the variable "practice of recognition" has a negative impact on the employee's commitment, contrary to our expectation. We found an R^2 very low. However, all variables are significant. The variable "skills development and training" is significant at .05; "cultural traits" at .10; "recognition practices" at .01, and "development of staff" at .1.

DISCUSSION

Hypothesis H1 states that the development of competence and training influences employee engagement in public service and is accepted. This result confirms Jordan (2008) who states that to catalyze the energies of employees and foster commitment, it is important to establish a system that involves training and skills

development. In this sense, the employee will feel important if he is given the opportunity to always be offered better work and to develop new skills. Public-sector employees in Haiti are facing serious problems at this level, so implementation of this practice can help increase their commitment, which will allow employees to gain more experience and skills and their expertise will benefit the organization.

Hypothesis H2 states that staff development influences the organizational commitment of public-sector employees in Haiti. This result confirms the theory of Morin (1996) who believes that staff development is a factor in the quality of life in a workplace. According to Morin (1996), the job fills a wide range of individual needs and aspirations. This result encourages us to consider the views of Bourcier and Palobart (1997) showing that the job has recently taken second place, after the family, as a value and priority sphere of the life. For many people, it is a field of the quest for identity and the need for personal achievement and development (Brown, 1999). Consequently, their expectations tend to be high in this area of life. However, the profound changes sweeping the world of work specifically call into question the value of the individual and his achievements within the company. Organizational context involves some significance that is important to consider. When employees feel that they are not important or that they are of no value to the organization, they tend not to commit to that organization.

Hypothesis H3, which states that recognition practices have a positive influence on commitment, is rejected. However, despite that, Brun and Duga's (2005) conclusion could be well-founded. It is important that Haitian agencies develop a recognition program which can help facilitate a sense of belonging this is important to the employee's commitment. Recognition can be expressed in various ways, such as awards, bonuses or a simple pat on the back. These efforts serve as appreciation of the contributions of an individual and help to establish trust between managers and employees. Similarly, appreciation can be shown by being willing to help people and support them when they need it, by being informed of their experiences or paying attention, by communicating privileged information, asking their opinion on a project, involving them in a the decision-making process, expressing pleasure to work with them, demonstrating their empathy or interest in serving as a mentor to them, behaving respectfully, and so on. These actions may push employees to increase their productivity which could lead to competitiveness.

Hypothesis H4 states that cultural characteristics have a negative impact on the organizational commitment of public-sector employees in Haiti. This result confirms the conclusion of Logossah (2007) that certain cultural characteristics specific to African societies are an obstacle to development. Public-sector employees, in their conformist nature, are not ready to accept innovation. They are conservative and resistant to change. In addition, technology does not mean much to them or it bothers them. Those who are conformists lack a vision. They represent an obstacle to development of the organization and the country, in general. They are comfortable in their old ways. The wait-and-see attitude of the employees negatively influences the employees' commitment. Employees' attitudes toward time could explain the sloppiness shown in the public sector in most African countries. Fatalism is one of the cultural characteristics that make individuals seek the solution to their problems in the supernatural. Thus, employees prefer to wait for the intervention of God or a deity to get promoted instead of making an effort to be successful. It remains a fact that those with a high degree of fatalism believe that God will save their jobs, even if they do not work. Finally, there is the attitude of self-withdrawal observed among public-sector employees. People tend to hunker down. They do not want to open up to others to advance. They do not want to learn from others. Their competitive spirit is missing. All these cultural traits, which are genetic defects, are obstacles to development.

CONCLUSION

Much research has been done on culture and employee commitment. However, few studies have considered the impact of cultural variables on the organizational commitment of public-sector employees. This research contributes to knowledge in this field by analyzing the impact of culture on employee commitment in the public sector in Haiti. This study concludes that the positive perception of organizational culture increase the employees' commitments. Thus, top managers in the public sector, especially in Haiti, should be able to anticipate the priorities of the employees and implement an organizational culture that primarily focuses on factors such as skill development and training and staff development. These factors contribute strongly to build the employee's affective commitment.

