



# Effective Approaches for Developing the Practice Standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3

**Col Pongyut Ngamkasem**

**Ph.D. student, Doctor of Philosophy in Organization Development Administration, Chao Phaya University  
Email: ngamkasem@gmail.com**

**Kritsana Dararuang**

**Lecturer, Doctor of Philosophy in Organization Development Administration, Chao Phaya University  
Email:kritsana\_cpu@hotmail.com**

**Sittiporn Khaoun**

**Lecturer, Doctor of Philosophy in Organization Development Administration, Chao Phaya University  
Email:sittiporn\_ko@yahoo.com**

## Abstract

The objectives of this research were 1) to study the condition of transformational leadership factors, good governance, management, organizational commitment, and the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3; 2) to analyze the confirmatory components of the causal factors influencing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3; 3) to study the causal relationship of the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3, and 4) to present approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3. The samples were Commanders of the Military Training Center, Superintendent, Assistant Superintendent, and the members of the military for a total of 550 people out of a population of 2,063 people. The findings showed that:

1) Characteristics of transformational leadership, good governance, management, organizational commitment, and the practice standards of military training unit were at a high level.

2) All the observed variables used in the study of the confirmatory components of the structural equation model were under the statistical agreement, i.e. Chi-square = 243.02, df = 244, P-value = 0.50574. RMSEA = 0.000, and all variables have element weights >0.50.

3) Practice standards at the Training Unit that were directly influenced by three factors, namely, the good governance factor, management factors, and organizational commitment factors were at a low level at the same time being indirectly influenced by the leadership change factors, and management factors were at a high level, good governance factors were at a medium level, and management factors were at a low level through the organizational commitment. All factors were able

8677



to predict the dependent variable, namely, the practice standards at the Training Unit at 72 percent, significantly at the .05 level.

4) Approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3 consist of (1) developing a curriculum for the competency of a commander of a military training center; (2) developing the members of the military plan; (3) preparing a plan for procurement of materials, equipment and equipment (4) arranging a material management plan equipment and armament; and (5) procurement of budgets for performing one's mission.

**Keywords:** effectiveness, training center, training unit, military students

**DOI Number:**10.14704/nq.2022.20.10.NQ55851

**NeuroQuantology 2022; 20(10): 8677-8687**

## Introduction

The Royal Thai Army is a unit directly under the Royal Thai Army Headquarters, the Ministry of Defense. It has roles and obligations under the Regulations of the Organizing Act of the Ministry of Defense 2008 (B.E. 2551), Section 19, 2008. The Royal Thai Army is responsible for preparing the Army's forces and defense forces with two main functions: preparing the Army's forces from normal and protecting the kingdom when there is a situation that is a threat to the country, as well as developing the personnel with the physical quality, mind, knowledge, capability, ideology, and democratic point. The preparation of the reserve forces of the Royal Thai Army is the heart and the preparation of reserve forces at the commanding level, which is obtained from military students who completed 3rd year and 5th year training, so the Army needs to train military students to be ready as a reserve force of the future quality army to be able to enter combat operations when the country mobilizes (Department of Territorial Defense, 1985:94-95)

From the needs of the army and the expectations of the society that wants military training to be able to truly meet the military training center / military training unit, the Royal Thai Army has two roles: 1) Training military students to be quality reserve forces, and 2) Training for military students to be good youths of society under the military training process, both roles are complete. When military students are strengthened to have military knowledge, strong mind and body, and responsible for duties until able to prepare as a reserve force according to the needs of the army. Then they have a patriotic ideology,

ethics, morality, and voluntary service. Therefore, the important function of the military training center/unit is to organize training to meet the standards under the prescribed curriculum and to develop training in a direction that aims to encourage military students to have the attributes required by using unit resources and from local military units including the cooperation of military academies in responsible for effective support.

To develop the potential of military training units, the researcher is interested in studying effective approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under the Army Region 3 to use the information obtained to develop the potential of practice standards for military training units, to get military students who are quality reserve personnel, good youths of society, and important forces in the development of the country in the future.

## Research Objectives

1.To study the condition of transformational leadership factors, good governance, management, organizational commitment, and the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3,

2.To analyze the confirmatory components of the causal factors influencing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3,

3.To study the causal relationship of the practice standards of The Military Training

8678



Unit at The Training Center / Military Training Unit under The Army Region 3,

4.to present approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3.

