

**INFLUENCE OF ELEMENTS OF ORGANIZATIONAL
CULTURE ON LECTURERS' JOB COMMITMENT IN
UNIVERSITY OF NAIROBI AND SOUTH EASTERN
KENYA UNIVERSITY**

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Educational Administration

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DECLARATION

This thesis is my original work and has not been presented for award of a degree in any university.



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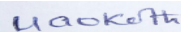
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DEDICATION

I dedicate this study to my dear husband Joshua Mutiso Kioko, for his spiritual, moral and financial support, companionship and warmth and to my

daughters Faith and Charity and my son Emmanuel for their understanding and support during the study period.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BPO	Business Process Outsourcing
CUE	Commission of University Education
CSR	Corporate Social Responsibility
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SEKU	South Eastern Kenya University
SEM	Structural Equation Modeling
UON	University of Nairobi
WPLJCQ	Welfare Packages and Lecturers' Job Commitment Questionnaire
OAU	Obafemi Awolowo University
UNISOUN	Osun State University

ABSTRACT

The purpose of the study was to investigate the influence of elements of organizational Culture on Lecturers' Job commitment in University of Nairobi and South Eastern Kenya University. Specifically, the study sought to examine the influence of goal-oriented culture, organizational values, organizational justice and organizational beliefs on lecturers' job commitment in University of Nairobi and South Eastern Kenya University. The study was based on the equity theory of motivation. The study employed descriptive survey research design. The study targeted 56191 participants. The target population comprised of 1,845 lecturers; 1,645 in University of Nairobi (UoN) and 200 in South Eastern Kenya University (SEKU); Deans of Faculties in University of Nairobi (UoN) and South Eastern Kenya University (SEKU) and 54,326 students; 48,326 in UON and 6000 in SEKU. The sample size for the study was 377 who included the 134 lecturers, 20 Deans and 223 students selected using proportionate stratified random sampling technique. The study tested for validity and reliability of the research instruments. The primary data was collected using different questionnaires administered to each category of respondents including Deans, lecturers and students. Data analysis was done using Statistical Package for Social Sciences (SPSS Version 25.0). Quantitative data was analyzed using descriptive statistics and inferential statistics such as correlation and regression analysis. The findings for quantitative data were presented in tables. The qualitative data from open-ended questions was analyzed using content analysis. The findings from qualitative data collected from open ended questions were presented in narratives. The study found goal-oriented culture has a positive and significant influence on lecturers' job commitment ($B=0.618$; $p=0.000$). The study established that organizational values have a positive and significant influence on lecturers' job commitment ($B=0.973$; $p=0.000$). The study found organizational justice has a positive and significant influence on lecturers' job commitment ($B=0.756$; $p=0.000$). The study revealed that organizational beliefs have a positive and significant influence on lecturers' job commitment ($B=0.644$; $p=0.000$). The study concluded that goal-oriented culture had the greatest association with lecturers' job commitment in University of Nairobi and South Eastern Kenya University followed by organizational beliefs then organizational justice while organizational values had the association with lecturers' job commitment in University of Nairobi and South Eastern Kenya University. The study recommends that administrations of University of Nairobi and SEKU should formulate policies that ensure university set goals matches the lecturers' goals.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Education is the backbone of any country. Higher Education plays a central role in the growth of a nation's economy. Higher Education Institutions are focusing towards motivating and retaining committed lecturers in their system. The main determinant of organizational existence is organizational commitment especially in education, health and management fields (Muhammet, 2017; Razzaq, Shujahat, Hussain, Nawaz, Wang, Ali, & Tehseen, 2018; Borkowski & Meese, 2020). Job commitment of employees to a large extent gives direction to the attainment of desired objectives in an organization. The university system for instance, might achieve its goals when lecturers are highly committed to their duties (Cahyono, Novitasari, Sihotang, Aman, Fahlevi, Nadeak, & Purwanto, 2020; Onukwu, 2021). Existence of social entity or organizations are mainly sustained by their human resources (Munyengabe, Haiyan, Yiyi & Jiefei, 2017). Motivation of employees when maintained always leads to successful organizations. Lecturers perform tasks such as teaching, research and administration thus it becomes necessary to consider their motivation. Nevertheless, intrinsically motivated lecturers may be engaged even when there is a level of burnout (Munyengabe, Haiyan, & Yiyi, 2017; Chukwuedo, 2020).

In higher education, creating favorable internal organizational conditions, with a particular emphasis on organizational culture, is crucial for fostering satisfaction among both employees and lecturers (Pucciarelli & Kaplan, 2016; Jufrizen, 2018). Organizational culture is defined as the fundamental

assumptions about the world and the values that guide existence in organizations (Di Stefano, Scrima, & Parry, 2019; Alharbi, & Abdelrahim, 2018). To elaborate further, organizational culture is described as the commonly held fundamental beliefs, values, and assumptions that distinguish a particular environment and are imparted to new members as the correct way of thinking and feeling (Acquah, Sarkodie, Baffoe, Lennox, Amon & Nunoo, 2020). This is conveyed through the anecdotes and narratives that people share about how the organization evolved and resolved issues related to internal harmony and external adjustment (Allison, 2019; Isensee, Teuteberg, Griese, & Topi, 2020).

A conducive organizational culture is one where the members of the organization come together to determine shared values, norms, and beliefs so as to attain the goals of the organizations (Inanlou & Ahn, 2017; Adam, Nurdin, Djalil & Septianto, 2020; Leodevina & Batugal, 2019; Jigjiddorj, Zanabazar, Jambal & Semjid, 2021). Such a culture ensures that both employees and lecturers have access to sufficient work-related resources. If the organizational culture of tertiary institutions provides support for aspects of work that meet the needs, expectations, and interests of staff and lecturers, then it is possible for lecturers to demonstrate job commitment as functional employees (Lesley, 2018; Kaplan & Haenlein, 2016). Hence, when the culture of an organization, whether it is a business or educational institution, aligns with the ambitions of its members, they perceive it as favorable. This creates an environment that stimulates the interests, attitudes, and actions of the members towards achieving the organizational objectives. A culture that is

conducive and supportive also fosters a high level of eagerness among the members to take part in fulfilling the organization's goals. The organization culture has been linked to commitment of workers in the organization (Yusuf, 2020; Syakur, Susilo, Wike, & Ahmadi, 2020).

Organizational commitment is a component of employee dedication, encompassing work commitment, career commitment, and allegiance to the organization. Moreover, heightened organizational commitment has the potential to enhance overall productivity (Kidron 2017; Ahmed, 2019; Al-Haroon & Al-Qahtani, 2020). Only when every employee is dedicated to the organization's goals performs at their best (Onukwu, 2021). Organizations with higher organizational engagement levels perform better than other organizations in Turkey, and expend fewer organizational resources on processes such as discipline and staff recruitment (Yildirim, Acar, Bayraktar & Akova, 2016). Ellinas, Allan and Johansson (2017) in their study of culture in United Kingdom argue that, most research primarily centers on the adoption of new beliefs within the framework of embracing cultural beliefs, examining either the influence of peer pressure (social dynamics) or the enhancement of cognitive coherence (cognitive factors).

One of the professions that need high commitment is lecturing. Lecturing workload is different from other jobs as it involves navigating from one lecture hall to another and involves a lot of research hence requires commitment in teaching their students (Karadag, 2015; Onukwu, 2021; Sokal, Trudel & Babb, 2021). At the utmost tier, the effectiveness of employees

correlates directly with their dedication to the organization (Yildirim & Zehir, 2015). Culture is socially learned and transmitted by members. How well an employee fits into the organizational context are essentially determined by culture (Orindah, 2014; Nikpour, 2017; Hogan & Coote, 2014; Harwiki, 2016). Social groups such as national, ethnic and organizational comprised of shared cultural values, customs, traditions, rituals, behaviors and beliefs. These beliefs have been established to have an effect on lecturer's commitment (Khan & Law, 2018).

Employees play the main role in organization social constructs. Attaining the organization goals according to the study rather than individual goals set and operation of the organization depend on the availability of staff who strictly adheres to the culture of the institution and who internalize the goals and targets of the institution as their own goals (Staniok, 2014; Odor, 2018). An organization's culture refers to the collective set of values, beliefs, and actions that create a distinct social and psychological atmosphere within the organization. It serves as a guiding force for behavior and influences the organization's decision-making process, essentially acting as the "glue" that holds everything together (Saha, & Kumar, 2018; Akpa, Asikhia, & Nneji, 2021). Organizational culture is strengthened through visible objects, like symbols, narratives, notable figures, ceremonies, and routines that serve as a reminder to individuals about the values and principles that the organization represents (Driskill, 2018; Bayanova, Vodenko, & Vasbieva, 2019). There are various aspects of organization culture that the study focuses on including

goal-oriented culture, organizational values organizational justice and organizational beliefs.

Values play intricate role in goal setting (Staniok, 2014; Al-Jabari & Ghazzawi, 2019). Individuals' affective attachment to their organisations is based on identification with the organization and internalization of goals and values held by the personalities and the establishment (Kidron, 2017; Ahmad, 2018). Values are the things that you believe are fundamentally important in the way people live. Values drive people actions and motivate personal goals (Ariel, Sagiv & Roccas, 2019). Values exist at various levels, defining what employees consider as right, worthy and desirable (Bourne, Jenkins & Parry, 2019; Arieli, Sagiv & Roccas, 2020). Vision factor values are organizational values that promote innovation, and sincerity to change which encourage ideas and personal initiatives based on the freedom to think and act independently (Ariel, Sagiv, & Roccas, 2019; Cameron, Quinn, DeGraff & Thakor, 2022). Abubakar, Yusuf and Olohundare (2020) in their study on job commitment among lecturers and quality goal attainment in Nigeria indicated that attaining organizational objectives could prove challenging unless employees demonstrate a strong dedication to their work.

In a goal-oriented culture, employees are mainly driven to attain specific internal objectives or outcomes, even if they entail significant risks; individuals associate themselves with the what (Bhatt, 2020; Warter, 2019; Junça-Silva & Coelho, 2022). Employees who work in a culture that values achieving goals are typically focused on what needs to be accomplished, are

open to experimenting with novel methods, and may take occasional risks (Jigjiddorj, Zhanabazar, Jambal & Semjid, 2021; Zhou, 2021). As per Lin (2015), goal orientation is an inherent quality influencing work behavior, attitude, and job commitment, characterized by an individual's perception, understanding, and responsive engagement with an environment conducive to achieving their objectives. Goals direct individuals' attention toward actions that are relevant to achieving the desired outcome, and establish a structure for understanding and responding to associated events and consequences (Şahin-Kazazoğlu, Özçelik & Burnaz, 2019; Bhatt, 2020).

Organizational justice is observed in four constructs as distributive, procedural, interpersonal and informational justice (Gulluce, Ozer & Erkilic, 2015; Şafı, Iqbal, Shahzad, & Unterhitzberger, 2021). Distributive justice principles are designed and assessed according to their effect to the welfare of society on either its maximization or distribution (Lamont, Julian & Favour, 2017). Reasonable procedures inspire loyalty to one's group, legitimize authority of leaders, and guarantee deliberate compliance with the rules (Maiese, Burgess, & Cash, 2020; Malla, & Malla, 2022). In their study on whether interactional justice at work is linked to absenteeism in work in Swedish working population, Leineweber, Bernhard-Oettel, Peristera, Eib, Nyberg and Wasteland (2017) underlined the importance of treating employees fairly regardless of perceived job insecurity is crucial for maintaining a robust workforce and reducing the number of workdays lost to illness.

Organizational beliefs encompass the accepted assumptions and convictions about concepts, events, individuals, and elements within an organization, held to be true by either an individual or a collective group (Cheung, Goldberg, King, & Magley, 2018; Ng, & Sears, 2020). Yusuf (2019) argues that most organizations adhere to a set of principles that articulate the desired attributes within their culture, such as integrity, collaboration, customer orientation, responsibility, innovation, and similar values. Once formed, the organizations use the beliefs to direct their future actions. Beliefs gain significant power when we convince ourselves that they represent objective truths rather than mere opinions. Similarly, every organization is propelled by a set of convictions that wield a far greater impact on its success than any formal documentation (Runehov & Seitz, 2017; Gronow, Brockhaus, Di Gregorio, Karimo & Ylä-Anttila, 2021). The invisible manual comprises the beliefs that individuals use to characterize their workplace experiences, encompassing descriptions of the work environment, historical practices, and the communicated values considered significant within an organization (Howlett & Paulus, 2015; Guldenmund, 2018).

Globally, organizational culture has been established to affect the commitment of employees in various organizations (Soomro & Shah, 2019; Syakur, Susilo, Wike & Ahmadi, 2020; Paais & Pattiruhu, 2020). In Korea, Inanlou and Ahn (2017) established that positive correlation between organizational commitment and organizational culture is linked to different factors including improved communication between managers and employees, establishment of trust, and recognition of innovative ideas from manager. Though the study did

not highlight all the organizational culture elements that are related to job commitment and was not done in education sector. In Indonesia, Yusuf (2020) established that the positive effect of organizational culture on commitment towards organizations is evident, particularly in tertiary institutions. A favorable and supportive organizational culture within these institutions empowers members to develop and uphold qualities such as integrity, competence, consistency, and loyalty towards the organization. This condition can occur due to the presence of a favorable organizational atmosphere that motivates individuals within the organization to exhibit constructive principles, including trust-related values like honesty, skillfulness, reliability, and devotion (Yusuf, 2020).

In Jordan, Sarhan, Harb, Shrafat and Alhusban (2020) argued that the anticipated aspects of commitment were bureaucratic and supportive cultures, whereas commitment's unpredictable dimension was identified as innovative culture. Employees working in innovative environments tend to show lower levels of commitment to their organizations (Sarhan, *et al.*, 2020). In India, Sabri, Ilyas and Amjad (2015) established that promoting employees' affective commitment is most significantly influenced by elements of organizational culture tied to training, transparent feedback, leaders' responsiveness to learning needs, and the support for employees undertaking initiatives and calculated risks.

In Africa, there are various studies that have linked the organizational culture to job commitment. For instance, in Ethiopia, Bizuneh (2016) established that

the capacity of workers to internalize and align themselves with an organizational mission plays a role in fostering the commitment of workers to the organization, spanning both short-term and long-term durations. If an organization can adjust to changing situations, its workers are more likely to be committed to it. Therefore, workers think that the organization's capability to address the needs of internal clients, regardless of their department, influences their level of commitment. In Ghana, Acquah, *et al.*, (2020) asserts that various aspects of organizational culture such as trainings and developments; rewards and recognitions; team works and organizational communications had a substantial association with employee commitment at the organizations.

In Kenya, job commitment of employees to a large extent gives direction to the attainment of desired objectives in most organizations including higher learning institutions (Korir & Kipkebut, 2016; Mabaso & Dlamini, 2018; Aziz, Othman, Gardi, Ahmed, Sabir, Ismael & Anwar, 2021). The university system for instance, might achieve its goals when lecturers are highly committed to their duties. The role of a university lecturer is mainly to teach, carry out relevant research and then be involved in community service (Sutoro, 2021; Wahyudi, 2022). However, the rising enrollment of students, inadequacies in teaching and learning facilities and lack of sufficient funds for research in public universities affect their ability to offer quality education (Mutisya & Makokha, 2016; Nzoka, 2015; Munene, 2016). Inadequate and poorly trained academic staff due to inadequate funding affects Kenyan public Universities (Munene, 2016; Aduda, 2018). Low wages for academic staff, the

underrating of faculty and un-conducive working environment has resulted to brain drain of qualified faculty staff (Munene 2016; Aduda, 2018; Adoyo, Ombito & Langat, 2020). Political interference has led to management interference in Kenyan public universities (Nyangau, 2014).

According to Orindah (2014), the extent that workers are dedicated to their work can be strengthened by a positive organizational culture, which is often reflected in employees' emotions of satisfaction, social connectedness, enjoyment, and respect. Korir and Kipkebut (2016) noted that the degree of dedication displayed by employees can be used as an indicator of their inclination to stay with a company. Employee commitment is a reflection of how much employees believe in the organization's vision, mission, and goals and can motivate employees to work towards achieving goals and objectives. There are various organization culture elements which affects the lectures job commitment. Some documented problems in job commitment include failure to attend lectures; use of vague language to students, missing marks for students and lecturers missing faculty meetings. Hence, this study sought to examine the influence of goal-oriented culture, organizational values, organizational justice and organizational beliefs on job commitment among lecturers in University of Nairobi (UON) and South Eastern Kenya University (SEKU).

1.2 Statement of the Problem

In Kenya, the Ministry of Education Science and Technology (MOEST) is tasked with the mandate of training university lecturers (Mukhwana, Oure, Kiptoo, Kande, Njue, Too & Some, 2016). The Commission of University

Education (CUE) which is under MOEST supervise, regulate and assure quality university education through setting standards & guidelines and monitoring compliance to achieve global competitiveness. Universities recruit their lecturers, issue them with commitment letters, induct them, and hold regular academic staff meetings. Despite these efforts shown by the university council and MOEST, reported cases of lecturers not being committed to their work has been on the rise. Some of the reported cases are failure to attend lectures with SEKU having more cases as compared to University of Nairobi (Mbogo, Ndiao, Wambua, Ileri & Ngala, 2020); use of vague language to students, missing marks for students with university of Nairobi having more cases in contrast to SEKU (Amadi & Ondabu, 2023) and lecturers missing faculty meetings (Bett, 2020) among others which raise the question of job commitment among lecturers in Kenyan universities. University funding board provide funding growth and diversification while promoting stewardship and accountability. The main source of financial support for higher education institutions is government funding, which includes both annual recurrent and development grants. The growing demand for university education in Kenya has led to an increased requirement for the expansion of academic staff, the development of new academic programmes, and the enhancement of educational infrastructure (University Act, 2012). In 2017, the government decided to reduce annual funding from Kshs 6.2 billion in 2016 to Kshs 4.5 billion starting July 2017. This leads to staff layoffs which reduces the workforce and with unchanging workload the retained lecturers will be

overloaded. This has led to reduced lecturers' levels of job commitment (Wainaina, 2015; Mbogo, *et al.*, 2020).