The Haitian public sector is faced with the need to retain talented staff. The results of this investigation confirm the importance of Human Resources Management practices in the Haitian public sector. It is necessary to value public-sector employees by recognizing their performance and by rewarding them. Lepak and Snell (1999) suggested several avenues for managing human resources that can follow an organization wishing to strengthen its relationship with its employees through affective commitment. The configuration of human resources practices should be based, in this case, on an employment relationship emphasizing the internal development of human capital.

The public sector can leverage this capital by designing more flexible jobs that favor change and adaptation. It would be important to consider the following:

- Creation of a structure of coordination and harmonization of training policies in joint articulation with the implementation of the new public services
- Recruiting executives to support the reform of the human resources management system
- Consider support for employees who could rely on certain features of their commitment; for example, love of work well done, pleasure to be involved in an activity
- Regularly inform staff about the objectives and strategies of the organization; consult with staff and involve them in various phases of orientation and project design
- Permit development of distinctive and flexible working hours and decision latitude that results in giving the employee a variety of tasks and responsibilities
- Help managers understand employee behaviors and how to adjust their management tools to those behaviors (Jones & George, 1998). Managers could also introduce in the public-sector managerial models related to the private sector proved to be effective.
- Develop an evaluation model of staff and regularly inform workers about the strategic objectives of the organization

Despite its contributions, there are several limitations to this study. First, it was difficult to collect information from a larger number of respondents. Many employees decided not to participate in the survey because they were afraid of reprisals from their superiors. The small size of the sample may have limitations for generalization. Second, even though the Tobit Model was used to ensure consistency of the coefficient estimates, fear of the participating employees to give their point of view probably led to some biases in their answers. Besides this limitation, many variables discussed in the literature were hoped to be included in the questionnaire. However, it made the questionnaire long and tedious to answer, which may have affected the quality of the responses. All of this could explain the weakness of our R^2. Third, only three HRM practices were investigated in this research. Other HRM practices may have a significant impact on the level of employee commitment but were not taken into consideration in this research. Finally, many studies have shown the importance of socio-demographic variables to organizational commitment, but our analysis did not include those variables. Further research could include these variables in their attempt to examine the impact of national culture on organizational commitment. As stated earlier, much research on organizational commitment has been conducted in Western society. This research is an exploratory work on the organizational commitment in public service in a developing country. Thus, another direction for future research is to use a qualitative approach to fully examine the influence of national culture on organizational commitment in public service in developing countries. Furthermore, it would be interesting to examine the role of the leaders of public services in developing countries to the commitment of their employees.

AUTHOR INFORMATION

R. Lauture is a researcher at the Institut Aimé Césaire, Haïti.

Dr. Yao Amewokunu is an Assistant Professor of Management and Strategy at Virginia State University in Petersburg, Virginia. E-mail: Yao.amewokunu@vsu.edu.

Dr. Sherrie Lewis is an Assistant Professor of Management at Saint Leo University in Savannah, Georgia. E-mail: Sherrie.lewis@saintleo.edu.

Dr. Assion Lawson-Body is an Associate Professor at the University of North Dakota.   E-mail: alawsonbody@business.und.edu.