### **Related Concepts and Literature**

The concept of transformational leadership attributes refers to the characteristics of leaders that demonstrate the ability to stimulate interest among colleagues and others to see new aspects of work and to raise awareness of the mission and vision of the team and of the organization, including having to develop the abilities of colleagues and followers to a higher level and have more potential. Transformational leaders convince colleagues and followers to look beyond their interests to lead to something better and useful to the group, the transformational leaders will lead the followers to work and get more results than the followers had intended from the beginning. Transformational leaders often use challenges to achieve higher levels of performance (Bass & Avolio, 1994). Characteristics include inspired motivation, individual considerations, ideological influence, and intellectual stimulation.

The concept of good governance refers to a new management approach that focuses on the benefit of the sector, including the public sector, the social sector, the private sector, and the general public by using accurate administrative principles, being fair based on at least 10 basic principles, namely, effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, the rule of law, equality, and consensus-oriented so that the country has a strong democratic foundation with the stable legitimacy of the law. There is an efficient administrative structure and process which leads to the sustainable development of the country. In this regard, the Office of the Prime

Minister's Regulation on Creating a Good Governance System for Civil and Social Affairs 2019 (B.E.2552) consists of effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, the rule of law, equality, and consensus-oriented principles.

The administrative concept refers to the process of carrying out activities to achieve the goals or objectives set by using science and art to guide various administrative resources including man, money, materials, and management through the maximum efficient and effective process. Therefore, in educational administration, the 4M's is a fundamental resource as well, that is, educational administration will achieve its goals requires qualified and sufficient personnel, enough budget (money) to support the operation, and materials must be available according to project requirements and plans, and there must have a good and efficient management system to make the most of the limited resources available. Therefore, it is necessary to improve the management process and work to be able to connect and manage the promotion of personnel who have the knowledge and capability to create new working systems for efficiency. This will result in fast and quality work that can change the work process with a visionary strategy to work, the process design is consistent with reality (Koontz, 1972). Characteristics include management, man, materials, and money management.

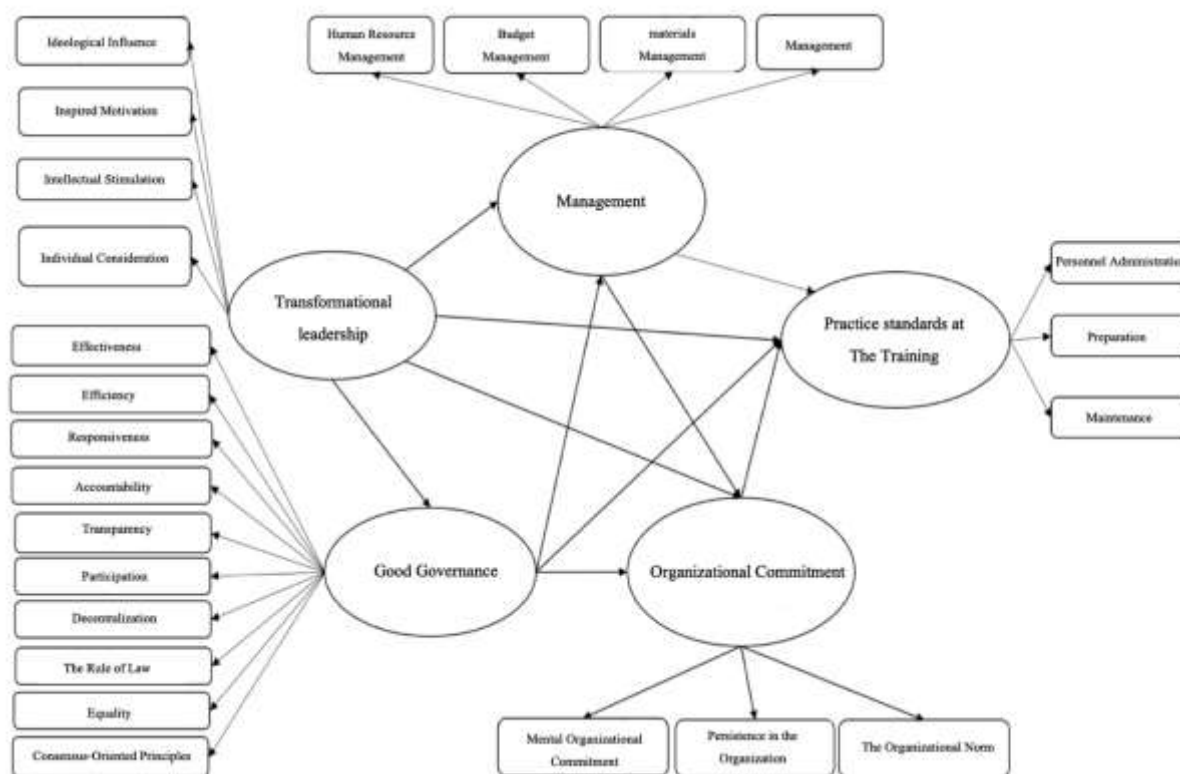
The concept of organizational commitment refers to the operator's feelings towards the organization which has the nature of a strong relationship and is in a good direction. It manifests itself in the form of action for the benefit of the organization because it has confidence in the goals of the organization and willingly devotes itself to working for the organization arising from the acceptance of the goals and values of the organization, participation, and want to be a member of the organization. They feel proud