These issues raise questions on whether the state of job commitment among lecturers in Kenyan Universities is influenced by elements of organizational culture. In addition, the existing studies have failed to establish how various elements of organizational culture have affected lecturers' job commitment. Hence this motivated the researcher to carry out a study to examine how organizational culture elements on job commitment among Lecturers at UON and SEKU. The choice of the Universities was determined by the fact that there are limited studies that focused on UoN and SEKU. University of Nairobi is the oldest public university in Kenya located in urban set up whereas SEKU is a public university located in a rural setup. In addition, being among the public universities in Kenya with distinct organizational culture its important to establish how veracious elements of organizational culture affects job commitment of lecturers in these universities.

There are various studies that have been conducted in relation to elements of organizational culture on lecturers' job commitment. Some of the studies included Makau (2014) who established that level of commitment exhibited by teachers in the school was linked to the acknowledgment of their efforts and achievements. However, the research was only based on primary schools which is in different setting to universities. The level of lecturers' dissatisfaction has been high as signified by increase in number of lecturers' strikes due to undetermined workload (Kiplangat, 2017). Another study

conducted by Yusuf (2020) established that the significance of the organizational culture in impacting job satisfaction arises from the fact that the organizational culture prevalent in higher education institutions can serve as a way to fulfill the internal desires of lecturers. Though the existing studies linked organizational culture to job commitment, none of the studies have been done focusing on UON and SEKU. In addition, there were methodological gaps as some adopted sequential explanatory design (Ng'ang'a, et al., 2018) and cross section survey design (Wainaina, 2015) which were not applicable in the current research. Hence, this study therefore sought to bridge these gaps by investigating the influence of elements of organizational culture on job commitment of lecturers at UON and SEKU.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of organizational culture on Lecturers' Job commitment in University of Nairobi and South Eastern Kenya University..

1.4 Objectives of the study

To realise the purpose of the study, the study explored the following research objectives:

- i) To examine the extent to which goal-oriented culture influences job commitment among lecturers in University of Nairobi and South Eastern Kenya University..
- ii) To determine the influence of organizational values on job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

- iii) To examine the extent to which organizational justice influences job commitment among lecturers in University of Nairobi and South Eastern Kenya University..
- iv) To determine the extent to which organizational beliefs influence job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

1.5 Research Hypothesis

The study sought to test the following null hypotheses

H₀₁: There is no significant relationship between goal-oriented culture and job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

H₀₂: There is no significant relationship between organizational values and job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

H₀₃: There is no significant relationship between organizational justice and job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

H₀₄: There is no significant relationship between organizational beliefs and job commitment among lecturers in University of Nairobi and South Eastern Kenya University..

1.6 Significance of the study

The results might be used by University's council members, vice chancellors and deputy vice chancellors on how elements of organizational culture influences job commitment among lecturers. This might help in boosting

lecturers' morale and make them embrace positive cultures. The study might be important to vice chancellors of UoN and SEKU in determining how lecturers could be involved in the formulating strategies for increasing their commitment. The research would also be of benefit to policy makers in UoN and SEKU in coming up with appropriate policies to ensure that university culture significantly contribute to job commitment of lecturers.

The study might also assist the Ministry of Education Science and Technology (MOEST) in identifying viable resolutions to challenges impacting the dedication of lecturers within university cultures. This, in turn, could enable the development of more practical initiatives to enhance university cultures and foster greater commitment among lecturers in their professional roles. The Ministry of Education could benefit from this by revamping their development training programs for university management. This would improve their ability to create organizational cultures that promote lecturers' job commitment, by enhancing their management skills.

This research would contribute to the existing literature on how elements of organizational culture impact the job commitment of university lecturers. It aims to expand the knowledge base, enabling academicians and research scholars to address any gaps identified in job commitment among lecturers and to further develop the concepts presented in this study. The study would form a foundation for researchers and scholars in conducting future studies on organizational culture elements influence on lecturers' job commitment in higher education institutions.

1.7 Limitations of the study

Bernard and Bernard (2012) describe study limitations as conditions outside the researcher's control that may limit the study's findings and application to other situations. The research in this study was hampered by the cooperation of certain lecturers. Simultaneously, respondents could withhold certain information for fear of being victimized. Respondents are assured of anonymity and that the information was only used for scholarly purposes, so as to ensure the research validity.

Since the research was conducted at only two universities, the findings were not applicable to all Kenyan universities. Moreover, the study's results were constrained by the participants' willingness to offer precise, impartial, and reliable data. The researcher ensured the data's dependability by verifying its consistency and testing its reliability.

1.8 Delimitation of the study

Delimitation is the act of establishing the boundary of a study. It stipulates how a study can be narrowed in scope (Bernard & Bernard, 2012). As a result of the logistics in reaching all stakeholders, only a fraction of lecturers and deans of schools and students were involved. The study was also limited to UON and SEKU, hence does not capture the much-needed information from other universities. The study delimited itself to establishing how elements of organizational culture influences job commitment among lecturers in UoN and SEKU.

1.9 Basic assumptions of the study

The study was conducted on the basis of the following assumptions:

- i. That all the participants shall give honest opinions to items in the questionnaires and interview guide.
- ii. That element of organizational culture influence job commitment among lectures at UON and SEKU.

1.10 Definition of Significant terms

The following are the significant terms as used in the study

Affective commitment: Refers to the desire to remain affiliated with an organization because of an emotional connection and active participation with that particular organization.

Continuance commitment entails a willingness to stay affiliated with an organization, driven by an understanding of the potential drawbacks of departing and the benefits derived from remaining within a university setting.

Distributive Justice refers to the allocation of results such as wages, social rights, workers aids, and prizes in a fair and equitable manner.

Elements refers to the fundamental components blocks that contribute to the overall culture within an organization.

Goal-oriented refers to the extent that a person in this case a lecturer or organization focuses on tasks and the end results of those tasks.

Influence refers to the power to affect persons or events. In this case the power determine needs and means by which goal-oriented culture, organization values, teamwork and communication network affect lecturers' job commitment in Kenyan universities.

Job commitment refers to the sense of obligation that a lecturer holds toward the mission and objectives of an institution. It also signifies the extent of the emotional connection between the lecturer and the institution.

Normative commitment refers to the willingness to continue being a member of an organization based on a sense of duty, where the belief is that staying is the correct and ethical choice.

Organizational beliefs are the accepted notions and strong convictions about concepts, events, individuals, and elements within a company, held to be true by either an individual or a collective group.

Organizational culture pertains to the values and behaviors that collectively shape the distinctive social and psychological atmosphere in University of Nairobi and South Eastern Kenya University.

Organizational justice refers to employees' perception of fairness in workplace procedures, interactions, and consequences.

Organizational values are abstract ideas (Humanity, vision and bottom-line) that guide organizational thinking and actions.

Performance evaluation and interactional justice refers to the integrity of executives when dealing with employees, acknowledging their worth, treating them with regard, and keeping them informed throughout the management procedures.

Procedural justice refers to how equitable the policies and procedures are in terms of deciding and assessing various factors such as salaries, working environments, promotions, and financial prospects.

1.11 Organization of the study

This has five chapters. The first provides details on background to the study, issues of concern, why do the study, focus of the study, research questions, significance, delimitation, limitation and assumptions of the research, definition of significant terms and research organization. Chapter two reviews literature on concept of organizational culture, its elements and employee commitment, influence of goal-oriented culture on job commitment among lecturers, influence of organizational values on lecturers' job commitment, influence of organizational justice on lecturers' job commitment, influence of organizational beliefs on lecturers' job commitment, literature summary review, theoretical and conceptual frameworks. Chapter three focuses on research designs, targeted population, sample size and sampling procedure, research instruments, validity of instrument, reliability of instrument, procedures for collecting data, methods for analysing data and research ethics. Chapter four consists of data analysis, interpretation and discussion of findings. Chapter five consists of summary conclusions, recommendations, and suggestions for further research.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

The chapter highlights the literature that is linked to the research anchored on organizational culture and job commitment of lecturers in the world, Africa and Kenya. This helps in highlighting the existing contextual, conceptual and methodological gaps in studies conducted in different countries. The chapter presents the literature on job commitment, goal-oriented culture, organizational values, organizational justice and organizational beliefs. Finally, the chapter presents summary review of related literature, theoretical and conceptual frameworks.

2.2 Concept of Job Commitment

Job commitment is characterized by employees feeling a sense of loyalty to their organization and aligning themselves with the goals and objectives of the company. Anitha (2016) argues that job commitment refers to the sense of obligation and dedication that a worker has towards an organization's mission and objectives. When someone possesses job commitment, they are inclined to carry out duties and obligations that contribute to the accomplishment of the entity's goals. The commitment of the employee towards the organization determines its success (Purwanto, Purba Bernarto & Sijabat, 2021). According to Adnan (2018) job commitment is measured depending on the goals achieved by the employees, if the employees are committed to their organization, they are willing to achieve the organizational goals, mission and objectives.

Job commitment plays a crucial role in enabling an organization to achieve its objectives and remain aligned with its vision (Dalkrani & Dimitriadis, 2018). If the employees lack motivation, an organization stands at risk of forfeiting everything it has accrued over time, including both its reputation and market standing. Lambert, Minor, Wells and Hogan (2016) argue that committed workers contribute extra benefits to the company, such as their persistence, proactive assistance, comparatively high efficiency, and recognition of quality. Workers who demonstrate dedication to their job are less inclined to take sick days or resign from the company. When employees are committed to the organization, they exhibit improved performance, outshining their colleagues. This commitment contributes to the organization's competitive advantage, resulting in increased profitability (Berberoglu, 2018).

According to Jaworski, Ravichandran, Karpinski and Singh (2018), organizational commitment was utilized to comprehend the strength and longevity of an employee's loyalty to a company. However, Sharma, Kong and Kingshott (2016) argued that commitment to an organization is the mutual exchange between employees and their respective organizations, which has a structural nature. Adnan (2018) states that if a person has a positive attitude towards their organization, they are more likely to accept the organization's goals and be motivated to put in more effort. Furthermore, if the person is strongly committed, they will feel a personal investment in their work and view it as their own rather than just working for others (Purwanto, *et al.*, 2021).

Job commitment goes further than simple compliance. Emotional connection with the company is a crucial factor that affects the competitiveness of the organization (Pradhan & Pradhan, 2015). Hanaysha (2016) asserts that When employees are immersed in a culture that emphasizes dedication, they are willing to put in more time and effort and use more creativity to address any issues that may arise. Supervising employees becomes simpler when you have a dedicated team of workers who are self-motivated and capable of functioning independently without relying on directives or managerial oversight. These employees align their work with the organization's goals, earn the trust of their superiors, and have the authority to make decisions (Salleh, Zahari, Said & Ali, 2016).

Organizational engagement, according to Harun and Hasmil (2017), is a complex concept comprised of three elements: affective, continuance, and normative. Affective commitment involves the emotional attachment, feeling of inclusion, and enthusiastic involvement that an employee feels toward their organization. It is characterized as an individual's emotional bond with a company (Demirtas & Akdogan, 2015). Affective loyalty seems to be a more accurate predictor of important organizational results like turnover, absenteeism, and organizational citizenship behaviors compared to conceptualized behavioral or transactional models of organizational commitment (Staniok, 2014). As per Xiong, Lin and Wang (2016), affective commitment occurs when an employee senses alignment between their personal values and priorities and the company's mission, fostering a sense of belonging within the organization.

Affective commitment transforms workers into excellent advocates for the brand, inspiring them to give their utmost effort. A study conducted by Mercurio (2015) on affective commitment as a key component of commitment to an organization established that affective commitment appears to function as the foundational and conceptual underpinning for theories related to organizational commitment. The study also established that affective commitment, which was seen as the fundamental aspect of organizational commitment, has a greater impact on work behaviors compared to other forms of commitment.

Another component of job commitment is continuance commitment. This refers to the extent to which employees perceive a need to remain associated with a particular organization or another designated entity (San-Martín, *et al.*, 2020). Continuity dedication refers to one's understanding of the costs of quitting the current organization. If an employee experiences a sustained commitment, they express a desire to remain with the organization for an extended duration. This inclination stems from the belief that they should stay due to the substantial energy they have already invested and the emotional and mental attachment they have developed towards the organization. The continuance commitment is rooted in the perceived benefits the employee has accrued during their tenure with the institution (Tutei, 2017). There are multiple factors that contribute to an workers' ability to stay employed in a firm, which may include having good relationships with colleagues, receiving benefits, having stable personal finances, and possessing specific job skills that are valuable to the organization (Emmanuel, Ebenezer & Phinihas, 2015).

In continuance commitment the employees have a clear understanding of the real expenses involved before deciding to depart from the company (Martin-Perez & Martin-Cruz, 2015). Ideally, individuals who possess strong ongoing commitment to the institution will exert effort to contribute towards achieving entities goals and objectives. They view themselves as integral contributors to the organization (Tutei, 2017; Imran, Allil & Mahmoud, 2017). Increased engagement of workers in attaining the goals and aspirations of the organization was facilitated by enhancing their job performance, and the continuity of their commitment proved pivotal in elevating the productivity of the employees. A study conducted by Gilbert and Konya (2020) on continuance commitment and performance of companies in manufacturing sector of Nigeria, found that continuance commitment is a significant predictor of performance of companies in manufacturing sector..

Finally, normative commitment refers to a sense of accountability to an institution anchored on one's personal beliefs and norms (McCormick & Donohue, 2019). It also refers to the degree of dedication that an employee experiences, where they feel a sense of duty to remain with the organization, believing that staying is the appropriate course of action. Employees who have a normative loyalty to the company stay in the organization solely since they feel they should (Rasdi & Tangaraja, 2020). Masud, *et al.*, (2018) asserts that normative commitment is a measure of the degree to which an employee's beliefs align with the fundamental values of an entity.

Normative commitment is influenced by many factors like relationship, religion, among others and therefore, with regards to an individual's dedication to the organization, they experience a sense of ethical responsibility towards it (Folorunso, Adewale, & Abodunde, 2014). Normative commitment refers to an employee's belief that they have a duty to remain with an organization and work towards its goals because of a sense of loyalty. When an organization is dedicated to and supportive of its employees, they are more inclined to respond by demonstrating a greater degree of normative commitment (McCormick & Donohue, 2019).

Normative commitment involves a sense of commitment rooted in a perceived obligation to the organization, often deeply ingrained in the norms of reciprocity. Rafiei, Amini, and Foroozandeh (2014) observed that individuals with elevated normative commitment sense a duty to stay with their organization. Normative commitment refers to workers choosing to remain in a company because they believe they should. Consequently, normative commitment is rooted in a sense of obligation, measured by an worker's perception that they are obligated to remain in the organization. Yucel, McMillan and Richard (2014) opined that normative commitment increases when an employee feels a sense of duty or responsibility to the organization, and this determines the degree of alignment between their personal values and beliefs and the organization's fundamental values.

According to Khan, Bashir, Nasim and Ahmad (2021), the elements of commitment are not separate from each other, meaning that an employee have

a sense of commitment to the organization emotionally, morally, and in terms of continuity, either in different proportions or all at once. Additionally, an employee's level of commitment may vary over time, resulting in a commitment profile that displays high or low levels of all three mindsets. According to Meyer (2016), people who sense an imbalance in a relationship may alter their behavior by either increasing or decreasing their contributions to restore a sense of balance. In other words, a person who believes that their loyalty to the company is not being sufficiently returned may decrease their own level of loyalty to remedy the perceived unfairness (Abdelmoula, 2021; Shrivastava, 2018). This study will specifically focus on job commitment of lecturers which is assessed by their commitment to achieve goals and their willingness to continue working at the same university among other indicators.

2.3 Goal-Oriented Culture and Lecturers' Job Commitment

Goal orientation first emerged in 1964 when researchers were interested in understanding how individuals learn (Pietersen, 2016; Humborstad, Nerstad & Dysvik, 2014). Objectives represent the achievements an individual seeks to attain. Being goal-oriented entails being driven by a distinct vision, mission, objective, or aspiration (Kaplan, & Maehr, 2007; Lim, 2022). People participate in actions perceived to contribute to achieving objectives. In a culture centered around goals, workers concentrate on reaching specific internal targets or results, even in the face of considerable risks. In a culture that prioritizes goals, individuals see themselves as avoiding risks and exerting minimal effort in their jobs, and their workdays tend to be monotonous. As individuals strive for various objectives, including academic and social

aspirations, the selection of goals and the extent of one's commitment to achieving them significantly impact their motivation to engage in learning (Pietersen, 2016; Habib, Aslam, Hussain, Yasmeen & Ibrahim, 2014). Since then, various researches have been undertaken by various researchers. Staniok (2014) suggested that depending on task at hand individuals have goals as certain orientation either performance goal orientation or learning goal orientation.

Organizational commitment is employed to gauge the strength and steadfastness of an employee's allegiance to a company (Pietersen, 2016). When someone has a positive attitude towards an organization, they are more likely to embrace the organization's objectives and will be more inclined to invest greater effort into the organization (Tian & Huebner, 2017; Cai & Wen, 2018). The relationship between an individual's performance-approach goal orientation and knowledge hiding as well are influenced by leadership style (Tsai & Li, 2020). Performance objectives emphasize the desire for external incentives from outside sources, while learning goals encourage individuals to enhance their skills and excel in the tasks they undertake (Chakrabati, Barnes, Pitt, Berthon, & Monkhouse, 2014; Vandewalle, Nerstad & Dysvik, 2019).