REFERENCES

1.   Ahmad K. Z., Bakar R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International Journal of Training and Development*, Vol. 7(3), p. 166-185.
2.   Allen N.J., Meyer, J.P. (1991). A three component conceptualization of organizational commitment. *Human Resources Management Review*, Vol. 1 (1), p. 61-89.
3.   Balfour D., Wechsler, B. (1990). Organizational commitment: A reconceptualization and empirical test of public-private differences. *Review of Public Personnel Administration*, Vol. 10(3), p. 23-40.
4.   Balfour D. L., Wechsler, B. (1991). Commitment, performance, and productivity in public organizations. *Public Productivity and Management Review*, Vol. 14, p. 355-367.
5.   Bartlett K. R. (2001). The Relationship Between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly*, Vol. 12(4), p. 335-352.
6.   Batt R. (2002). Managing customer services: Human resource practices, quit rates, and sales growth. *Academy of Management Journal*, Vol. 45(3), p. 583-597.
7.   Blau, G., K. Boal (1989). Using job involvement and organisational commitment interactively to predict turnover. *Journal of Management*, Vol. 15, p. 115 – 127.
8.   Bentein K, Vandenberghe C., Dulac T. (2004). Engagement organisationnel de continuité et indicateurs d'efficacité au travail. *Revue de Gestion des Ressources Humaines*, Vol.53, p. 69-79.
9.   Bentein, K., Stinglhamber, F., Vandenberghe, C. (2000). L'engagement des salariés dans le travail. *Revue Québécoise de Psychologie*, Vol. 21, p. 133-157.
10.   Benson G. S. (2006). Employee development, commitment and intention to turnover: a test of employability policies in action. *Human Resource Management Journal*, Vol. 16(2), p. 173-192.
11.   Bourcier C., Palobart Y. (1997). La reconnaissance, un outil de motivation pour vos salaries. Paris: Éditions d'organisation.
12.   Brown P. (1999). Globalization and the political economy of high skills. *Journal of Education and Work*, Vol.12, p. 233–251.
13.   Brun, J-P. (1999). Une question d'identité. Une question de dignité humaine. *Echange*, Vol.
14.   13(2), p. 2–4.
15.   Brun J. P., Dugas N. (2005). La reconnaissance au travail: analyse d'un concept riche de sens. *Gestion*, Vol. 30(2), p. 79-88.
16.   Brun, J-P, Dugas N. (2008). An analysis of employee recognition: Perspectives on human resources practices. *The International Journal of Human Resource Management*, Vol. 19(4), p. 716–730.
17.   Buchanan B. (1974). Building organizational commitment: The socialization of managers in work organizations. *Administrative Science Quarterly*, Vol. 22, p. 533-546.
18.   Choudry S. (1989). Occupational level and job satisfaction: A comparative study of public and private sector organizations. *Indian Journal of Applied Psychology*, Vol. 26(2), p.1-5.
19.   Clarke, N. (2006).The relationships between network commitment, its antecedents and network performance. *Management Decision*, Vol. 44 (9), p. 1183-1205.
        Cohen A. (2006). *Toute la fonction ressources humaines*, Paris: Dunod, 413 pages.
20.   Davies R (2001). How to boost staff retention. *People Management*, Vol. 7, p. 54-6.
21.   Dejours, C. (1993). Contributions of the psychodynamic analysis of work situations to the study   of organizational crises. *Industrial & Environmental Crisis Quarterly*, Vol. 7(2), p. 77-89.
22.   Drory A. (1993). Perceived political climate and job attitudes. *Organization Studies*, Vol.14, p. 59-71.
23.   Dunham R., Grube B., Castaneda J. A (1994). Organizational commitment: The utility of an integrative definition. *.Journal of Applied Psychology*, Vol. 79(3), 370-380.
24.   Eisenberger R., Cummings J., Armeli S., Lynch P. (1997). Perceived Organizational Support, Discretionary Treatment, and Job Satisfaction. *Journal of Applied Psychology*, Vol. 82(5), p.812-820.
25.   English, B., Morrison D., Chalon, C. (2010). Moderator effects of organizational tenure on the relationship between psychological climate and affective commitment. *Journal of Management Development*. Vol. 29 (4), p. 394-408.

26.   Fard, H.D., Rajabazedah, A., Hasari, A. (2010). Organizational Trust in Public Sector: Explaining the Role of Managers' Managerial Competency. *European Journal of Economics, Finance & Administrative Sciences*, Vol. 25, p. 29-43.

27.   Galunic D, Anderson E (2000). From security to mobility: generalized investments in human capital and agent commitment. *Organization Science*, Vol. 11(1), p.1-20.

28.   Giauque D., Gaillard T. (2006). Motiver par le service public: C'est possible! *Affaires Publiques*, Vol. 1, p. 36-37.

29.   Gould-Williams, J. (2004). The effects of high commitment' HRM practices on employee attitude: The views of public sector workers. *Public Administration*, Vol. 82(1), p.63–81.