of their organization and will have a good relationship with their colleagues in the organization, including behavior that is consistent with the needs of the organization regularly (Meyer and Allen, 1997). Characteristics include persistence, normative aspects, and sensibilities.

Practice standards of military training units/ training centers: military training units execute the preparation of an educational training plan and conduct student training on

military subjects for each academic year according to guidelines, orders, training objectives, and the training policy framework from the Territorial Defense Command (2008 Kor, Khor) strictly, which the training plan can be adapted to the terrain in which the training is conducted and vary according to the situation, such as the implementation of measures to prevent the outbreak of COVID-19 throughout the training session.



**Figure 1A** Full Path Model of the Practice Standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3

**Research Hypothesis**

1. All selective variables used in the study were important components of the factors influencing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3.
2. Transformational leadership, good governance, management, and organizational

commitment have a direct and or indirect influence on the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3.

**Research Methods**

The samples used in the research were 1) Commanders of the Military Training



Center, 2) Superintendent and Assistant Superintendent, and 3) the members of the military for a total of 550 people out of a population of 2,063 people. The sample size was determined using a ready-made table by Krejcie and Morgan (1970) at a 95% confidence level and using a multi-stage random sampling method.

The research tool was questionnaire created and developed by the instrument's validity test with an Index of Item-Objective Congruence (IOC) by the assessment of the 5 experts, the coefficient of conformity between 0.60-1.00, and the reliability test has an alpha reliability coefficient for the whole copy is 0.995.

The statistics used in the data analysis were Mean, Standard Deviation, and Confirmatory Structural Factor Analysis. Then the researcher reports component weights of the results using a Completely Standard Solution and Evaluating the Data-Model Fit, considering the Chi-square Value, must be statistically insignificant at .05 or  $P > .05$ . The Chi-square Value divided by the degree of freedom (df) must not exceed 2 or 3, the Root Mean Square Error of Approximation (RMSEA) should be less than 0.05 or not more than 0.08 (Kline, 1998) and Path Analysis.

### The Research Results

1) Characteristics of transformational leadership, good governance, management, organizational commitment, and the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3, overall in all 5 areas, were at a high level when compared to the criteria.

2. The confirmatory components of the causal factors influencing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under the Army Region 3 found that

2.1 Transformational leadership: all 4 components are importantly confirmed as 1) ideological influence, 2) inspired motivation, 3) intellectual stimulation, and 4) individual consideration with weight Completely Standardized Solution components were 0.91, 0.96, 0.96, and 0.95, respectively.

2.2 Principles of good governance: all 10 elements are importantly confirmed as 1) effectiveness, 2) efficiency, 3) responsiveness, 4) accountability, 5) transparency, 6) participation, 7) decentralization, 8) the rule of law, 9) equality and 10) consensus-oriented principles. The component weights of the Completely Standardized Solution were 0.94, 0.96, 0.96, 0.96, 0.95, 0.95, 0.95, 0.92, 0.94 and 0.95, respectively.

2.3 Management: all 4 components are importantly confirmed as 1) human resource management 2) budget management 3) materials/equipment and armament and 4) management. The component weights of the Completely Standardized Solution were 0.94, 0.95, 0.95, and 0.95, respectively.

2.4 organizational commitment: all 3 components are importantly confirmed as 1) mental organizational commitment 2) Persistence in the organization and 3) the organizational norm. The component weights of Completely Standardized Solution were 0.95, 0.95, and 0.94, respectively.

3. The causal relationship of the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3 found that the model was consistent with the empirical data. The statistical values are according to the statistical agreement Chi-square = 243.02, df = 244, P-value = 0.50574, RMSEA = 0.000. Therefore, the developed model is appropriate and can describe the causal relationship effectively. The research results can be summarized in Table 1 and Figure 2.