Employees' goals are affected by the existing culture in the organization they are engaged in. Individuals from East Asian cultures exhibit a self that is particularly attuned to context, characterized by variations in the perception of self-dependency on different situations (Tian & Huebner, 2017). Mastery-oriented individuals are motivated to enhance their skills and overcome

challenges, while those who aim for performance are driven to prove their competence in comparison to others and seek approval and positive feedback from them (Wolgast, & Fischer, 2017). Goal-oriented behaviors arise from individuals' readiness to engage in particular actions (Tsai & Li, 2020; Mueller & Straatmann, 2014).

Good organizational culture fosters a sense of dedication within the organization's members and align personal objectives with the overall goals of the organization, while also promoting collaboration and cooperation among employees (Yanti & Dahlan, 2017). This means that a favorable organizational culture creates a sense of dedication among organization members, leading them to work together towards achieving the establishment's objectives. Goals direct individuals' focus towards actions that are pertinent to the goal and establish a framework for understanding and responding to events and outcomes associated with that goal (Polychroniou & Trivellas, 2018).

Goal orientations are a manifestation of how individuals perceive and respond to various situations. Those with mastery goals typically hold the conviction that their skills can be honed and enhanced. They also tend to show interest in taking on challenging tasks as an opportunity to learn and develop new skills. On the other hand, in a culture centered around achieving goals, employees prioritize attaining specific internal goals or outcomes, even if it means embracing substantial risks. In this culture, people tend to identify more with the end goal rather than the process of achieving it (Huang, & Luthans, 2015; Warter, 2019). In a culture that places high value on means, individuals tend to

view themselves as taking minimal risks and putting in limited effort at work, resulting in monotonous daily routines. Conversely, in a culture that prioritizes goals, employees are focused on achieving specific internal objectives or outcomes, even if this entails significant risks (Farinha, 2018).

The objectives of an organization have a substantial effect on its levels of engagement. This, in turn, enhances its commitment to achieving its goals, provided the objectives are well thought out and effectively executed. The process begins with setting clear goals, and if employees are motivated by the goal-setting process, it should be aligned with the available resources and solutions to accomplish the specific task, ultimately strengthening organizational commitment (Wolgast & Fischer, 2017; Krajcsák, 2018). Setting goals is crucial for enhancing productivity because failure to align with or achieve them adversely affected performance (Jigjiddorj, Zanabazar, Jambal, & Semjid, 2021)

A study conducted by Staniok (2014) on goal prioritization and commitment in public entities used multilevel data from two electronic surveys from teachers. The research indicated that the relationship between principals' prioritization of goals and teachers' commitment to those goals is influenced by the presence of goal conflict. In particular, the analysis indicates that while there is no autonomous and substantial connection between the prioritization of goals by principals and the commitment of teachers to those goals, the presence of goal conflict significantly undermines this relationship. The results thus suggest that presence of conflicting goals is a significant contextual factor

that impacts how managers prioritize their goals and how committed employees are to achieving those goals.

Another study was conducted by Lee, Tan and Javalgi (2015) on goal orientation and commitment to organizations influences on job performance. The objective of this research was to examine how employees' job attitudes and performance in a hospital are associated with their goal orientation and commitment to organizations. The research employed an internet-based questionnaire to gather information from 497 staff members working in hospitals. The investigation found that while having a mastery goal is connected to all three aspects of organizational loyalty, a performance goal is only associated with emotional loyalty. Even though emotional and normative loyalty both impact job satisfaction, only emotional loyalty is connected to how well employees perform their jobs.

Furthermore, the impact of organizational culture on employee commitment in Korean companies was investigated by Inanlou and Ahn (2017). Drawing on data from the 2011 national employer survey conducted by the Korean government, their research revealed a positive connection between organizational commitment and organizational culture. To elaborate, organizational culture was characterized by improved communication between superiors and subordinates, trust, and the acknowledgment of innovation by superiors. The study showed that when staff members experience a sense of belonging to the company, this feeling of identification helps to cultivate a strong level of dedication and creativity. The research found that

organizational culture plays a crucial role in improving employee motivation and fostering commitment by encouraging their participation in human resource development (HRD) training programs. The study concluded that organizational culture especially goal-oriented culture enhances commitment of employees in Korean firms.

In addition, Ali, Zengtian, Amoah and Grace (2021) looked at how training and goal setting affected employee commitment in Pakistani banks. The research purpose was to examine how employee commitment in the banks of Pakistan is impacted by training and goal-setting. The researchers gathered data using a questionnaire that employed a Likert scale, and then analyzed the data using the SPSS. The results showed that in the banking industry of Hyderabad, Pakistan, engaging in training programs and setting goals increases employees' commitment and involvement. The degree of commitment impacts how much importance an employee places on their job and, consequently, how frequently they utilize their skills and abilities to attain organizational objectives.

Further, Dwivedi, Kaushik and Luxmi (2019) examined how organizational culture impacted the commitment of employees in Indian BPO sector. This research aimed to establish the differences in organizational culture and employee commitment levels among various employee groups in the BPO sector. Additionally, the study explores the association amongst the organizational culture and commitment. The study was carried out in 15 BPO units located in India. The sample covered three strata of BPO units based on

the number of employees, and employees at all levels, including top, middle, and lower levels, were included in the study. The results showed that workers in small BPOs have a slightly better perception of their company culture than those in medium or large BPOs. Additionally, employees in smaller BPOs are significantly more committed to their work than those in medium or large BPOs. These findings suggest that a positive organizational culture has a substantial impact on commitment of workers. The study also established that commitment is particularly influenced by all aspects of organizational culture. However, the study did not find a substantial association amongst autonomy and openness and employee commitment. Overall, the results suggest that developing a strategy that positively impacts employee commitment is essential for organizational success.

A study by Neroni, Meijs, Leontjevas, Kirschner and De Groot (2018) sought to establish how goal orientation affected academic performance in distance education among adults. A group of 1128 distance learning students, ranging in age from 18 to 75, participated in an online survey. Their examination scores were obtained from the records of the Open University of the Netherlands (OUNL). The findings from a mixed model regression analysis revealed that a positive predictor of academic performance was performance approach goal orientation. Conversely, performance avoidance and work avoidance were identified as negative predictors of academic performance. The study could not be applicable in the current research as it focused on academic performance which is a different concept in contrast to job commitment among lecturers.

Additionally, Sittar and Munawar (2019) explored how the achievement goal orientation of university educators correlates with their qualifications in terms of work engagement and organizational commitment. The research found a direct connection between individuals' well-being, adaptations, goals, academic achievement, and achievement orientations. Importantly, the study highlighted a significant association between organizational commitment and achievement goal orientation. Also, Muazzam and Tiwana (2015) studied how goal setting impacted organizational commitment of workers. It was established the setting smart goals has noticeable effect on commitment of workers to organization. The research also found that employees demonstrate increased effort in attaining company goals when they possess a clear understanding of the organization's objectives and targets. Likewise, the connection between individuals understanding their personal goals and aligning them with the company's objectives influences their motivation to remain with and have a positive perception of the organization where they are employed.

Another study conducted by Suradi (2019) concentrated on how organizational commitment is influenced by organizational culture among participants at the leadership education and training level IV within the Ministry of Finance. The aim of the study was to examine how organizational culture impacts organizational commitment, which was measured through three categories: affective commitment, continuance commitment, and normative commitment. The study included 130 individuals from the fourth echelon of officials who were attending the Ministry of Finance's Leadership

Education and Training Level IV. The sampling technique used was saturated, which means all members of the population for research. The research used a causality model for exploring the association and effect amongst the variables. In order to examine the suggested hypothesis, SEM (Structural Equation Models) analysis methods were employed. The statistical results reveal a substantial and positive connection between organizational culture and organizational commitment. This is supported by the observation that the p-value of 0.07, which is greater than 0.05, and an estimated value of 0.75 both indicate a favorable outcome. This implies that enhancing the organization's culture is likely to positively influence the level of commitment to organizations.

Further, Acquah, *et al.*, (2020) studied how organizational culture influenced commitment of employees in environmental protection agency in Ghana. The research revealed that indeed organizational culture has effect on employee commitment at Environmental Protection Agency. It was found that there were associations amongst cultural customs within a company and the level of dedication displayed by its employees. Accordingly, it is significant for management to promote a robust culture so as to retain committed personnel and ultimately decrease high turnover rates. The study established that goal-oriented culture makes employees' ability to identify with the organizations mission, level of confidence and external motivation.

In Kenya, Makau (2014) studied how organizational culture on job commitment of teachers in Kenya. The research was conducted using a co-

relational design and involved 143 teachers as the study sample. Surveys were utilized for collecting data, and the results indicated a positive association amongst teachers' participation in decision-making and their job commitment, with a coefficient of 0.68. Additionally, there was a strong positive correlation (0.69) between work recognitions and job commitment among teachers. The research also indicated a robust positive association (with a correlation coefficient of 0.75) between the support offered by school principals and the job commitment of teachers. The two variables were found to have a strong correlation of 0.58, suggesting a positive relationship. The study's findings suggest that providing monetary incentives had an impact on teachers' job commitment, and it was concluded that headteachers did not provide enough money for authorized duties. Based on these results and conclusions, the research proposes that the school administration should adopt initiatives to inspire teachers and deter them from departing for rival schools.

Research by Ng'ang'a, Mwaura and Dinga (2018) explored the link amongst the attaining goal orientation and performance of students in Kiambu County. The study employed a mixed methods sequential explanatory design, focusing on all Form Three students from the year 2017 in Kiambu County. Gatundu South Sub-County was purposefully selected using sampling methods. The findings indicated that the variations in students' academic achievement could be attributed to their achievement goal orientation. Specifically, it was observed that performance approach was maladaptive in the academic context, whereas mastery approach, mastery avoidance, and performance avoidance were found to be adaptive.

2.4 Organizational Values and Lecturers' Job Commitment

Organizational values are the approved benchmarks that dictate the conduct of individuals within the company. The absence of these values may cause employees to be swayed by their personal beliefs, leading to behavior that is deemed unacceptable by the organization (Ramdhani, Ramdhani & Ainisyifa, 2017). Organizational values are principles that guide an organization thinking and actions in terms of dimensions like Humanity, Vision, and Bottom-Line values. The 'spirit' of organizational values in the work place is enticing, it will help organizations achieve their full potential by encouraging those with similar values to come to work each day (Arieli, Sagiv, & Roccas, 2019). All people who work for the organization understand and share values. Employees have the opportunity to work together and engage in collaborative efforts to ensure that the shared values are impactful in their interactions and influence their job performance (Arieli, *et al.*, 2019).

According to Marinova, Cao and Park (2019), organizational values encompass the guiding principles that convey to employees what holds significance for the organization, shaping both the actions of the organization itself and the conduct of its staff. These values may originate within the organization or be effectively conveyed from an individual level to the organizational level through the behaviors of its employees (Ahmady, Nikooravesh & Mehrpour, 2016; Harrison & Stone, 2018). Organizational values are the beliefs held by members of an organization about what is beneficial for the organization, what should happen within the organization

presently and in the future, and what the organization may require going forward (Malbašić, Rey, & Potočan, 2015).

Organizational values are classified as explicit values and implicit values. Clear-cut values are stated outright and acknowledged, although they may be less influential, whereas underlying values are inward and more influential (Ahmady, *et al.*, 2019). On the other hand, Szydło and Grześ-Bukłaho (2020) categorized values into terminal values and instrumental values. Terminal values refer to the objectives that an individual desires to accomplish, reflecting their personal preferences. Instrumental values, on the other hand, indicate the methods or ways in which one attains these objectives (Szydło & Grześ-Bukłaho, 2020). Organizational values have a major impact on the way work is done in the workplace. If these values are not properly established, approved, and put into action, they are unlikely to affect the practices and behaviors of employees (Loan, 2020).

In order to fulfill its objectives, higher education should enhance the capabilities and skills of its human resources. The commitment to their profession is crucial for enhancing the performance of educators and nurturing their personal values, enabling them to effectively fulfill their responsibilities as professional educators (Abdul 2021). According to Mutuma, Moguche and Mutea (2022), an organization's culture is manifested in measurable objects, beliefs, and basic underlying assumptions. Employees gain a sense of identity as a result of culture, which offers unwritten and sometimes unspoken rules on how to behave in the workplace. Culture also enhances the social system's

stability (Ramdhani, Ramdhani & Ainisyifa, 2017; Arieli, Sagiv, & Roccas, 2019).

Organizational values play a major role in the guidance of organizations (Chai, Hwang & Joo, 2017). Values are present at various tiers, establishing the standards and principles deemed appropriate, valuable, and sought after by individuals, teams, entities, and entire nations (Ariel, Sagiv, & Roccas, 2019; Bourne & Jenkins, 2013). Hanaysha and Tahir (2016) argue that vision values include employee development, initiatives, creativity, loyalty, teamwork, and empowerment. Human values are required goals serving as guiding principle in people's lives, they are also broad and trans-situational. Bottom line values are organizational values which motivate the employees by providing support for employees to balance the work demands and life at home (Karadag, 2015). Individuals frequently find themselves constrained by cultural boundaries, particularly when it comes to gathering the necessary information for decision-making. This, in turn, places restrictions on their preferences and choices (de Campos, & Rueda, 2017).

The values upheld by an organization are crucial in its sustainability, as they guide its members in carrying out their duties both independently and cooperatively and shape the attitudes of individuals within the organization. (Fotaki, Lioukas & Voudouris, 2020; Malik, Awais, Timsal & Qureshi, 2016). Understanding and being aware of an organization's values is now a crucial aspect of achieving success within that organization. Values are not just theoretical concepts but are expressed through the actions, attitudes, and

important decisions of individuals within the organization. Iriqat (2016) argues that the principles and beliefs that an organization holds are very important in influencing how people behave within that organization. This includes the systems and processes that are in place, as well as the incentives that are offered. These values determine how employees communicate and collaborate, how they compete in a positive way, how they complete tasks, work as a team, adhere to policies, and fulfill their roles and responsibilities within the workplace (Biswas & Chakraborty, 2019).

A study by Zhong (2019) explored how corporate social responsibility (CSR) on its employees' commitment to organizations. The aim of this study was to establish the links between CSR and employee loyalty. The researchers distributed 207 surveys to workers in three hotels and then utilized multiple regression analysis for analyzing the data. The findings reveal that the entities' CSR has a negative impact on workers' TI through its effect on their organizational commitment. Specifically, economic CSR and philanthropic CSR harm employees' organizational commitment and TI, and the company's organizational commitment undermines employees' TI. The authors discuss the practical and theoretical implications of the study and provide recommendations for hotel managers to lower employee turnover.

Another study was conducted by Yusuf (2020) explored how organizational culture affects commitment of lecturers in Indonesian private universities. The purpose of this study was to investigate the influence of basic organizational culture principles on the commitment, satisfaction, and trust of lecturers

employed in tertiary institutions. The research, conducted quantitatively, took place in universities situated in Serang Banten, Indonesia. The results suggest that organizational culture has a positive impact on increasing the commitment, job satisfaction, and trust of lecturers within the university context. The implication is that a supportive and positive organizational culture in tertiary institutions enables members to strengthen their honesty, proficiency, reliability, and dedication to the institution. This circumstance is possible due to the presence of a favorable organizational culture, which motivates organization members to demonstrate positive values in the institution, including trustworthy values like integrity, proficiency, consistency, and loyalty.

A study was conducted by Finegan (2020) on how organizational values impacted commitment towards an organization. The research utilized a cross-sectional design and focused on workers from a sizable petrochemical corporation. The study evaluated 24 values based on their significance to both the workers and the entity. The research established that employees' understanding of the values of an organization predicts their level of commitment. Additionally, different sets of values predict different commitment types, such as affective, normative, and continuance commitment. This emphasizes the significance of recognizing that values have multiple dimensions, and each set of values may impact behavior in various ways. The research findings indicated that employee commitment is notably impacted by the values upheld within an organization.

Another study conducted by Salih and Ahmed (2019) examined how organizational values impacted performance of workers among banks in Kurdistan Region. This study used information gathered from a group of 75 workers from various banks situated in the Kurdistan area as its main data source. Using the SPSS software, the analysis of data via correlations and multiple regression analyses. The research results reveal a robust and positive correlation between the values upheld by organizations and the performance of workers in the banking sector of Kurdistan. The research established that organizational values have played a huge role in enhancing the employee performance at banking industry in Kurdistan Region.

Another study was conducted by Mahlet (2020) on the impact of organizational culture on employee dedication, using the case of Ethio Telecom in Debre Berhan Town. The research employed a quantitative approach with a descriptive and explanatory emphasis to explore this relationship. Stratified sampling was employed to gather data from a sample of 178 respondents, resulting in rates of response of 93.8%. The process of gathering data for this study included the utilization of structured questionnaires to obtain primary data, and secondary data was sourced from Ethio Telecom annual reports and journal articles. The research utilized both descriptive and inferential statistical methods, such as mean, standard deviation, correlation, and multiple regression analysis, facilitated by STATA Version 13 software. The findings revealed that adaptability and involvement culture exerted a notable influence on employee commitment. Additionally, the association between mission and employee commitment was established

to be of moderate significance. On the other hand, consistency culture had a weak correlation with employee commitment. Consequently, the research suggested that Ethio Telecom need to engage its staff in procedures for making decisions, boost their abilities through training, foster creativity and collaboration, and clearly establish its mission in order to raise the level of employee dedication.