30.   Hackett R. D., Bycio, P., Hausdorf, P.A. (1994). Further assessment of Meyer and Allen's (1991) three-component model of organizational commitment. *Journal of Applied Psychology*, Vol. 79(1), p.15-23.

31.   Hallberg U. E., Schaufeli W. B. (2006). "Same Same" But Different? Can Work Engagement Be Discriminated from Job Involvement and Organizational Commitment? *European Psychologist*, Vol. 11(2), p. 119–127.

32.   Houtart F., Remy A. (2000). Haiti et la mondialisation de la culture: etude des mentalities et des religions face aux réalités économiques, sociales et politiques. Port-au-Prince: CRESFED.

33.   Jaghfar A. (2008). Utilisation des TIC et performance des entreprises : cas des TIC en Haïti, Master Dissertation, IFGCar, Septembre 2008.

34.   Jenkins J. M., (1993). Self monitoring and turnover: The impact of personality on intent to leave. *Journal of Organizational Behavior*, Vol. 14(1), p.83-91.

35.   Jones G. R., George J. M. (1998). The Experience and Evolution of Trust: Implications for Cooperation and Teamwork. *Academy of Management Review*, Vol. 23, p. 531-546.

36.   Jordan B. (2008). Social work and world poverty. *International Social Work*, Vol. 51(4), p. 440– 52.

37.   Khan T. I., Jam F. A., Akbar A., Khan M. B., Hijazi S. T. (2011). Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan. *International Journal of Business and Management*, Vol. 6, No. 4, p. 252-262.

38.   Khan T. I., Jam F. A., Akbar A., Khan M. B., Hijazi S. T. (2011). Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan. *International Journal of Business and Management*, Vol. 6, No. 4, p. 252-262.

39.   Kiesler C. A. (1971). *The psychology of commitment: Experiments linking behavior to belief*. San Francisco, CA: Academic Press.

40.   Kransz M., Koslowsky M., Shalom N., Elyakim N. (1995). Predictors of intentions to leave the ward, the hospital, and the nursing profession: a longitudinal study. *Journal of Organisational Behaviour*, Vol. 16 (3), p. 277-288.

41.   Lang D. L (1992). Organizational culture and commitment. *Human Resource Development Quarterly*, Vol. 3(2), p.191-196.

42.   Lepak, D.P., Snell, S.A. (1999).The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, Vol. 24, p. 31-48.

43.   Locke E. A., Latham G. P. (1990). *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice-Hall.

44.   Logossah, K. (2007) : Ethique sociale et trappe à sous-développement: le cas de l'Afrique sub-saharienne, CEREGMIA, 16 pages.

45.   Makpotche Marcelin, (2009) : Sensibilité des politiques de financement aux caractéristiques de l'entreprise et de son environnement : une analyse empirique dans le contexte actuel d'Haïti. Port-au-Prince : IFGCar, 128 pages.

46.   Malik, M. E., Nawab, S., Naeem, B., Danish, R. Q. (2010). Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business & Management*, Vol. 5 (6), p. 17-26.

47.   McGee G. W., Ford R. C. (1987). Two (or More?) Dimensions of organizational commitment. *Journal of Applied Psychology*, Vol. 72 (4), p. 638-642.

48.   Mehmud, S., Ali, N., Baloch, Q., Khan, Z. (2010). Relationship between Organizational Commitment and Perceived Employees Performance. *Interdisciplinary Journal of Contemporary Research In Business*, Vol. 2(8), p. 225-233.