**Table 1** Rational correlation path coefficients based on the structural equation model of the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3



Dep. V.	Indep. V	R-square	F	Path Coefficients		
				DE	IE	TE
Good governance	Transformational leadership	0.87	11.25*	0.93	0.00	0.93
Management	Transformational leadership	0.78	10.46*	0.00	0.89	0.89
	Good governance			0.95	0.00	0.95
Organizational Commitment	Transformational leadership	0.65	9.07*	0.08	0.73	0.81
	Good governance			0.59	0.20	0.79
	Management			0.21	0.00	0.21
The practice standards of The Military Training Unit	Transformational leadership	0.72	10.09*	0.00	0.85	0.85
	Good governance			0.13	0.75	0.88
	Management			0.47	0.08	0.55
	Organizational Commitment			0.38	0.00	0.38



Chi-square= 243.02, df = 244, P-value = 0.50574, RMSEA = 0.000

**Figure2** Overidentified Model of the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3



From Table 1 and Figure 2, it found that the practice standard of the training unit was directly influenced by three factors, namely, the good governance factor, management factors, and organizational commitment factors were at a low level at the same time being indirectly influenced by the leadership change factors, and management factors were at a high level, good governance factors were at a medium level, and management factors were at a low level through the organizational commitment. All factors were able to predict the dependent variable, namely, the practice standards at the Training Unit at 72 percent, significantly at the .05 level, which was in line with the research hypothesis.

4. Approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3 consist of

4.1 Develop a curriculum for the competency of the commander of the military student training center: The operational approaches are the development of an executive curriculum for training centers/ military student training units, for the commander of the military training center to develop professionalism in the management of the military student training center. The content of the curriculum consists of morals, ethics, and codes of conduct for the commanders of the Military Training Center, strategic planning, and management of the Military Training Center, psychology for leaders, quality assurance, good governance for executives, management of the Military Training Center in crisis, creating a participatory process, technology for Management in the military student training center and future military classes, etc.

4.2 Developing the members of the military plan: The operational approaches are the analysis and preparation of the personal potentials in the training center/ military student training units both in terms of personal performance, core competencies according to the requirements of the Military Training

Center/Student Training Unit, and competences following their responsibilities leading to the preparation of personnel development plans and budget allocation to support personnel development in the short term, medium term and long term. An individual development plan (ID Plan) has been developed to promote participation in civilian academic activities and the military, education to enhance educational qualifications including taking an education or training short courses to develop proficiency in work according to the position and the development of skills related to equipment as well as the development indicators to be used as a measure in consideration of the promotion.

4.3 Arrangement of equipment and armament procurement plans: The operational approaches are to appoint a committee to consider the procurement of materials, equipment, and modern armament according to the policy framework, guidelines, and purposes of use as determined by the Territorial Defense Command, considering the need for materials, equipment, and armament meet the teaching objectives. There are modern standards to optimize goals in the management of education and training of the Military Training Center. The main principles are: 1) considering the suitability of the number of trainees; 2) developing training aids to be up-to-date with the advancement of technology; 3) the provision of learning materials according to the teaching guidelines of the trainers, and 4) search for armament in the area to give trainees a visualization and can be an effective reserve force. The operation is carried out with a focus on transparency and accountability.

4.4 Arrangement of equipment and armament procurement plans: The operational approaches are the preparation of materials and armament administrative plans by appointing the inspection committee and staff responsible for materials, equipment, and armament according to different lines with clear guidelines and systems for maintenance



according to the usage cycle and material replacement with training in use and maintenance of armament. This includes pre-use, during use, and after use. Appointment of the Readiness Audit Committee and the number of armaments according to the list according to the cycle as well as analyzing the demand for use in the preparation of materials and equipment procurement plans and armament of the Military Students Training Center.

4.5 Preparation of mission budgeting: The operational approaches are the preparation of the budget plan for the government's operations for the fiscal year under the regulations of the Ministry of Defense on the income of educational institutions 2019 (B.E. 2562) following the objectives of using the budget. Four topics are expenses related to public utility, allowance, materials, and improvement and development training efficiency. It provides detailed budget plans, projects, and activities linked to productivity and outcomes based on metrics of success and under the Strategic plans of the Military Training Center along with analyzing and prioritizing plans by the process of monitoring, reviewing, and evaluating the success and worthiness of the budget.