In addition, research done by Makanjuola Shaibu and Isijola (2021), the impact of welfare on commitment of employees within a public service organization was investigated, focusing on the NESREA South West Zone in Nigeria. The research, guided by the social exchange theory, employed a survey and exploratory research design. A sample size of 154 participants was selected through stratified sampling, and they were asked to complete a questionnaire using a five-point Likert rating scale. The data collected was analyzed with the E-Views statistical package. The study results indicate that while there are defined welfare benefits for all Federal Civil Service workers in Nigeria according to the Public Service Rule (PSR), employees of the NESREA South West Zone do not consistently receive these benefits, although some employees have received them at different times. The study also found that some welfare benefits were withheld from employees, but this did not affect their dedication. However, the study further indicates that employees strongly believe that welfare benefits have a considerable impact on their commitment.

Furthermore, the impact of corporate social responsibility on the organizational commitment of rural and community bank employees in Ghana was investigated by Mensah, Agyapong, and Nuerthey (2017). The research involved gathering responses from 145 employees employed at 50 Rural and Community Banks (RCBs) in Ghana through a questionnaire administered by the employees. It was found that there is a notable and favorable connection between engagement in corporate social responsibility and the dedication of employees. The involvement in corporate social responsibility was found to explain 54.1 percent of the total variation in worker commitment. Nonetheless, once the educational background and duration of employment with the bank are factored in, this correlation loses its importance. This information should guide the process of making decisions regarding the development and implementation of CSR plans within companies.

Further, Adisu (2020) conducted research at Jimma University to explore how organizational culture influences employee commitment. The objective was to determine the connection between organizational culture and the commitment of employees. The study employed quantitative methods, utilizing a stratified random sample comprising 381 Jimma University employees. A questionnaire, aligned with Denison's organizational culture dimensions, was devised and distributed to the selected participants. 356 questionnaires were returned and analyzed using SPSS 23, including descriptive analysis, Pearson correlation, ANOVA, and regression. The research established that the most influential characteristic of an organizational culture that affects employee commitment is organizational values that support involvement. The remaining

three characteristics, namely adaptability, consistency, and mission, are ranked in order of their contribution to employee commitment, with involvement being the most significant. The study shows that organizational values supporting involvement has a stronger positive and statistically substantial association with employee commitments. This means that when workers participate in making decisions and receive ongoing development of skills, it contributes significantly to their commitment to the organization. The study recommended that Jimma University ought to strengthen their team focus, adopt integration and coordination, foster organizational learning, strive for agreement and core values, and establish programs for developing competence in order to increase employee dedication.

A study done by Rastgar, Motameni and Hemmati (2017) looked at the role of organizational values in creating of commitment of organizations.

This study employed a descriptive survey and correlation research methodology. The research focused on employees of Mellat Bank in Tehran as the study population, with random sampling as the chosen method. Data collection involved obtaining the opinions of 278 employees in Tehran through a standardized questionnaire. The gathered data were analyzed using structural equation modeling (SEM) in Lisrel software. The findings indicated that employee commitment is influenced by two dimensions of organizational values: the mental aspect, which encompasses growth and organizational development, and the emotional aspect, which includes organizational self-esteem and institutional relationships, among the four identified dimensions.

The results also substantiated the primary conjecture of the research, indicating a notable correlation between organizational values and commitment to organizations.

A study was done by Fatile and Oyewale (2019) on the assessment of lecturers' welfare packages and job commitment in universities in Osun state. The study included a total of 1445 lecturers from Obafemi Awolowo University (OAU) and Osun State University (UNISOUN). Out of the population, a sample of 400 participants was chosen using proportionate sampling method, with 300 lecturers from OAU and 100 from UNIOSUN, based on their staff strength. The researchers used a self-made questionnaire called Welfare Packages and Lecturers' Job Commitment Questionnaire (WPLJCQ) for collecting data. The findings showed that there is a noteworthy correlation amongst the welfare benefits provided to professors and their level of dedication to their jobs in universities located in Osun State.

Another study was conducted by Otworu and Juma (2017) focused on how organizational values affect performance of workers in Kenya Urban Roads Authority. The research used a case research methodology to investigate a group of 134 employees. Information was gathered through a scientifically crafted survey and was examined utilizing descriptive statistic through the SPSS software. The findings established that organizational values have a considerable, beneficial impact on performance of employees at KURA. The study indicated that companies that consistently communicate their organizational values to employees and demonstrate them through their work

behavior tend to positively influence workers performance. Hence, it is important to consistently communicate the values of the organization to all staff members and ensure that they are followed by everyone. This will help regulate the conduct of individuals within the organization and acknowledge the talents and capabilities of employees, while also motivating them to find more effective approaches to their work.

Furthermore, a study conducted by Mwaniki, Njuguna, and Gakobo (2021) examined the influence of employees' well-being on their commitment within the context of the Judicial Service of Kenya. The main goal of this research was to evaluate the correlation between employee welfare and commitment at the Judicial Service Commission. A descriptive research approach was employed, with a focus on the 412 staff members working in different divisions and roles at the Commission. By employing a method of stratified random sampling, 213 participants were chosen for the study. Information was gathered through a questionnaire, and the analysis involved the application of both descriptive and inferential statistical techniques. The study results indicated that employee welfare accounts for 98% of the variability in commitment employees at the judicial service commission in Kenya. Therefore, the study suggests that employee welfare is a crucial factor in determining workers' commitment in an organization. As a result, the research recommended that the Judicial Service Commission establish and execute a well-designed welfare policy to support their employees.

2.5 Organizational Justice and Lecturers' job commitment

Organizational justice pertains to how employees perceive the precision of decisions and actions taken by the organization (Jiang, Gollan & Books 2017). When an organization has procedures, policies, interactions, and distribution systems that are equitable and impartial, its workers have higher likelihood of being committed to the organization and respond positively (Tafamel & Akrawah, 2019). According to Hadi, Tjahjono and Palupi (2020), organizational justice refers to how workers view the fairness of workplace procedures, interactions, and outcomes. It is widely recognized as a critical aspect of organizational behavior because it fosters employees' loyalty, trust, and investment in the organization. Therefore, organizational justice need to be a top priority for entities because employees' value fairness in the workplace (Li, 2014).

The significance of organizational justice within a company lies in its influence on the overall performance of the organization (Imran, Majeed & Ayub, 2015). The extent of its success was gauged by evaluating factors such as employee productivity, their commitment to the organization, and the promotion of a culture of respect among colleagues (Chen, Wu & Lee, 2015). Justice is a social occurrence that impacts both the personal and professional aspects of an employee's life. It has a noteworthy correlation with job satisfaction and organizational effectiveness. Organizational behavior scholars have categorized justice at the workplace into four types: distributive, procedural, interpersonal, and informational justice (Khaola & Rambe, 2020).

Distributive justice is referred as the fairness linked to the results of decisions and the allocation of resources (Jasso, Törnblom & Sabbagh, 2016). These outcomes or resources, whether tangible (such as pay) or intangible (such as praise), contribute to the perception of distributive justice when individuals believe they are distributed equally. According to Vallentyne (2017), distributive justice encompasses three distinct rationales for the distribution of resources, which are equity, equality, and need. The principle of equity emphasizes rewarding employees according to their individual contributions, and are regarded as a form of capitalist justice that involves the proportionality of inputs and outcomes. Conversely, equality involves providing every employee with equal compensation (Vallentyne, 2017; Allingham, 2014).

Procedural justice is the fairness of the processes which results into outcomes (Nagin & Telep, 2017). When people perceive that they have a say in the procedure, or that the procedure is consistent, fair, ethical, and impartial, procedural justice is improved. Procedural justice is the suitability of the distribution process, which comprises six key elements: consistency, impartiality, precision, inclusion of all parties, rectification, and ethics. Ensuring procedural justice appears to be critical in preserving the legitimacy of institutions (Rosenbaum, Lawrence, Hartnett, McDevitt & Posick, 2015). What adds to the intrigue is how procedural justice influences employees' perceptions of the entire organization. Procedural justice seeks to understand the impact and importance of procedure in decision making and the perception of fairness or lack of it thereof (Meyerson & Mackenzie, 2018). Jiang, Gollan

and Brooks (2015) assert that people pay attention to procedural characteristics that touch on the fairness in procedures of making decisions.

Interpersonal justice pertains to how an individual is treated during decision-making processes, emphasizing the provision of clear explanations for decisions and delivering information with sensitivity and respect (Noble, Foster & Craig, 2021). Interpersonal justice focuses on the way individuals are treated with courtesy and respect, while informational justice deals with the adequacy of explanations, considering factors such as their timeliness, specificity, and truthfulness. The emphasis of interpersonal justice lies in the realm of interpersonal and group communication. Those who make decisions should exhibit respect towards others, honesty, politeness, and be willing to provide a practical explanation for their decision while encouraging a two-way communication. Interpersonal justice is characterized by cognitive, affective and behavioral reactions towards superiors (Yildirim & Zehir, 2015).

On the other hand, informational justice pertains to the honesty and provision of sufficient justifications when situations take a negative turn (Mathiesen, 2015). The concept of informational justice pertains to the provision of explanations to individuals that clarify the reasons why particular procedures were employed or why particular outcomes were allocated in a particular manner. The focus lies on how individuals perceive the fairness of the information utilized as the basis for forming judgments (Yildirim & Zehir, 2015). When managers and employees have a fair and balanced relationship, it

encourages employees to behave in ways that align with the organization's values, which prioritize providing high-quality service (Kidron, 2017).

There is a notable statistical association between distributive justice and the commitment of employees (Gulluce, Ozer & Erkilic, 2015). Welfare, is affected by how distributive principles are designed, either its maximization or distribution (Lamont, Julian & Favour, 2017). Educational experts from various universities have observed an increased dedication towards ensuring fairness in the distribution of resources and opportunities (Karanja, 2016). In procedural justice, employees are concerned not only with achieving fair results but also with ensuring a fair process for determining those results. This, in turn, enhances their sense of belonging (Herman & Hasmil, 2017). Decision-makers must carry out procedures to reach a fair and accurate conclusion without biasness (Maiese, Burgess, & Cash, 2020).

Further, Gim and Desa (2014) conducted research examining how distributive justice, procedural justice, and affective commitment influence the likelihood of employees in Malaysia, both in the public and private sectors, intending to leave their jobs. The results of the study reveal a noteworthy and positive association between distributive and procedural justice and affective commitment. Furthermore, this affective commitment is found to be significantly and inversely linked to turnover intention. The study established that the link amongst distributive and procedural justice and turnover intention is entirely mediated by affective commitment. Furthermore, the study indicated that the nature of the organization where a worker is employed does

not influence the association between affective commitment and turnover intention.

Further, Supriya and Dadhabhai (2020) explored how organizational justice on commitment of employees. The main focus was to investigate how organizational justice affects commitment of employees among faculty members working in private engineering colleges. The research specifically examined A-grade private engineering colleges in the Hyderabad district of Telangana state. The research evaluated how distributive justice, interactional justice, and procedural justice (collectively known as organizational justice). The research results indicate a notable connection between interactional justice and the level of commitment exhibited by employees. The structural equation model findings indicate that procedural justice has a greater impact on employee commitment in private engineering colleges. Therefore, additional research should be conducted in this field, taking into account external factors' impact on employee commitment, in addition to organizational justice.

A study conducted by Ali (2018) looked at how organizational justice affects commitment of employees. The study included 371 civil servants from Somalia, and data analysis was conducted using SPSS through a questionnaire. The primary finding of the research revealed a robust positive correlation among various dimensions of organizational justice such as distributive justice ($r = 0.797$), procedural justice ($r = 0.824$), and interactional justice ($r = 0.866$) and commitment of employees. Alromeedy (2017) conducted a study

examining how organizational justice, as perceived by employees, influences organizational commitment within Egyptian travel agencies. The findings showed that procedural justice, distributive justice, and interactional justice positively and significantly affected affective commitments, continuance commitments, and normative commitments. Additionally, the research highlighted that interactional justice exerted the most substantial influence on both affective and normative commitments.

Another study by Malla and Malla (2023) focused on whether perception of organizational justice establish affective commitment of employees. The aim of the article is to pinpoint specific factors that results to emotional attachment towards an organization (referred to as affective commitment or AC) and to investigate whether trust in the organization (known as organizational trust or OT) acts as an intermediary in the connection between different aspects of organizational justice (abbreviated as OJ) and AC. The study gathered information from workers in different industries who enrolled in an executive management course at an Indian business school. A survey-based approach was utilized to obtain the data, and ADANCO 2.2.1, a partial least square-based software package, was utilized for the analysis. The findings revealed that affective commitment of employees is impacted by both distributive and informational justice. Furthermore, the research confirmed that organizational trust plays a mediating role in the association amongst distributive, interpersonal, and informational justice and affective commitments. The research also highlighted the importance of job satisfaction (JS) as a significant factor that precedes affective commitment.

A study was conducted by Adewoyin (2022) on how organizational justice influence the commitment of organizations of employees in Nigerian public university libraries. A research design based on a survey methodology was employed. The research results indicate that the level of fairness in an organization has a considerable impact on the level of loyalty displayed by library staff. Specifically, the research showed that fair distribution of resources and fair treatment by superiors were significant factors in creating a strong emotional attachment to the organization. Additionally, these factors also influenced the likelihood of staff remaining with the organization, but the fairness of procedures used by the organization did not appear to have a substantial effect on staff retention. The research concluded that the sense of fairness within an organization resulted in a higher level of loyalty and dedication among library staff working in public universities.

Additionally, Yasar, Emhan, and Ebere (2014) investigated the connections among organizational justice, supervisor support, and the organizational commitment of employees within Nigeria's energy sector. Their research found a positive correlation between organizational justice and organizational commitment. Friday and Ugwu (2017) investigated the relationship between organizational justice and the commitment of private secondary school teachers in Nigeria. The research revealed a robust and positive correlation between organizational justice and employee commitment. Specifically, when measuring organizational justice based on factors such as distributive justice, procedural justice, and interactional justice. The study concluded that it increased employee commitment in certain private secondary schools in

Nigeria. In summary, the findings revealed that there was a substantial relationship between organizational justice and commitment of employees.

Additionally, Unaam and Benjamin (2021) also looked at the organizational justice and commitment of employees in the Port Harcourt Area Command of the Nigeria Police Force. The research used a cross-sectional survey with a self-administered questionnaire as the primary data source. It included Senior Police officers from Assistant Superintendent Rank and above, as well as Inspectors and Non-Commissioned Officers from 27 Police Divisions, Nigeria. The sample size of 390 employees, chosen via stratified random sampling. The research results showed a significant connection between the fairness of the organization and the loyalty of employees in the Port Harcourt Area Command of the Nigeria Police Force.

A study by Andrew and Dennis (2019) focused on organizational justice and commitment of employees based on evidence from University of Benin. The aim of this research was to explore how distributive justice, interactional justice, and procedural justice are linked to the level of commitment of non-academic employees working in Nigerian universities. To achieve this goal, the study used a survey method by distributing surveys to non-academic staff members at the University of Benin, which is located in Edo State, Nigeria. The study's data was examined through ordinary multiple regression. The findings from the regression analysis suggest a substantial and positive association amongst distributive justice and employee commitment, and this association is statistically substantial, as evidenced by a p-value lower than

0.05. Furthermore, the research revealed a substantial and positive correlation between procedural justice and employee commitment, evidenced by a p-value below 0.05. In contrast, interactive justice exhibited a positive relationship with employee commitment, but the association was deemed statistically insignificant, as the p-value exceeded 0.05. Consequently, the research suggests that in the education industry, it is imperative for management to ensure the implementation of distributive justice to enhance the commitment levels of employees.

Another study was conducted by Karanja (2017) on how organizational justice on commitment to organizations among public secondary schools and Kenyan banking sector. The research adopted a correlational research methodology, examining a sample population that included 63,933 teachers from 47 counties and 140 bank tellers from 38 commercial banks in Kenya. Data was collected through a structured questionnaire, and statistical computations, including means, percentages, correlation, and multiple regression analysis, were utilized for data analysis. The findings of the study revealed that the level of organizational justice among teachers had a notable impact on their commitment to the organization. However, the research established that distributive justice and interpersonal justice did not play a significant role in predicting commitment for teachers. On the other hand, procedural justice and informational justice were recognized as valuable predictors of commitment of teachers. For bank employees, procedural justice emerged as the sole significant predictor of their commitment to organizations.

A study by Gichiri (2016) delved into the impact of organizational justice on the commitment of employees within non-governmental organizations in the health sector in Kenya. The findings showed that the way individuals perceive fairness in the distribution of resources significantly impacted their emotional, calculative, and moral attachments to the organization. Additionally, the study revealed that perceptions of fairness in procedures and interpersonal treatment also had significant impacts on affective, continuance, and normative commitment.

2.6 Organizational Beliefs and Lecturers' job commitment

Organizational beliefs are assumptions and convictions that are held to be true, by an individual or a group, regarding concepts, events, people and things in an organization (Ellinas, Allan & Johansson, 2017). Van den Steen (2015) defines culture as a belief system “*the arrangement of commonly held beliefs and values that imbue significance to members of an institution, furnishing them with guidelines for conduct within their organization*”. Yusuf (2019) asserts that commonly held beliefs and values contribute to increased delegation, heightened satisfaction, greater effort in execution, accelerated teamwork, reduced manipulation efforts, decreased surveillance, and enhanced communication. However, they also tend to result in less experimentation and a lower focus on gathering knowledge. Yusuf (2019) claims that common beliefs have such a strong effect that they minimize or remove gaps in goals, and thereby eliminate the agency issues that occur as a result of such differences.