49. Meyer J. P., Allen N. J. (1997).*Commitment in the workplace: Theory, research, and application*. Thousand Oaks: Sage publications, 150 pages.
50. Morin E. (1996). *Psychologies au travail*. Montréal: Gaétan Morin.
51. Natarajan N. K., Nagar D. (2011). Induction Age, Training Duration & Job Performance on Organizational Commitment & Job Satisfaction. *Indian Journal of Industrial Relations*, Vol. 46 (3), p.491-497.
52. Noe, R. A. 1999. *Employee training and development*. Boston, MA: Irwin McGraw Hill.
53. Nyhan R.C. (1999). Increasing affective organizational commitment in public organizations. *Review of Public Personnel Administration*, Vol. 19, p. 58-70.
54. Nyhan, R.C. (2000). Changing the paradigm: Trust and its role in public sector organizations. *American Review of Public Administration*, Vol. 30, p. 87-109.
55. O'Reilly C.A., Chatman J. (1986). Organizational Commitment and Psychological Attachment: The Effects of Compliance, Identification and Internalization on Prosocial Behavior. *Journal of Applied Psychology*, Vol.71, p. 492-499.
56. Okpara J. O., Wynn P. (2008). Human resource management practices in a transition economy, Challenges and prospects. *Journal of Management Research News*, Vol. 31(1), p. 57-67.
57. Paré G., Tremblay M. (2007). The Influence of High-Involvement Human Resource Practices, Procedural Justice, Organizational Commitment, and Citizenship Behaviors on Information Technology Professionals' Turnover Intentions. *Group & Organization Management*, Vol.32 (3), p. 326-357.
58. Park R., Erwin P.J., Knapp K. (1997). Teams in Australia's Automotive Industry: Characteristics and Future Challenges. *International Journal of Human Resource Management*, vol. 8, p. 780-796.
59. Rashid, Z. A., Sambasivan, M., Johari, J. (2003). The influence of corporate culture and organizational commitment on performance. *Journal of Management Development*, Vol. 22 (8), p. 708-728.
60. Rondeau, A., Lemelin, M., Lauzon, N. (1993). Pouvoir et mobilisation: rôle stratégique du vice-président aux resources humaines. *Revue Européenne de Psychologie Appliquée*, vol. 43(1), p. 13-17.
61. Schaufeli W. B., Bakker A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, Vol. 25, p. 293–315.
62. Sekaran, U. (2005). *Research Methods for Business: A Skill-building Approach* (4th ed.). New York: John Wiley & Sons.
63. Somers M. J., Birnbaum, D. (1998). Work-related commitment and job performance: it's also the nature of the performance that counts. *Journal of Organizational Behaviour*, Vol. 19, p. 621-34.
64. Smith D. A., Brame, R. (2003). Tobit models in social science research: Some limitations and a more general alternative. *Sociological Methods & Research*, Vol. 31(3), p. 364-388.
65. Tett R. P., Meyer J.P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology*, Vol. 46, p. 259-293.
66. Trank C. Q., Rynes, S.L. and Bretz, R.D. (2002) 'Attracting Applicants in the War for Talent:
67. Differences in Work Preferences among High Achievers', *Journal of Business and Psychology* Vol. 16(3), p. 331–45.
68. Tsui A. S., Pearce J. L., Porter L.W., Tripoli A. M. (1997). Alternative Approaches to the Employee-Organization Relationship: Does Investment in Employees Pay Off? *Academy of Management Journal*, Vol. 40 (5), p. 10891121.
69. Vandenberghe C. (2005): L'engagement organisationnel dans le secteur public: quelques déterminants essentiels. *Téléscope*, Vol. 12(2), p. 1-10.
70. Vigoda E. (2000). Organizational politics, job attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of Vocational Behavior*, Vol. 57, p. 326–347.
71. Wilson P. (1999). A theory of power and politics and their effects on organizational commitment of senior executive service members. *Administration and Society*, Vol.31, p 120-141.
72. Witt L. A, Andrews M. C, Kacmar K. M. (2000). The role of participation in decision-making in the organizational Politics: job satisfaction relationship. *Human Relations*, Vol. 53(3), p. 341–358.
73. Zheng W (2009). The knowledge-inducing culture: an integrative framework of cultural enablers of knowledge management. *Journal of Information & Knowledge Management*, Vol. 8(3), p. 213-227.
74. Zaitouni M., Sawalha N. N., Sharif A. E. (2011). The impact of human resources management practices on organizational commitment in the banking sector in Kuwait. *International Journal of Business and Management*, Vol. 6(6), p. 108-123.