## Discussions

1. The results of the study revealed that Characteristics of transformational leadership, good governance, management, organizational commitment, and the practice standards of The Military Training Unit at The Training Center / Military Training Unit under the Army Region 3 were at a high level when compared to the criteria set because commanders have leadership, ideology, and decision-making. They also can formulate strategies and solve problems very well and correctly. They conduct themselves as a role model both inside and outside of working hours. Moreover, commanders have behaviors that motivate them to inspire, allow followers to work with sacrifice and dedication,

encourage teamwork, and can control emotions, which the results of the research are consistent with the findings of Keller (1995). It showed that transformational leadership caused higher project quality in various research projects, and it found that transformational leadership caused satisfaction and the relationship increased with the transformational leader. It is consistent with the study of Wirat Wiratnipawan (2008) who said that personal management is an important factor for management and it can be called that it is an element of management that each executive takes in the working process to achieve the objectives set.

2. The results of the confirmatory components analysis of the causal factors influencing the practice standards of The Military Training Unit under the Army Region 3 found that all observed variable used in the study was important component of the causal factors influencing the practice standard of The Military Training Unit under the Army Region 3. This is because the transformational leadership characteristics are good governance, management, and organizational commitment as well as feature concepts of transformational leadership stated by Bass and Avolio (1994), Hocker S.M. & Trofino J. (2003), and House R. J. and Howell J.M. (1992). They stated that transformational leadership consists of ideological influence, inspired motivation, intellectual stimulation, and individual consideration. The principles of good governance consist of effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, the rule of law, equality, and consensus-oriented principles. This is consistent with the main theory of good governance of the Regulations of the Prime Minister's Office concerning the creation of a good governance system for public affairs and society 2009 (B.E. 2552) and management consists of human resource management, budget management Materials, equipment and armament, and management. It is consistent with Koontz (1972) and organizational



commitment comprises sentimental aspects, organizational persistence aspects, and normative aspects. It is consistent with the organizational commitment theory of Meyer and Allen (1997) and Mowday, Steers, and Porter (1982). The practice standards of the Military training unit consist of personnel management, and the preparation and maintenance aspects were in line with Wiyon Traiyawong (1996), Praisan Kusonwong (1997), Wannachai Waewsri (1999), Jarukiat Chaiwong (2001) and Phubet Thammabutr (2009).

3. The results showed that the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3 were directly influenced by transformational leadership, good governance, management, organizational commitment, and at the same time indirectly influenced by transformational leadership, good governance, and management through organizational commitment. This is consistent with the study by Meyer and Allen (1997) and Mowday, Steers, and Porter (1982) found that an organizational commitment to normative aspects or also called the organizational commitment to morality aspects. This is because moral personnel always feel and realize that people have duties to work for the organization, regardless of the benefits that will be received from the organization. In addition, moral personnel also believe that doing their part to achieve their goals is the right thing to do and should be done. It is consistent with the study by Wiyon Traiyawong (1996), Praisan Kusonwong (1997), Wannachai Waewsri (1999), Jarukiat Chaiwong (2001), and Phubet Thammabutr (2009). It showed that the criteria for measuring the performance of military training units at present cannot measure only one aspect. There must be measurements in all dimensions because, in the past, performance was measured in terms of budget only on one side which is something that has already happened that cannot be fixed. This caused the practice of the military training student unit to exceed the standard,

concrete and sustainable, causing a delay. For this reason, the Territorial Command has devised criteria to measure performance that can be used to solve problems within the Training Center/Military Student Training Unit.

4. Approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3 consist of (1) developing a curriculum for the competency of a commander of a military training center; (2) developing the members of the military plan; (3) preparing a plan for procurement of materials, equipment and equipment (4) arranging management of material, equipment, and armament plans; and (5) procurement of budgets for performing one's mission. An important goal of the Military student training unit is the effectiveness according to the practice of the training center / military student training unit to confirm the quality of the Training Center / Military Student Training Unit to develop quality as a reserve force accordingly Army's needs.

## Recommendations

### Policy recommendations

1. Territorial Defense Command should consider formulating strategic policies or a strategy that focuses on developing commanders of military training centers/training units, along with a set of teachers to become master trainers in innovation ability and the use of technology to conduct training for military students both in training and education to create a standard and to enhance capabilities of the New Gen to produce as a reserve of the Army with a sustainable standard.

2. Territorial Defense Command should consider formulating criteria and guidelines for empowering military training center commanders/training units, along with a set of teachers to be creative in conducting educational training through the training and training courses prescribed by the Territorial Defense Command.