Organizational beliefs serve a reason in that they are related to subjective intuitive assumptions about the subjective certainty of mental structures and sensory experiences, which is consistent with other statements (Yusuf, 2019; Howlett & Paulus, 2015). According to Runehov and Seitz (2017), shared beliefs result in increased delegation, reduced monitoring, greater satisfaction, heightened motivation, accelerated teamwork, minimized operational disruptions, enhanced communication, and reduced experimentation and data gathering. Employees hold beliefs or preferences that are similar to those of the company's boss. Howlett and Paulus (2015) showed that employees may hold beliefs or preferences that are similar to those of the firm's manager if sorting is done at the labor market.

Since they are exposed to almost identical narratives and practices, people in cultures and societies may have similar belief structures (Cheung, Goldberg, King, & Magley, 2018). Due to their consistent and repetitive nature, particularly occurring regularly throughout the year, rituals have a tendency to predispose individuals towards adopting narratives as enduring values within social and both secular and religious communities. This, in turn, contributes to the consolidation and stabilization of beliefs (Yusuf, 2019). Organizational principles also tackle issues such as determining which values to embrace, setting meaningful goals, and so forth. The core consideration revolves around determining what holds the utmost significance. Additionally, it's crucial to recognize that future predictions are inherently uncertain and are likely to evoke either hope for rewards or fear of consequences based on one's life choices (Tsai & Li, 2020).

Public Officer Ethics Act 2003 points out that a government official must diligently perform their responsibilities and strive to deliver services with efficiency and integrity to the best of their capabilities. Tsai and Li (2020) observed that, workplace ethics, whether in a professional or social setting, revolves around educators' commitment to imparting knowledge, cultivating skills, and fostering various facets of students' personalities to support their growth, enable them to realize their potential, and guide them in becoming engaged citizens and valuable contributors to society (Park & Puranam, 2021). Code of conduct, code of behavior, and reputation upheld by university staff can either give a competitive edge or pose a disadvantage when attracting prospective students and employees (Ahmed & Shafiq, 2014).

Many companies uphold a collection of principles that articulate the desired qualities within their culture, such as integrity, collaboration, customer orientation, responsibility, innovation, and more. But few organizations describe the beliefs on which they want to build their organization (Gochhayat, Giri & Suar, 2017). Organizational beliefs shape corporate behavior and performance. Roscoe, Subramanian, Jabbour and Chong (2019) argues that manager's heightened conviction can inspire employees who share his perspective to the extent that they willingly embark on the project deemed optimal by the manager. This is primarily because they encounter less resistance in gaining approval for the projects they choose to pursue. An organization that establishes a set of principles, convictions, and ethics nurtures a culture that promotes inventiveness, originality, collaboration, productivity, and incentives that encourage workers to exceed their

responsibilities in revolutionizing the company (Chiang-Vega & Candia-Romero, 2021).

According to Cekuls (2015), organizational beliefs aim to cultivate a sense of mutual trust between employees and utilize their previous experiences to create a more vibrant and efficient work environment. These values are crucial in enhancing employee performance, which ultimately contributes to achieving excellence in the organization. Organizational beliefs boost the commitment, drive, and contentment of its employees by aligning their core values and emotions with their work. Introducing spiritual principles in the workplace strengthen the foundation of the organization and lead to improved performance (Roscoe, *et al.*, 2019).

A study by Kose (2017) explored how employee participation in making decisions impacted organizational commitment among lecturers at National University of Lesotho. The research focused on university lecturers and utilized convenience sampling to choose a sample of seventy lecturers from all seven faculties in the university. The information was gathered through a survey consisting of 21 items, excluding demographic information. Data was analyzed utilizing SPSS. Pearson correlation was used and revealed a positive association between workers engagement in processes in making decisions and organizational commitment. Recommendations were made that the university should increase and maintain employee participation policies.

Another study by Hisam (2021) delved into the influence of workplace spirituality on organizational commitment within an emerging economy. The

research used a structured questionnaire consisting of 20 items to collect survey data from 117 participants across different managerial levels. SmartPLS 3 software was utilized for analyzing the data. The findings demonstrate how specific aspects of workplace spirituality affected the extent of organizational commitment among employees. The research results indicated that the most significant factor affecting organizational commitment was meaningful work, with inner life and sense of community being the subsequent factors. However, organizational beliefs were observed to lack a significant influence on organizational dedication.

2.7 Summary of Review of Related Literature

The literature has looked at organizational commitment and various elements of organizational culture. Job commitment is characterized by the condition in which workers feel a sense of loyalty to their specific organization and actively align themselves with the goals and objectives of the organization. (Meyer, 2016). If a person is committed to their job, they are inclined to carry out duties and obligations that contribute to an organization's objective (Purwanto, Purba Bernarto & Sijabat, 2021; Dalkrani & Dimitriadis, 2018). The commitment of the employee towards the organization determines its success. Committed workers enhances an organization in various ways, such as exhibiting persistence, offering proactive assistance, producing output at a relatively high rate, and possessing a consciousness of excellence (Berberoglu, 2018). There are various elements of organizational culture that are perceived to affect job commitment including goal-oriented culture, organizational

values, organizational justice and organizational beliefs learn (Pietersen, 2016; Humborstad, Nerstad & Dysvik, 2014).

In a goal-oriented culture, employees are mainly focused on achieving certain internal objectives or outcomes, even if they entail considerable risks. In a highly means-oriented culture, individuals have the belief that they are minimizing potential dangers and exerting minimal energy towards their occupation, and that their daily routine is largely unvaried. Goal oriented culture is supported by studies like Lee, Tan and Javalgi (2015), Inanlou and Ahn (2017) and Ali, Zengtian, Amoah and Grace (2021).

On the other hand, organizational values represent the approved benchmarks that dictate the conduct of individuals within a company. The absence of these values can result in employees being swayed by their personal beliefs, leading to behavior that is deemed unacceptable by the organization. The values upheld by an organization have a crucial role in its sustenance, serving as the guiding principles for its members in carrying out their duties, whether individually or as a group and shape the attitudes of individuals within the organization. The organizational values are described in various studies such as Finegan (2020), Salih and Ahmed (2019) and Rastgar, Motameni and Hemmati (2017).

Moreover, organizational justice pertains to how employees view the precision of the decisions and actions taken by their organization. When an organization ensures fairness and justice in its procedures, policies, interactions, and distribution methods, workers are likely to react more favorably to the

organization's dedication (Tafamel & Akrawah, 2019; Li, 2014; Chen, Wu & Lee, 2015). Interpersonal justice focuses on how individuals and groups communicate with each other. Those making decisions should show respect to others, be honest, polite, provide reasonable explanations for their decisions, and be open to two-way communication. Finally, organizational beliefs are assumptions and convictions that are held to be true, by an individual or a group, regarding concepts, events, people and things in an organization. The research sought to examine the influence of elements of organizational culture on job commitment among lecturers at UoN and SEKU. The research gaps are summarized in Table 2.1.

Table 2. 1: Summary of Research Gaps

Author	Title	Methodology	Major Findings	Research Gaps
Staniok (2014)	Goal prioritization and commitment in public organizations	The study used electronic surveys for data collection	There is no independent significant correlation between the prioritization of goals by principals and the commitment to goals by teachers.	The study omitted other dimensions of organizational culture. The study was also not done in higher learning institutions
Lee, Tan & Javalgi (2015)	Goal orientation and commitment to organizations as individual determinants of job performance	The study used online surveys	The mastery goal is connected to the three elements of commitment towards organizations.	The study omitted other dimensions of organizational culture. The study focused only on health sectors and not education sector
Inanlou & Ahn (2017)	Organizational culture affects commitment of employees in Korean firms	The study used secondary data	Organizational commitment demonstrates a positive correlation with organizational culture	The study was done in Korean firms and could not be generalized to highlight the situation in Kenya.
Ali, Zengtian, Amoah &	Impact of training and goal setting on employee engagement and	The study used questionnaire for data collection	Training and goal setting can boost employees' engagement and	The study was done in Pakistan and could not be generalized to highlight the situation in Kenya

Grace (2021)	commitment in banking sector of Pakistan		commitment in the banking sectors of Hyderabad, Pakistan.	
Suradi (2019)	The impact of organizational culture on the commitment of individuals undergoing leadership education and training at Level IV within the Ministry of Finance.	The study used questionnaire for data collection	A significant and positive connection exists between the culture of an organization and the commitment of its members.	The research was not done in education sector.
Zhong (2019)	Effects of a company's corporate social responsibility (CSR) on its employees' commitment	The study used surveys	Organization's CSR has a negative impact on employees' TI through its impact on their commitment to organization	The study was not done in education sector.
Yusuf (2020)	Organizational culture and commitment of lecturers in private universities in Indonesia	The research employed descriptive design	The culture within an organization positively influences the commitment of its members, their satisfaction with their jobs,	The study did focus on all dimensions of organizational culture and omitted some dimensions like organizational justice and goal-oriented

			and the trust they place in the university setting.	culture.
Finegan (2020)	Effect of organizational values on commitment towards organizations	The research employed cross sectional research designs	Commitment was predicted by the employees' perception of organizational values	The study focused only one dimension of organizational culture
Mahlet (2020)	Effect of organizational culture on commitment of employees in Ethio Telecom	The research employed descriptive and explanatory research designs	Adaptability and involvement culture had a substantially impacted the commitment of employees	The research was done in Ethiopia and could not be generalized to highlight the situation in Kenya
Makanjuola Shaibu & Isijola (2021)	Impact of welfare on the dedication of employees within a public service organization in Nigeria.	The research used a survey and exploratory research designs.	Employees strongly believe that welfare benefits have a considerable effect on their commitment	The research was done in Nigeria and could not be generalized to highlight the situation in Kenya
Mensah, Agyapong & Nuertey (2017)	The impact of corporate social responsibility on the level of commitment demonstrated by employees in rural and	The study used questionnaires for data collection	There is a significant and positive correlation between CSR involvement and commitment of employees	The study was done in Ghana and could not be generalized to highlight the situation in Kenya

	community banks in Ghana.			
Otwori & Juma (2017)	How organizational values affects performance of employees in KURA	The research employed the case study research designs	There is a substantial positive effect of organizational values on performance of employees..	The research linked organizational values to performance and not commitment
Supriya & Dadhabhai (2020)	How organizational justice affects commitment of employees	The research used questionnaires for data collection	There is a substantial correlation between interactional justice and commitment of employees..	The study focused only one dimension of organizational culture
Ali (2018)	Effect of organizational justice on commitment of employees.	The research used questionnaires for data collection	There exists a robust and favorable correlation between the dimensions of organizational justice and the commitment of employees.	The study focused only one dimension of organizational culture
Adewoyin (2022)	The impact of fairness within the organizational structure on the level of dedication exhibited by	The research employed survey research designs	The affective commitment of library staff is notably impacted by distributive justice and interactional	The study focused only one dimension of organizational culture

	personnel in public university libraries in Nigeria.		justice.	
Karanja (2017)	How organizational justice affects commitment towards public secondary schools and commercial banks in Kenya	The research employed a correlational research designs.	Teacher's commitment to the organization was notably impacted by organizational justice.	The study was not done in higher learning institutions as it only focused on secondary schools

2.8 Theoretical framework

The study was founded on equity theory of motivation which was postulated by John Stacey Adams in 1963. The equity theory asserts that employees evaluate the outcomes they receive from their job situation in relation to the inputs they contribute, and then compare their input-outcome ratio to the input-outcome ratios of their colleagues. The equity theory of motivation examines whether resource allocation is equitable to all relationship partners. Equity is determined by assessing the proportion of contributions or costs to benefits or rewards for each person. Originating in the 1960s and attributed to J. Stacy Adams, a psychologist specializing in workplace and behavior, equity theory falls under the umbrella of justice theories. Adams asserted that individuals strive to maintain a balance between the efforts they invest in a job and the outcomes they receive, relative to the perceived inputs and results of their peers (Ryan, 2016). The theory posits that people value equal treatment, prompting them to seek fairness in their interactions with colleagues and within the organizational context (Rajiah & Bhargava, 2021).

The concept of motivation's equity theory suggests that the rewards an individual obtains for their efforts can significantly impact their drive. Specifically in a work context, this theory proposes that individuals strive to establish an equilibrium between the contributions they make to the organization and the benefits they receive in return. Equity theory posits that individuals desire just remuneration for their contributions in relation to their peers within the same workforce (Zhou, Govindan, & Xie, 2020).

This theory relies on two fundamental assumptions regarding human behavior. Firstly, it presupposes that individuals provide contributions (inputs) with the anticipation of specific outcomes (rewards). Inputs encompass elements like one's previous training, experience, unique knowledge, personal attributes, and more. Outcomes involve factors such as compensation, acknowledgment, advancement, prestige, fringe benefits, and the like. The second assumption posits that individuals assess the satisfaction of a particular exchange by comparing their inputs and outcomes to those of others, represented as a ratio. Equity is established when an individual determines that their own ratio of outcomes to inputs is equivalent to that of their peers (Al-Zawahreh, & Al-Madi, 2012; Pepper & Gore, 2015).

One of the main criticisms of the equity theory is that it relies heavily on subjective perception. Individuals may not always have a clear idea of what is fair or equitable in a particular situation, and their perceptions may be influenced by factors such as bias, cultural norms, and personal experience. Moreover, the equity theory places a heavy emphasis on comparisons between oneself and others. This can lead to a focus on individual outcomes rather than group outcomes and can create a competitive rather than cooperative environment. The equity theory primarily focuses on distributive justice (the allocation of rewards and resources) and may overlook other important factors that contribute to

motivation, such as procedural justice (the fairness of decision-making processes) and interactional justice (the quality of interpersonal interactions).

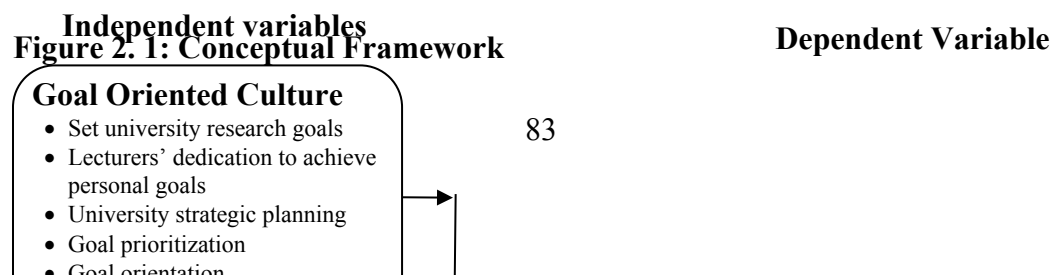
The limitations of equity theory include practically being difficult to measure perception of people about output-input ratios. The theory lacks clear guidance on the appropriate steps to take when addressing perceived inequality, and it fails to account for all the motivational factors involved (Chen, 2018). Some researchers have raised concerns about the theory's oversimplified approach, specifically pointing out its failure to consider various demographic and psychological factors that can influence people's perceptions of fairness and their interactions with others (Jalagat, 2016).

The ratio of inputs to outcomes determines the composition of equity in the workplace. The contributions of employees, encompassing their skills, time, and educational background, constitute what they contribute to the context. Conversely, the rewards received by employees, including salary, bonuses, raises, and promotions, are termed as outcomes. According to this theory, individuals' motivation within an organization stems from a fundamental need for equitable and fair treatment (Badubi, 2017). When the balance between outputs and inputs is perceived as equitable, it is considered that fairness has been attained, and there is minimal inclination to enhance the existing situation. Inequities can cause an increase in absenteeism and even resignation from an organization (Dugguh & Dennis, 2014; Downes & Choi, 2014).

If inputs and outputs are not balanced, lecturers' dedication to their jobs can be harmed. The equity theory of motivation allows organizations to strategically concentrate on employees' motivation, effort, and involvement in order to achieve the organization's strategic goals, resulting in increased employee performance and job commitment (Adnan, 2018). The lecturers job commitment depends on how much they are motivated by the university. Administrators must be responsive to lecturers' impressions of organizational culture when distributing duties, incentives, opportunities, and punishments among lecturers, which influence work input and performance in the course of their duties, so this theory will be applicable to this research. In this study, organizational culture is taken as the output that lecturers perceive as ingredient of job commitment as the output. For lecturers to be fully committed to their jobs, there is need for a conducive and effective organizational culture to be in place at the universities. The theory is related to research questions that: How does elements of organizational Culture influence job commitment among lecturers at UON and SEKU?

2.9 Conceptual framework

A conceptual structure describes how a researcher visualizes the relationships between the study's variables graphically or diagrammatically (Mutai, 2014). The conceptual framework is important because it aids the researcher in quickly perceiving the formed relationship. The study's conceptual framework as depicted in Table 2.1.



Source: Researcher (2023)

The conceptual framework was founded on the input process and output model. The framework shows the relation between elements of organizational culture present in universities as explored by lecturers during the normal process of teaching and learning and their effect on the lecturers' job commitment. Affective commitment signifies an individual's internal bond with the organization, whereas continuance commitment involves the perceived costs associated with leaving the organization (Purwanto, Purba Bernarto & Sijabat, 2021). Alternatively, normative commitment pertains to an individual's feeling of obligation and accountability to remain affiliated with the organization. The achievement of goals is impacted by goal orientation, with mastery-approach goals having the highest probability of success and performance-avoidance goals having the lowest likelihood (Pradhan & Pradhan, 2015). Organizational values are the guiding principles that dictate the organization's ethos and define the expected conduct of its employees. Organizational values function as guides to what is seen as good and important in the organization. Distributive justice pertains to the fairness in the distribution of outcomes, procedural justice focuses on the fairness of the decision-making process, and interactional justice involves the fairness in how decisions are treated and communicated. Lecturers understand an organization's beliefs through its mission and vision when they are clearly expressed by the university, the better able they will be to understand the strategy and its implementation (Ali, Zengtian, Amoah & Grace, 2021).