### Recommendations for implementation

1. Commander of the Training Center/Military Training Unit need to focus on leadership by being a good role model for f subordinates to follow as well as inspiring, caring, and supporting progress in life and government service to subordinates to create inspiration in subordinates to be enthusiastic in performing their duties until the efficiency and effectiveness of the work is achieved.

2. Commander of the Training Center/Military Training Unit should issue Orders, rules, and regulations in writing under the guidelines provided by the Army and Territorial Defense Command that have given the policy and set for subordinates within the training center/ Military student training unit strictly adheres to, especially in the matter of organizing, training, and tactics, as well as sharing responsibility for subordinates according to the position of military responsibilities and has been reviewed and evaluated by the specified period.

3. Commander of the Training Center/Military Training Unit should pay attention to government planning, monitoring, and evaluating of the success as well as adjusting the action plan following the situation. In addition, the roles and duties of the personnel are determined according to the appropriate knowledge and abilities, and the continuous development of knowledge, competence, and specialized skills of the force consistently.

### Recommendations for further research

1. This research is a study of the effective approaches for developing the practice standards of The Military Training Unit at The Training Center / Military Training Unit under The Army Region 3. Therefore, research on this subject should be conducted again by changing different contexts which may be collected information only from trainees or military students. This is to compare the findings and confirm the findings in the efficiency model of developing the practice

standards of The Military Training Unit at The Training Center.

2. There should be qualitative research in the form of an interview with the training center commander, Military students training under The Army Region 3, and then brought the information provided to a specific group discussion with the training center commander, Military students training under The Army Region 3 who succeeded in inspecting the practice standards of the military training unit from the Territorial Defense Command to jointly find out whether there are any other variables that are the cause that greatly influences the performance of the practice standards.

3. There should be research on this subject by changing the context to exchange side by side which may be collected information only from the training center commander, Military students training unit under the Army Region 1, 2, and 4 to compare the results and confirm the findings in the effectiveness model of the practice standards for military training units.

### References

- Department of Territorial Defense. (1985). Regulations of Department of Territorial Defense, 1985. Bangkok: Department of Defense.
- Jarukiat Chaiwong. (2001). "Factors related to discipline behavior of military students". Bangkok.
- Praisan Kusonwong. (1997). "A Study of Problems and Suggestions for Training and Study of Military Students at the Army Region 14". Chonburi.
- Phubet Thammabutr. (2009). "Assessment of the Military Training Student Project of the Military Students Training Unit, Sakon Nakhon Krit Siwara Camp, Mueang Sakon Nakhon District, Sakon Nakhon Province". Sakon Nakhon.
- Wirat Wiratniphawan. (2008). "Comparative analysis of the meaning of management,



administration, development, and management". Bangkok: Expernet Co., Ltd.

Wannachai Waewsri. (1999). "Problems of Military training of military students, Sakon Nakhon Royal Thai Army". Sakon Nakhon.

Wiyon Traiyawong. (1996). "Military Student Training Problems Nakhon Phanom Army Royal Thai Army". Nakhon Phanom.

Territorial Defense Command. (2008). Handbook for male military students, 1st year. Bangkok: Veterans Organization Printing House.

Territorial Defense Command. (2008). Practice Standards for military training units. Bangkok: Territorial defense command Unit.

Ministry of Defense Organizing Act (2008), Section 19, Volume 125, Part 26 Kor, dated Feb. 1, 2008.

Bass, B.M., & Avolio, B.J., 1994, Improving organizational effectiveness through transformational leadership, Newbery Park, CA: Sage.

Keller, T. & Dansereau, F. (1995, February). "Leadership and Empowerment: A Social Exchange Perspective," Human Relations. 48(2) : 127-146.

Koontz, H. D. (1972). Principle of Management. New York: Mc Graw- Hill.

Krejcie, R. V., & Morgan, D. M. (1970). Determining sample size for research activities. Educational and Psychological Measurement. 30 (3): 607-610.

House R. J. and Howell J.M. (1992, May-August). "Personality and charismatic leadership." Leadership Quarterly, 3,2, 81-108.

Hocker S.M. & Trofino J. (2003). Transformational leadership: development of a Model of nursing case management by the army nurse corpse Nursing case management, 8(5), 208-213.

Meyer, J. P. & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. Sage Publications.

Mowday, R. T., Porter, L. W. & Steers, R. W. (1982). Employee - Organizational Linkage:

The psychology of Commitment Absenteeism and Turnover. New York: Academic Press.