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology to be used in the study. It describes the research designs, targeted population, sample size and sampling techniques, research instruments, validity of instrument, reliability of instrument, procedures for data collection, data analysis techniques and research ethics.

3.2 Research design

A descriptive survey research design was selected for this study, to explore the influence of organizational culture elements on job commitment among lecturers in UON and SEKU. It is popular because of its simplicity and ease of administration (Osuji & Ishola, 2012; Zegeye, 2009; Sileyew, 2019). The researcher was able to get data in regard to the current status of the Phenomena and explain what existed with respect to variables in the study and ensure collection of large amounts of data. According to Siedlecki (2020), a descriptive survey aims to observe and document the manner in which things exist in their natural surroundings. This approach endeavors to methodically portray a circumstance, difficulty, or phenomenon, or to furnish data about a particular matter, or describe opinions and beliefs regarding an issue. This methodology has the potential to offer comprehensive insights into a specific social system.

3.3 Target population

The study's targeted population included 1,845 lecturers; 1,645 in University of Nairobi (UoN) and 200 in SEKU; 20 deans of schools; 10 deans in UON and 10

deans in SEKU and 54,326 students; 48,326 in UON and 6000 in SEKU (Source - University websites).

3.4 Sample size and sampling procedures

A sample design is a detailed strategy for selecting a representative sample from a population (Kothari, 2004; Thakur, 2007; Collins, 2017). The method by which the researcher selects objects for the sample from the population is termed to as sampling design. The sample design that the researcher creates or chooses must be trustworthy and appropriate for the research analysis that was conducted (Snyder, 2019). The study used proportionate stratified random sampling technique. The population was divided into sub-groups, or strata, and the objects are selected separately from each stratum with an equal sampling fraction in each stratum (Singh, 2006; Best & Kahn, 2016). Using this sampling design, every item has an equal opportunity of being chosen in each stratum.

Sample size is the number of objects chosen from the universe to make up a sample. The sample size should be neither overly large nor excessively small. The best sample is one that meets all of the criteria for performance, representativeness, reliability, and versatility. (Mujere, 2016). Taking into account the population size, environmental concerns and budgetary constraints among other limitations, the researcher was considering a sample size of 377. The sample was adequate according to Krejcie and Morgan (1970). The sample size per strata was selected as represented in Table 3.1..

Table 3. 1: Sample size

	Target Population (N)	Sampling Technique	Sample (n)
Deans	20	Census	20
Lecturers	1845	Random	134
Students	54326	Random	223
Total	56191		377

For deans, the study used census sampling and selected all the targeted deans. For lectures and students, the study used Nassiuma (2000) as represented below:

$$n = \frac{N (cv^2)}{cv^2 + (N-1) e^2}$$

In which *n* is the size of the sample

N is the population

cv is the variation coefficient (0.2 to 0.3)

e is the error margin (0.02 to 0.05)

For lecturers, the size of sample was then $\{(1845*0.3*.03) / (0.3*0.3 + (1845-1) * 0.025*0.025)\}$ which was equivalent to 134. Finally for students, the sample size was $\{(54326*0.3*.03) / (0.3*0.3 + (54326-1) * 0.02*0.02)\}$ which was equivalent to 223.

3.5 Research instruments

A research instrument refers to a tool employed to gather and compile data, aimed at addressing specified research inquiries (Rashidi, Begum, Mokhtar, & Pereira, 2014; Mutai, 2014; Monday, 2019). The study used an interview guide for deans

and closed and open-ended questionnaires to collect both quantitative and qualitative data. A questionnaire is a research tool which collects information from a larger sample (Trigueros, 2018; Sileyew, 2019). The benefits of employing questionnaires include the chance for the administrator to establish a connection, articulate the purpose of the study, and address any ambiguities that may arise. A single collection of questionnaires was used to gather information from lecturers. It was divided into two sections: section A contained demographic data, and section B contained items that solicited feedback on the influence of organizational culture elements on lecturers' job engagement at UoN and SEKU universities. The questions were subjected to Likert scale of 1 to 5.

3.6 Instrument Validity

According to Ghazali (2016), validity of an instrument is determined by how well a test measures what it is supposed to measure. The examiner's manual or technical manual for most tests had information on the validity of the test. Content validity was established by how comprehensive the questionnaire was its appropriateness and the consistence of the definition of the variables and sample of the participants to be measured (Ghazali, 2016; Mohamad, Sulaiman, Sern, & Salleh, 2015; Ahmad, Musab, Salem, Ahmed & Torsten, 2021). Aspects that were found in the demographic data of the questionnaire for example gender and commitment formed the content validity (Mohajan, 2017; Cohen, Manion & Morrison, 2017; Suhartini, Nurlaela, Wahyuningsih & Prihatina, 2021). The developed questionnaires were given to 3 deans, 16 lectures and 21 students in the

pilot university that is, Machakos university which was at least 10% of their respective samples as per Mohajan (2017) recommendations. The study then tested for content and construct validity.

3.7 Instrument reliability

Heale and Twycross (2015) describe reliability as the extent to which a research tool produces consistent outcomes or data through repeated experiments. The researcher utilized the test-retest method to assess and confirm the reliability of the instruments. The developed questionnaires were given to 16 lectures and 21 students in the pilot university that is, Machakos university. The study selected Machakos University because its staff were not be included in the main study and also because its easily accessible from both target universities. This ensured impartiality in assessing the research instruments. This process included the researcher conducting two rounds of assessments using identical instruments with the identical group of participants. A period of time separated the initial test from the subsequent one. The completed questionnaires were manually reevaluated, and a comparison of the scores from both instances was performed using Pearson's product moment correlation formula.

$$R = \frac{\{n(\sum xy) - (\sum x)(\sum y)\}}{\{V(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)\}}$$

Where; r = reliability

x= first test

y = second test

Correlation scores of the two tests was considered reliable if they give a coefficient of between 0.7 and 1.0. The combined reliability coefficients for the five variables were as represented in Table 3.2.

Table 3. 2: Reliability Coefficients

	Cronbach's Alpha
Goal Oriented Culture	0.819
Organizational Values	0.873
Organizational Justice	0.754
Organizational Beliefs	0.760
Lecturers Job Commitment	0.914

3.8 Data collection procedures

An authorization letter was sought from the Department of Educational Management, Policy and Curriculum Studies, University of Nairobi to assist in getting a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) allowing the researcher to distribute questionnaires. The Deputy Vice Chancellor (Research, Innovation and Enterprise) was contacted in order to introduce the researcher to lecturers. Deans and lecturers at every department were contacted prior to actual research and date set. Deans and lecturers were given time to fill in the instruments and were sent reminders on emails. After which the instruments completed awaited analysis (Igwenagu, 2016; Sherina, 2005; Mutai, 2014; Aguinis, Hill & Bailey, 2021). To offer respondents

adequate time to give thoughtful responses, the researcher distributed the questionnaires and gave the participants adequate time to fill before collecting them back. This allowed the researcher to build rapport and elaborate the study's purpose as well as the denotation of any items that might be unclear (Jackson-Smith, Flint, Dolan, Trentelman, Holyoak, Thomas & Ma, 2016). The researcher conducted interviews with deans at their offices. The researcher booked appointments with the deans and took notes while interviewing them. The interviews were guided by an interview guide that had questions regarding how organizational culture affects the job commitment among lecturers.

3.9 Data Analysis Techniques

Data analysis involves examining, cleaning, transforming, and modeling data to extract valuable information from collected survey or experimental data, ultimately leading to deductions and inferences (Mutai, 2014; Lester, Cho, & Lochmiller, 2020; Pandey & Pandey, 2021). It entails revealing hidden frameworks, identifying crucial factors, identifying irregularities, and validating any foundational assumptions (Bihani & Patil, 2014). Both raw qualitative data and quantitative data from the field was used in this study. Data analysis was done with assistance of SPSS. The data underwent a cleaning process, where data entry errors were identified and rectified. After this, it was condensed, encoded, edited, and ultimately computerized by synthesizing details obtained from questionnaires (Mutai, 2014). Quantitative data was analyzed using descriptive statistic including frequency, percentage, mean scores and standard deviation. The

results for quantitative data were represented in tables. The qualitative data from open-ended questions was analyzed using content analysis. Content analysis typically involves the following five steps: (1) Defining the research question or objective; (2) Selecting the sample to be analyzed that align with the research question; (3) Developing a coding scheme, which involves creating categories or themes that will be used to systematically analyze the content; (4) Coding the content, wherein the selected material is examined and assigned to the appropriate categories based on the coding scheme; and finally, (5) Analyzing and interpreting the results, where the coded data is quantitatively or qualitatively analyzed to draw conclusions and gain insights regarding the research question. The results from qualitative data were presented in narratives. Data was also analyzed by utilizing inferential statistic both correlation and multiple regression analysis to examine how organizational culture influences job commitment among lecturers. Inferential statistics were adopted by the researcher so as to evaluate the correlation between an outcome (the dependent variable) and multiple predictor variables, as well as the significance of each predictor in this relationship while statistically accounting for the impact of other predictors. (Best & Kahn, 2016). Pearson product moment correlation analysis was utilized to determine the relationships amongst the variables. Further, simple regression analysis was utilized to testing the research hypothesis. Finally, multiple regression analysis utilized for establishing the influence of organization culture elements on job commitment took the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y = Lecturers' job commitment

X_1 = Goal-oriented culture

X_2 = Organizational values

X_3 = Organizational justice

X_4 = Organizational beliefs

ε = Error term

Table 3. 3: Summary of Data Analysis Techniques

Variable	Indicators	Statistical Measures for Analysis
Goal Oriented Culture	<ul style="list-style-type: none"> • Set university research goals • Lecturers' dedication to achieve personal goals • University strategic planning • Goal prioritization • Goal orientation 	Descriptive statistics (Mean and standard deviations) Correlation analysis Regression analysis
Organizational Values	<ul style="list-style-type: none"> • Corporate social responsibility • Welfare programs • Teamwork 	Descriptive statistics (Mean and standard deviations) Correlation analysis Regression analysis
Organizational Justice	<ul style="list-style-type: none"> • Distributive Justice • Procedural justice • Interpersonal Justice 	Descriptive statistics (Mean and standard deviations)

	<ul style="list-style-type: none"> • Informational justice 	Correlation analysis Regression analysis
Organizational Beliefs	<ul style="list-style-type: none"> • Belief in equality • Lecturers' involvement in decision making • Code of conduct 	Descriptive statistics (Mean and standard deviations) Correlation analysis Regression analysis
Job Commitment	<ul style="list-style-type: none"> • Affective Commitment • Normative Commitment • Continuance commitment 	Descriptive statistics (Mean and standard deviations)

3.10 Ethical Considerations

Research ethics needs that ought to safeguard the dignity of their participants and effectively disseminate the researched information (George, 2016). The researcher therefore addressed the ethical considerations in this research by ensuring voluntary participation of respondents, informed consent of respondents, use of acceptable language in research process, privacy and anonymity of respondents, acknowledging the works of other authors and maintain objectivity in discussion and analysis throughout the research. The researcher guaranteed the participants of anonymity and the data collected was stored in password protected laptop. The findings of the study were documented and stored both in hard copy and soft copy file. The researcher also got a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The findings from the study

were shared with respondent through seminars, conferences and articles published in refereed journals.

CHAPTER FOUR DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides results in an attempt to establish the influence of organizational culture elements on job commitment among lecturers in UoN and SEKU. The chapter highlights the rates of return for questionnaires, results for demographic information, and descriptive statistic for a goal-oriented culture, organizational values, organizational justice, organizational beliefs and lecturers' job commitment. Lastly, the results of the inferential statistics that is both correlation and multiple regression analysis.

4.2 Questionnaire Response Rate

The research was conducted among the 377 participants who participated in the collection of data. The respondents comprised of deans, lecturers and students. The results from the questionnaires' response rate are shown in Table 4.1.

Table 4. 1: Response Rate Instruments

	Sampled	Questionnaires returned	Return Rate
Deans	20	13	65.0
Lecturers	134	96	71.6
Students	223	161	72.2
Total	377	270	

From the findings, the overall response rate for all categories of the respondents were more than 65 percent. The questionnaire rate of response for every category was enough for analysing the data as it exceeded 50%. This is in line with Kothari

and Garg (2014) who argued that the return rates for questionnaires should exceed 50 percent if analysis of data statistically is to be carried out. This supported by Saleh and Bista (2017), Dziechciarz (2011) and Sivo, *et al.*, (2006).

4.3 Background Information of Respondents

The background information provides a broad overview of the participants, laying the foundation for their biographical data. This information offered data such as age, gender, highest education level, job designation, years of service in years current designation, years of service in their current station, level of studentship and how long they have been studying at the university.

4.3.1 Deans' Background Information

The Deans were asked about their background information including age, gender and years of service in current designation. This information was utilized to evaluate whether the participants met the criteria for inclusion in the data collection process for this research. The background data would also show the distribution of respondents to get rid of bias in data collection. The findings are represented in Appendix VI (Table 1).

From the age findings in Appendix VI (Table 1), most of the Deans at SEKU were aged above 45 years as shown by 50% while at University of Nairobi most deans were aged 36-60 years as shown by 57.1%. This implies that in most universities in Kenya, Deans are aged above 36 years. It also shows that all the targeted deans provided credible information on the subject under study. The age variations had a significant influence on responses since younger participants may

have different life experiences and perspectives compared to older individuals (Sauer, Auspurg, Hinz, & Liebig, 2011).

Further on gender, there were more male Deans at SEKU 4(66.7%) and at University of Nairobi 5(71.4%). However, in both university of Nairobi and SEKU, data was collected from all deans regardless of their gender. This shows that most universities are making an effort to achieve two thirds gender rule in their administrative roles. It also implies that the study was not gender biased as it obtained from both male and female deans.

Finally concerning the years of service in current designation at SEKU, most of the deans indicated to have been in service for 11-20 years as shown by 50%. Moreover, at university of Nairobi, most deans indicated to have been in service for 11-20 years as shown by 42.9%. The level of teaching experience may be linked to professional development and expertise and this can impact how individuals interact with the organizational culture and how committed they are to their job (Meyer, & Allen, 1988). This is an implication that all the targeted deans had considerable working experiences to be in a position to offer credible data concerning how organizational culture elements influence job commitment among lecturers.

4.3.2 Lecturers' Background Information

The lecturers were asked about their bio data comprising of age bracket, highest education levels, job designation and years of service in current designation and

current station. The findings are presented in Appendix VI (Table 2). From the findings, at SEKU, most lecturers indicated to be aged between 40 and 49 years (63.8%) while others were aged above 50 years (36.2%). Further at University of Nairobi, most lecturers were aged 40-49 years (61.2%) while the rest were aged above 50 years (42.9%). This is an implication that the data concerning the influence of organizational culture elements on job commitment among lecturers in UON and SEKU was collected from a wide scope.

Further on gender, most lecturers at SEKU were male as shown by 74.5% while 25.5% of them were female. Moreover, at University of Nairobi, most lecturers were male (75.5%) as compared to female lecturers (24.5%). This shows that most universities are making an effort to achieve two thirds gender rule in their staff. It also implies that the study was not gender biased as it obtained from both male and female lecturers.

Concerning the highest education levels, most of the lecturers at UoN revealed to have doctorate as shown by 43(87.8%) while the rest had masters as shown by 87.8%. At SEKU, most lecturers indicated to have doctorate (87.2%) and the rest had master's degree (12.8%) This implies that the minimum qualification for anyone to be a lecturer in Kenyan universities is a master's degree. It also shows that the lecturers were learned enough to give credible information regarding the organizational culture elements influence job commitment among lecturers.

Regarding the job designation, most lecturers at SEKU indicated to be senior lecturers as shown by 48.9%, lecturers as shown by 38.3% and assistant lecturers as shown by 12.8%. At UoN, most lecturers indicated to be senior lecturers (51%). Further on how many years they had served as lecturers was more than 5 years. Further on how many years they had served in their current station was more than 2 years. This implies that the lecturers were in a position to offer credible data on how organizational culture elements influence job commitment among lecturers. The employment was both on permanent and contractual basis.

4.3.3 Students' Background Information

The students were asked about their background information including age bracket, gender, level of studentship and years studying at the university. The findings are shown in Appendix VI (Table 3). As per results in Appendix VI (Table 3), most of the students in SEKU revealed to be aged between 20 and 30 years (66.7%) while at university of Nairobi most students were also 20-30 years (70.3%). This shows that data on how elements of organizational culture influence job commitment among lecturers was obtained from a wide scope in terms of age.

Further on gender, most students at SEKU were male as shown by 63.2% while 36.6% of them were female whereas at University of Nairobi, most students were male (75.5%). On level of studentship at SEKU, there were more undergraduates' students (79.3% as compared to masters' students (19.5%) and doctorate students (1.1%). Further in UoN, most students were undergraduates at 87.5% and the least

were doctorate students at 4.1%. On how many years they have been studying at the university, most students at SEKU indicated 2 to 4 years (58.6%) while at UoN, most students also indicated to have been studying for 2 to 4 years (73%). This implies that the students were in a position to offer reliable data regarding how organizational culture elements influence job commitment among lecturers.

4.4 Goal-Oriented Culture and Lecturers' Job Commitment

The study sought to establish how goal-oriented culture influence job commitment among lectures at UON and SEKU.

4.4.1 Descriptive Statistics for Goal-Oriented Culture

The participants were asked to show their agreement levels with all statements on the goal-oriented culture guided by 5-point Likert scales. In this case, 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees, and 5 is agrees strongly. In this case, an average not exceeding 1.5 represents disagrees strongly, an average of 1.5 to 2.5 represents disagrees, an average of 2.5 to 3.5 represents neutral, an average of 3.5 to 4.5 represents agrees, and an average of 4.5 or more represents agrees strongly. The standard deviations depict the dispersal of measurements more precisely and deviation from the mean. The findings are given in different Tables. Table 4.2 indicate deans' views on goal-oriented culture as one of the elements of organizational culture.

Table 4. 2: Deans' Response on Statements on Goal-Oriented Culture

	Mean	Std. Dev.
There is a well-defined and communicated long-range plan for the university that all staff members are aware of.	3.923	0.862

The university has established distinct and attainable objectives for teaching and learning	3.769	0.725
The university aligns its research objectives with the individual goals of its faculty members	3.923	0.760
The university sets achievable targets for lecturers	4.077	0.641
The universities arrange events for professional growth, such as seminars and benchmarking sessions	4.231	0.725

From the findings in Table 4.2, the deans agreed that the universities arrange events for professional growth, such as seminars and benchmarking sessions (Mean=4.231; SD=0.725), that the university sets achievable targets for lecturers (Mean=4.077; SD=0.641) and that there is a well-defined and communicated long-range plan for the university that all staff members are aware of (Mean=3.923; SD=0.862). Further, the deans agreed that the university aligns its research objectives with the individual goals of its faculty members (Mean=3.923; SD=0.760) and that the university has established distinct and attainable objectives for teaching and learning (Mean=3.769; SD=0.725). The findings imply that targeted universities have goal-oriented culture which is attributed to professional development activities like seminars and bench marking, set targets for lecturers, long-term blueprint and matching university's research goals with its staff personal goals. The findings agree with Lim (2022) who noted that being goal-oriented involves being driven by a distinct vision, mission, or aspiration, prompting individuals to participate in activities perceived to contribute to achieving those goals. The findings correlate with Staniok (2014) who suggested that depending on task at hand individuals have goals as certain orientation either performance goal orientation or learning goal orientation.

The lecturers' agreement opinions on statements concerning goal-oriented culture as one of the elements of organizational culture were represented in Table 4.3.

Table 4. 3: Lecturers' Response on Statements on Goal-Oriented Culture

	Mean	Std. Dev.
I comprehend the strategic path that the university I work for is set to follow over the next five years.	4.063	0.723
We have a well-defined and communicated long-term plan for the university that all staff members are familiar with.	2.448	0.983
The university has set ambitious objectives that are both difficult and within reach	3.885	0.663
The university's objectives in the realm of education present a formidable yet attainable challenge	3.500	0.503
The university goals on research activity are challenging and yet achievable	4.125	0.603
The university's objectives in the realm of education present a formidable yet attainable challenge	3.500	1.005
The objectives of the university align with the career aspirations I have for myself	3.625	0.487
The objectives of the university align with those of comparable institutions in the market	4.031	0.827
I have the chance to enhance my professional skills and knowledge through academic opportunities at the university	3.625	0.997
I have the chance to enhance my research skills at the university	3.875	0.603
I want to showcase my individual proficiency in comparison to others and receive favorable assessments	4.104	0.640
I consistently feel driven to attain the goals established by the university	4.000	0.871
I typically engage in professional growth opportunities such as attending seminars and participating in benchmarking exercises	3.927	1.098

From the finding in Table 4.3, the lecturers agreed that the university goals on research activity are challenging and yet achievable (Mean=4.125; SD=0.603), that they want to showcase my individual proficiency in comparison to others and receive favorable assessments (Mean=4.104; SD=0.640) and that they comprehend the strategic path that the university they work for is set to follow over the next five years (Mean=4.063; SD=0.723). The lecturers also agreed that

the objectives of the university align with those of comparable institutions in the market (Mean=4.031; SD=0.827), that they consistently feel driven to attain the goals established by the university (Mean=4.000; SD=0.871) and that they typically engage in professional growth opportunities such as attending seminars and participating in benchmarking exercises (Mean=3.927; SD=1.098). This is in line with Tsai and Li (2020) who argued that performance goals emphasize external motivation to acquire rewards from external sources, while learning goals direct individuals toward enhancing their skills and mastering the tasks they engage in. The findings agree with equity theory of motivation which asserts that employees evaluate the outcomes they receive from their job situation in relation to the inputs they contribute, and then compare their input-outcome ratio to the input-outcome ratios of their colleagues. Ng'ang'a, Mwaura and Dinga (2018) noted that the variations in students' academic achievement could be attributed to their achievement goal orientation. Specifically, it was observed that performance approach was maladaptive in the academic context, whereas mastery approach, mastery avoidance, and performance avoidance were found to be adaptive

The lecturers further agreed that the university has set ambitious objectives that are both difficult and within reach (Mean=3.885; SD=0.663) and that they have the chance to enhance my research skills at the university (Mean=3.875; SD=0.603). The participants also agreed that the objectives of the university align with the career aspirations they have for themselves (Mean=3.625; SD=0.487) and that they have the chance to enhance my professional skills and knowledge through

academic opportunities at the university (Mean=3.625; SD=0.997). Moreover, the lecturers agreed that the university's objectives in the realm of education present a formidable yet attainable challenge (Mean=3.500; SD=1.005). However, the lecturers disagreed that they have a well-defined and communicated long-term plan for the university that all staff members are familiar with (Mean=2.448; SD=0.983). However, some of long-term documents like strategic plans and annual reports are readily available on university websites. This concurs with Polychroniou and Trivellas (2018) who argued that goals directed people focus towards actions relevant to the goals and establish a framework for understanding and responding to associated events and outcomes. Staniok (2014) observed that there is no distinct and meaningful connection between the prioritization of goals by principals and the commitment of teachers to those goals. However, it was highlighted that conflicts in goals significantly and negatively impact this linkage.

The student's agreement opinions on statements concerning goal-oriented culture as one of the elements of organizational culture were illustrated in Table 4.4.

Table 4.4: Students' Response on Statements on Goal-Oriented Culture

	Mean	Std. Dev.
The objectives of the university are clearly expressed by the university administration	3.870	0.845
The lecturers consistently communicate the learning objectives clearly at the beginning of each semester	3.603	1.074
The lecturers work diligently to meet all the established learning objectives by the conclusion of each semester	4.118	0.728
The lectures attend all the lecture hours for every unit	3.410	1.046
The lecturers motivate us to establish objectives that align with their own goals	3.472	1.118

The university promotes research	3.795	1.113
The university promotes technology	3.969	0.918
The university promotes innovation	4.093	0.843
The university establishes beneficial partnerships and collaborations for lecturers	4.038	0.838

From the findings in Table 4.4, the students agreed that the lecturers work diligently to meet all the established learning objectives by the conclusion of each semester (Mean=4.118; SD=0.728), that the university promotes innovation (Mean=4.093; SD=0.843), that the university forms advantageous partnerships and collaborations on behalf of its lecturers (Mean=4.038; SD=0.838) and that the university promotes technology (Mean=3.969; SD=0.918). This agrees with Muazzam and Tiwana (2015) who argued that when employees have a clear understanding of the company's goals and objectives, they are inclined to exert effort in order to attain those goals. Likewise, being cognizant of their personal goals and aligning them with the company's objectives significantly influences their motivation to remain committed and positive about their affiliation with the organization. Acquah, *et al.*, (2020) established that goal-oriented culture makes employees' ability to identify with the organizations mission, level of confidence and external motivation.

The students also agreed that the objectives of the university are clearly expressed by the university administration (Mean=3.870; SD=0.845), that the university promotes research (Mean=3.795; SD=1.113) and that the lecturers consistently communicate the learning objectives clearly at the beginning of each semester (Mean=3.603; SD=1.074). Further, the students were neutral that the lecturers

motivate us to establish objectives that align with their own goals (Mean=3.472; SD=1.118) and that the lectures attend all the lecture hours for every unit (Mean=3.410; SD=1.046). This agrees with Lee, Tan and Javalgi (2015) who noted that while the mastery goal pertains to all three facets of organizational commitment, the performance goal specifically correlates with affective commitment. While both affective and normative commitment are associated with job satisfaction, only affective commitment is connected to performance of employees. The findings are also in line with Ali, Zengtian, Amoah and Grace (2021) who also asserts that setting objectives has the potential to enhance the involvement and dedication of employees within the banking industry in Hyderabad, Pakistan. The extent of commitment can impact an employee's appreciation for their job, subsequently influencing the frequency with which they are motivated to utilize their capabilities and skills to attain organizational objectives.

From the interviews, the Deans said that some of research and academic goals set by the university that relate to lecturers include providing high-quality teaching, conducting research, professional development and student engagement and support. In which way do goal-oriented culture influence lecturers' job commitment at your university, the deans said that goal-oriented culture can help provide clear expectations for lecturers regarding their job responsibilities, performance standards, and goals which lead to a greater sense of job security and

job satisfaction among lecturers, which can positively influence their job commitment. In support, one of the Deans said;

When universities have a goal-oriented culture, there is often a system of accountability in place that ensures that each lecturer is held responsible for achieving their individual and university goals. This can motivate lecturers to work harder and more diligently towards their objectives, leading to increased job commitment (Source: Interviewee 6).

Further, another interviewee said;

Goal-oriented cultures typically include regular feedback and recognition for achievement. When lecturers receive positive feedback and recognition for meeting their goals, they are more likely to feel valued and appreciated, which can increase their job satisfaction and job commitment (Source: Dean 4).

The next section presents the correlations analysis to show how goal-oriented culture is related to lecturer’s job commitment.

4.4.2 Correlation between Goal-Oriented Culture and Lecturers’ Job Commitment

Pearson correlation analysis was done to determine the association amongst the goal-oriented culture and job commitment among lecturers. The results are represented in Table 4.5.

Table 4. 5: Correlation between Goal-Oriented Culture and Lecturers’ Job Commitment

		Goal-Oriented Culture	Lecturers’ Job Commitment
Goal-Oriented Culture	Pearson Correlation	1	.861**
	Sig. (2-tailed)		.000
	N	96	96

Lecturers' Job Commitment	Pearson Correlation	.861**	1
	Sig. (2-tailed)	.000	
	N	96	96
**. Correlation is significant at the 0.01 level (2-tailed)			

From the results in Table 4.5, the study established that there is a strong and positive association amongst goal-oriented culture and job commitment among lecturers at UON and SEKU ($r=0.861$; $p=0.000$). The findings show that there is a significant relationship between goal-oriented culture and job commitment. The findings agree with Zengtian, Amoah and Grace (2021) who also asserts that goal setting can boost employees' engagement and commitment in the banking sectors of Hyderabad, Pakistan. The next section presents the findings for testing hypothesis one.

4.4.3 Test of Hypothesis One

The research carried out a simple regression analysis for testing hypothesis one that: Goal-oriented culture has no significant relationship with lecturers' job commitment in UON and SEKU.

Table 4. 6: Model Summary for Hypothesis One

Model	R	R Square	Adjusted R Square	Std. Error
1	.861 ^a	.740	.738	.169

a. Predictors: (Constant), Goal-Oriented Culture

From the model summary in Table 4.6, the R-square was 0.861 which implies 86.1% of the variations in job commitment among lecturers at UON and SEKU

could be linked to goal-oriented culture. This means that job commitment among lecturers at UON and SEKU could significantly be linked to the goal-oriented culture in place. The results agree with Beik and Cho (2023), Soetjipto, Soelistya, Priyohadi Widyawati and Riswanto (2021) who found that goal-oriented culture is a substantial contributor towards job commitment.

Table 4. 7: ANOVA^a for Hypothesis One

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.637	1	7.637	268.206	.000 ^b
Residual	2.677	94	.028		
Total	10.313	95			

a. Dependent-Variable: Job Commitment among Lecturers

b. Predictors: (Constant), Goal-Oriented Culture

Moreover, based on the ANOVA table, the calculated F-value was 268.206 with a corresponding significance level of 0.000. Given that the calculated F-value (268.206) exceeded the critical F-value (3.9423), and the significance level (0.000) was below 0.05, it was deduced that the regression model is statistically significant. This could be linked to the fact that commitment of lecturers could be determined by goal-oriented culture existing in the university. The results agree with Beik and Cho (2023), Soetjipto, Soelistya, Priyohadi Widyawati and Riswanto (2021) who found that goal-oriented culture is a substantial contributor towards job commitment.

Table 4. 8: Coefficients^a for Hypothesis One

Model	Unstandardized		t	Sig.
	Coefficients			
	B	Std. Error	Beta	

1	(Constant)	.951	.142		6.680	.000
	Goal-Oriented Culture	.618	.038	.861	16.377	.000

a. Dependent-Variable: Job Commitment among Lecturers

From the regression coefficients, the study established the following equation:

$$Y = 0.951 + 0.618 X_1$$

Where: Y = Lecturers' Job Commitment; X_1 = Goal-oriented culture

From the findings, the study established that a unit change in goal-oriented culture would result to 0.618 significant changes in job commitment among lecturers at UON and SEKU. Since p-value (0.000) was less than 0.05, the null hypothesis one was not accepted. Hence, the research deduced that goal-oriented culture has a significant influence on job commitment among lecturers at UON and SEKU. The findings correlate with Makau (2014) who noted that there is a positive association amongst the organizational culture and job commitment among primary school teachers in Mwingi. However, study by Makau (2014) was inconclusive since it focused on organizational culture generally and did not specifically single out how goal-oriented culture affect lecturers' job commitment. The results agree with Beik and Cho (2023), Soetjipto, Soelistya, Priyohadi Widyawati and Riswanto (2021) who found that goal-oriented culture is a substantial contributor towards job commitment. Further, Sarigül, Karakaya, Ince and Yalçin (2021) noted that the teaching goal orientations significantly affects the approaches teachers use in physical education and sports. Moreover, the findings contradict Leithwood, Harris and Hopkins (2018) who argued that

supportive school cultures are not significantly associated with higher levels of teacher commitment. The next section highlights the findings of the second aspect of organizational culture by presenting descriptive and inferential statistics for organizational values.

4.5 Organizational Values and Lecturers’ Job Commitment

The research also intended to establish how organizational values influence job commitment among lecturers in UON and SEKU.

4.5.1 Descriptive Statistics for Organizational Values

The participants were requested to specify their agreement level with different statements in regard to organizational values anchored on 5-point Likert scales. In this case, 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees, and 5 is agrees strongly. In this case, an average not exceeding 1.5 represents disagrees strongly, an average of 1.5 to 2.5 represents disagrees, an average of 2.5 to 3.5 represents neutral, an average of 3.5 to 4.5 represents agrees, and an average of 4.5 or higher represents agrees strongly. The standard deviations depict the dispersal of measurements more precisely and deviation from the mean. The findings are represented in different Tables. Table 4.9 indicate deans’ views on organizational values as one of the elements of organizational culture.

Table 4.9: Deans’ Responses on Statements on Organizational Values

	Mean	Std. Dev.
The university engages the lecturers in the decision-making process	3.923	0.954

The university have active corporate social responsibility initiatives.	4.231	0.725
The university supports teamwork among the lecturers	4.154	0.899
The university's policies make it possible for the lecturers to practice integrity in their workplace.	4.000	1.080
The university administration entrusts the lecturers with administrative roles	3.692	0.855

From the findings in Table 4.9, the deans agreed that the university have active corporate social responsibility initiatives (Mean=4.231; SD=0.725), that the university supports teamwork among the lecturers (Mean=4.154; SD=0.899) and that the university's policies make it possible for the lecturers to practice integrity in their workplace (Mean=4.000; SD=1.080). Loan (2020) argued that effective development, formalization, and implementation of organizational values play a crucial role in shaping workplace procedures, and when not properly established, endorsed, and executed, these values are unlikely to have a meaningful impact on employees' conduct and actions. Karadag (2015) noted that organizational values which motivate the employees by providing support for employees to balance the work demands and life at home.

Moreover, the deans agreed that the university engages the lecturers in the decision-making process (Mean=3.923; SD=0.954) and that the university administration entrusts the lecturers with administrative roles (Mean=3.692; SD=0.855). This is in line with Arieli, Sagiv and Roccas (2019) who noted that every person who work for the organization understand and share values. Employees have the opportunity to work together and engage in collaboration, ensuring that the shared values are impactful in their interactions and job

performance. Marinova, Cao and Park (2019) noted that organizational values encompass the guiding principles that articulate the fundamental aspects crucial to the organization, shaping both the actions of the organization itself and the conduct of its employees. These values can originate within the organization or be effectively transmitted from individual beliefs to the organizational level through the actions and behaviors of its workforce.

The lecturer's agreement opinions on statements for organizational values as one of the elements of organizational culture as represented in Table 4.10.

Table 4. 10: Lecturers' Response on Statements on Organizational Values

	Mean	Std. Dev.
The work ethics within the university are clearly outlined	3.875	0.332
The university encourages lectures to have good employee-employee relationships	4.167	0.536
There are effectively maintained university-lecturer relationships	2.292	1.004
The university have programs meant to take care of its staff and students as well	3.740	0.861
Lecturers in this University have the opportunity to be engaged in process of making decisions	2.354	0.973
The students from economically challenged background are usually considered for bursaries	3.635	0.884
There are scholarships for students from economically challenged background	4.240	0.750
The university have initiated work-study programs for students from economically challenged background	2.219	0.908
The university supports teamwork among the lecturers	4.052	0.887
The university's policies make it possible for the lecturers to practice integrity in their workplace.	4.115	0.540
There is a freedom of thought and expression at the university	4.125	0.603
The lecturers are valued by the management at the university	3.375	0.861
The university administration entrusts the lecturers with administrative roles	4.115	0.560
The university supports innovativeness among the lecturers in research, teaching and community service	3.875	0.785

From the results in Table 4.10, the lecturers agreed that there are scholarships for students from economically challenged background (Mean=4.240; SD=0.750), that the university encourages lectures to have good employee-employee relationships (Mean=4.167; SD=0.536) and that there is a freedom of thought and expression at the university (Mean=4.125; SD=0.603). Further, the lecturers agreed that the university's policies make it possible for the lecturers to practice integrity in their workplace (Mean=4.115; SD=0.540), that the university administration entrusts the lecturers with administrative roles (Mean=4.115; SD=0.560) and that the university supports teamwork among the lecturers (Mean=4.052; SD=0.887). This is in line with Iriqat (2016) argues that organizational values shape the manner in which employees engage with each other, foster healthy competition, fulfill their duties, collaborate as a team, adhere to organizational policies, and execute their roles and responsibilities in the workplace.

The lecturers also agreed that the work ethics within the university are clearly outlined (Mean=3.875; SD=0.332), that the university supports innovativeness among the lecturers in research, teaching and community service (Mean=3.875; SD=0.785) and that the university have programs meant to take care of its staff and students as well (Mean=3.740; SD=0.861). Also, the lecturers agreed that the students from economically challenged background are usually considered for bursaries (Mean=3.635; SD=0.884) and were neutral that the lecturers are valued by the management at the university (Mean=3.375; SD=0.861). Finegan (2020)

established that the employees' commitment levels were anticipated based on how they perceived the organizational values. Distinct sets of values were associated with the prediction of affective, normative, and continuance commitment.

Moreover, the lecturers disagreed that lecturers in this university have the opportunity to be involved in the process of making decisions process (Mean=2.354; SD=0.973), that there are effectively maintained university-lecturer relationships (Mean=2.292; SD=1.004) and that the university have initiated work-study programs for students from economically challenged background (Mean=2.219; SD=0.908). Salih and Ahmed (2019) noted that a substantial and favorable connection between organizational values and employee performance within the banking sector in the Kurdistan region. The degree of correlation varied among different variables, highlighting that organizational values have played a substantial role in improving employee performance in the banking industry in the Kurdistan Region.

The student's agreement opinions on statements for organizational values as one of the elements of organizational culture as represented in Table 4.11.

Table 4. 11: Students' Response on Statements on Organizational Values

	Mean	Std. Dev.
Both lecturers and students are involved in decision making at the university	2.404	0.996
The university have an actively undertake corporate social responsibility activities.	3.615	0.956
The students from economically challenged backgrounds are given bursaries	3.429	1.176
The university facilities are accessible to by persons with	3.832	1.068

disabilities		
There is freedom of worship for all religious groups within the university	4.248	0.844
There is a freedom of thought and expression at the university	3.839	1.066
The university administration entrusts the lecturers with administrative roles	3.752	0.859
There are friendly policies at the university that enhance working environment for lectures	4.155	0.703

As per results in Table 4.11, the students agreed that there is freedom of worship for all religious groups within the university (Mean=4.248; SD=0.844), that there are friendly policies at the university that enhance working environment for lectures (Mean=4.155; SD=0.703) and that there is a freedom of thought and expression at the university (Mean=3.839; SD=1.066). Further, the students agreed that the university facilities are accessible to by persons with disabilities (Mean=3.832; SD=1.068), that the university administration entrusts the lecturers with administrative roles (Mean=3.752; SD=0.859) and that the university have an actively undertake corporate social responsibility activities (Mean=3.615; SD=0.956). The students were however neutral that the students from economically challenged backgrounds are given bursaries (Mean=3.429; SD=1.176) and disagreed that both lecturers and students are involved in decision making at the university (Mean=2.404; SD=0.996). The findings are in agreement with Rastgar, Motameni and Hemmati (2017) who argued that within the concept of organizational values, the mental dimension, encompassing growth and the development of the organization, along with the emotional dimension, which involves organizational self-esteem and institutional relationships, exert influence on commitment of employees.

From the interviews, the interviewees said that some of the existing organizational values for their university included academic excellence, innovation, diversity, inclusivity, integrity, professionalism, and community engagement. On ways in which organizational values influence lecturers' job commitment at your university, the deans said that organizational values that promote ethical behavior can help create a culture of trust and respect and this can foster a positive work environment where lecturers feel valued and respected. In support, one of the interviewees said;

Organizational values that prioritize professional development can help lecturers grow and improve their skills. This could result to a greater sense of job commitment as lecturers feel that their organization is interested in their growth. In addition, Organizational values can provide a sense of purpose and meaning to the work that lecturers do. When lecturers feel that their work is aligned with a larger purpose, they are more likely to be committed to their job (Source: Interviewee 1)

The next section highlights the findings for correlation analysis to show how organizational values is related to lecturer's job commitment in UoN and SEKU.

4.5.2 Correlation between Organizational Values and Lecturers' Job Commitment

Pearson correlation analysis was carried out to determine the association amongst the organizational values and job commitment among lecturers. The results are represented in Table 4.12.

Table 4. 12: Correlation between Organizational Values and Lecturers' Job Commitment

		Organizational Values	Lecturers' Job Commitment
Organizational Values	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000

	N	96	96
Lecturers' Job	Pearson Correlation	.796**	1
Commitment	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

As per results in Table 4.12, the study found that there is a strong and positive association amongst organizational values and job commitment among lecturers at UON and SEKU ($r=0.796$; $p=0.000$). The findings agree with Mwaniki, Njuguna and Gakobo (2021) who established that employee welfare as one of the organizational values accounts for 98% of the variability in employee commitment at the judicial service commission in Kenya. Employee welfare is a crucial factor in determining employee commitment in an organization. Study findings by Mwaniki, Njuguna and Gakobo (2021) could not be generalized to highlight the situation in Kenyan universities in regard to association amongst organizational values and job commitment among lecturers as it focused on employees in judicial service commission in Kenya. Zeinhofer (2022) and Sadaf, Mukhtar, Nemati, Yousaf and Javed (2022) found that organizational value system has a substantial effect on job commitment in organizations. The next section presents the findings for testing hypothesis two.

4.5.3 Test of Hypothesis Two

The research carried out a simple regression analysis for testing hypothesis two that: Organizational values has no significant relationship with job commitment among lecturers at UON and SEKU.

Table 4. 13: Model Summary for Hypothesis Two

Model	R	R Square	Adjusted R Square	Std. Error
1	.796 ^a	.634	.630	.20038

a. Predictors: (Constant), Organizational Values

From the model summary in Table 4.13, the R-square was 0.634 which implies 63.4% of the variations in job commitment among lecturers at UON and SEKU could be attributed to organizational values. The results are in line with Salih and Ahmed (2019) who argued that there was a notable and favorable correlation between employee performance and the values upheld by the organization in the banking sector in the Kurdistan region.

Table 4. 14: ANOVA^a for Hypothesis Two

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.539	1	6.539	162.846	.000 ^b
	Residual	3.774	94	.040		
	Total	10.313	95			

a. Dependent-Variable: Job Commitment among Lecturers

b. Predictors: (Constant), Organizational Values

Further, based on the ANOVA table, the computed F-value was 162.846 with a corresponding significance value of 0.000. Given that the computed F-value (162.846) exceeded the critical F-value (3.9423), and the significance value (0.000) was below the 0.05 threshold, it can be deduced that the regression model is statistically significant. The results are in line with Salih and Ahmed (2019) who argued that there was a notable and favorable correlation between employee performance and the values upheld by the organization in the banking sector in the Kurdistan region.

Table 4. 15: Coefficients^a for Hypothesis Two

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.220	.274		-.802	.425
Organizational values	.973	.076	.796	12.761	.000

a. Dependent-Variable: Job Commitment among Lecturers

From the regression coefficients, the study established the following equation:

$$Y = -0.220 + 0.973 X_2$$

Where: Y = Lecturers' Job Commitment; X_2 = Organizational values

From the findings, the study established that a unit change in organizational values would lead to 0.973 significant changes in job commitment among lecturers at UON and SEKU. Since p-value (0.000) was less than 0.05, the null hypothesis two was not accepted. Thus, the research deduced that organizational values substantially influence job commitment among lecturers at UON and SEKU. The results are in line with Salih and Ahmed (2019) who argued that there was a notable and favorable correlation between employee performance and the values upheld by the organization in the banking sector in the Kurdistan region. However, the study by Salih and Ahmed (2019) could not conclusively establish whether organizational values affect job commitment in education sector particularly in universities as it focused on employee performance in banking industry. The next section presents findings for organizational justice.

4.6 Organizational Justice and Lecturers' Job Commitment

The research also intended to establish the degree that organizational justice influence job commitment among lecturers at UON and SEKU.

4.6.1 Descriptive Statistics for Organizational Justice

The participants were asked to specify their agreement level with all statements in regard to organizational justice anchored on 5-point Likert scales. In this case, 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees, and 5 is agrees strongly. In this case, an average not exceeding 1.5 represents disagrees strongly, an average of 1.5 to 2.5 represents disagrees, an average of 2.5 to 3.5 represents neutral, an average of 3.5 to 4.5 represents agrees, and an average of 4.5 or higher represents agrees strongly. The standard deviations depict the dispersal of measurements more precisely and deviation from the mean. The findings are illustrated in different Tables. Table 4.16 show deans' views on statements for organizational justice as one of the elements of organizational culture.

Table 4. 16: Deans' Response on Statements on Organizational Justice

	Mean	Std. Dev.
The university explains to all the lecturers of any redundancies and why they are occurring	3.539	0.519
The university treats the lecturers who are laid off with dignity and fair treatment.	4.154	0.689
There is fairness in remunerations for every lecturer at the university	3.923	0.760
The lecturers at this university are treated equally when university is taking disciplinary actions against them	4.462	0.519
The lecturers are given equal opportunities of career progression at the university	3.923	0.760

As per the results in Table 4.16, the deans strongly agreed that the lecturers at this university are treated equally when university is taking disciplinary actions

against them (Mean=4.462; SD=0.519). The deans agreed that the university treats the lecturers who are laid off with dignity and fair treatment (Mean=4.154; SD=0.689) and that there is fairness in remunerations for every lecturer at the university (Mean=3.923; SD=0.760). The deans agreed that the lecturers are given equal opportunities of career progression at the university (Mean=3.923; SD=0.760) and that the university explains to all the lecturers of any redundancies and why they are occurring (Mean=3.539; SD=0.519). Tafamel and Akrawah (2019) noted that an organization that upholds fairness and justice in its procedures, policies, interactions, and distribution systems tends to receive a more positive commitment from its employees. Khaola and Rambe (2020) argued that workplace organizational justice is closely linked to both employee satisfaction and the overall effectiveness of the organization.

The agreement levels among the lecturers on statements regarding organizational justice as one of the elements of organizational culture were presented in Table 4.17.

Table 4. 17: Lecturers’ Response on Statements on Organizational Justice

	Mean	Std. Dev.
The university explains to all the lecturers of any redundancies and why	2.396	0.923

they are occurring		
The university treats the lecturers who are laid off with dignity and fairly.	2.031	0.956
There is a high perception of fairness among the lecturers in the university	2.396	0.801
Lecturers adheres to all university standards and ethics	4.010	0.761
The university employs fairness in disciplinary actions for its teaching staff	3.813	0.862
The university exercises fairness in career progression for lecturers	3.250	0.834
This university ensures inclusion of differently abled members of the university community.	3.625	0.700
The university management treat lecturers with respect and courtesy	3.885	0.939
The university management provide adequate explanations on decisions made by university	2.458	0.857
The lecturers are given equal opportunities to voice out their opinions regarding decisions made by the university	3.375	0.700

The differences in opinions between deans and lecturers could be attributed to different perceptions and experiences in regard to organizational justice at the universities. According to the results in Table 4.17, the lecturers agreed that lecturers adhere to all university standards and ethics (Mean=4.010; SD=0.761), that the university management treat lecturers with respect and courtesy (Mean=3.885; SD=0.939) and that the university employs fairness in disciplinary actions for its teaching staff (Mean=3.813; SD=0.862). The lecturers also agreed that the university ensures inclusion of differently abled members of the university community (Mean=3.625; SD=0.700). Nevertheless, the lecturers were neutral that the lecturers are given equal opportunities to voice out their opinions regarding decisions made by the university (Mean=3.375; SD=0.700) and that the university exercises fairness in career progression for lecturers (Mean=3.250; SD=0.834). This agrees with Gulluce, Ozer and Erkilic (2015) who asserts that commitment of employees exhibits a statistically substantial association with

distributive justice. Welfare, is affected by how distributive principles are designed, either its maximization or distribution.

The lecturers disagreed that the university management provide adequate explanations on decisions made by university (Mean=2.458; SD=0.857) and that the university explains to all the lecturers of any redundancies and why they are occurring (Mean=2.396; SD=0.923). The lecturers also disagreed that there is a high perception of fairness among the lecturers in the university (Mean=2.396; SD=0.801) and that the university treats the lecturers who are laid off with dignity and fairly (Mean=2.031; SD=0.956). The results agree with Gim and Desa (2014) who argued a strong and positive association was observed between distributive and procedural justice with affective commitment, subsequently leading to a notable negative association with turnover intention. The findings contradict Mathiesen (2015) who argues that informational justice centers on providing explanations to individuals, conveying information about the rationale behind the use of specific procedures or the distribution of outcomes.

The agreement levels amongst the students on statements regarding organizational justice as one of the elements of organizational culture were illustrated in Table 4.18.

Table 4. 18: Students' Response on Statements on Organizational Justice

Mean Std.

		Dev.
The university upholds the virtue of fairness	3.727	0.887
The lecturers are given equal opportunities of career progression at the university	3.870	0.663
This university ensures inclusion of differently abled members of the university community.	3.870	0.751
The university management treat lecturers with respect and courtesy	4.012	0.766
There is a guarantee of equal participation of lecturers in workshops and seminars organized by the university	3.932	0.653
There is equal allocation of time for teaching a single unit within the university	4.062	0.747

As per the findings in Table 4.18, the students agreed that there is equal allocation of time for teaching a single unit within the university (Mean=4.062; SD=0.747), that the university management treat lecturers with respect and courtesy (Mean=4.012; SD=0.766) and that there is a guarantee of equal participation of lecturers in workshops and seminars organized by the university (Mean=3.932; SD=0.653). Karanja (2016) asserts that in procedural justice, employees value not only fair outcomes but also a fair process for determining those outcomes. This enhances their sense of belonging in the workplace.

The students also agreed that the lecturers are given equal opportunities of career progression at the university (Mean=3.870; SD=0.663) and that the university ensures inclusion of differently abled members of the university community (Mean=3.870; SD=0.751) and that the university upholds the virtue of fairness (Mean=3.727; SD=0.887). The results agree with Hadi, Tjahjono and Palupi (2020) who argued that organizational justice is to the degree to which workers

perceive the procedures, interactions, and results within the workplace as equitable. Recognizing justice is deemed crucial in the realm of organizational behavior, as it fosters the engagement, allegiance, and confidence of individuals toward the organization, contributing to the overall human and social investment in the organization.

From the interviews, the Deans said that organizational justice influences job commitment among lecturers at UON and SEKU in various ways. The deans said that when lecturers perceive that they are treated fairly and justly by the university administration in matters such as hiring, promotion, compensation, and workload distribution, they are likely to have higher levels of job commitment. In support one of deans said:

“Organizational justice can also influence lecturers' trust in the university as an institution. When the organization is perceived as fair and just, lecturers are more likely to trust its leadership and feel a sense of loyalty to the university. This can increase their job commitment and reduce turnover intentions” (Source: Interviewee 2).

In addition, another interviewee said:

Lecturers who perceive that the university has fair policies and procedures in place for job security are more likely to be committed to their jobs. When they feel that their employment is stable and that the university has their best interests in mind, they are more likely to invest their time and effort into their work (Source: Interviewee 5).

The next section highlights the correlation analysis for showing how organizational justice is related to lecturer's job commitment.

4.6.2 Correlation between Organizational Justice and Lecturers' Job Commitment

Pearson correlation analysis was carried out to determine the association amongst the organizational justice and lecturers' job commitment. The results are represented in Table 4.19.

Table 4. 19: Correlation between Organizational Justice and Lecturers' Job Commitment

		Organizational Justice	Lecturers' Job Commitment
Organizational Justice	Pearson Correlation	1	.834**
	Sig. (2-tailed)		.000
	N	96	96
Lecturers' Job Commitment	Pearson Correlation	.834**	1
	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

From the findings in Table 4.19, the study established that there is a strong and positive association amongst the organizational justice and job commitment among lecturers in UON and SEKU ($r=0.834$; $p=0.000$). The findings imply that organizational justice is significantly related to job commitment. This agrees with Gulluce, Ozer and Erkilic (2015) who asserts that the commitment of employees is significantly correlated with distributive justice. The next section presents the findings for testing hypothesis three.

4.6.3 Testing of Hypothesis Three

The research carried out a simple regression analysis for testing hypothesis three that: Organizational justice has no significant influence on job commitment among lecturers at UON and SEKU.

Table 4. 20: Model Summary for Hypothesis Three

Model	R	R Square	Adjusted R Square	Std. Error
1	.834 ^a	.695	.692	.183

a. Predictors: (Constant), Organizational Justice

From the model summary in Table 4.20, the R-square was 0.695 which implies 69.5% of the variations in job commitment among lecturers at UON and SEKU could be attributed to organizational justice. This concurs with Gulluce, Ozer and Erkilic (2015) who noted that the commitment of employees is significantly correlated with distributive justice.

Table 4. 21: ANOVA for Hypothesis Three

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.168	1	7.168	214.246	.000 ^b
	Residual	3.145	94	.033		
	Total	10.313	95			

a. Dependent-Variable: Job Commitment among Lecturers
b. Predictors: (Constant), Organizational Justice

Further, based on the ANOVA table, the computed F-statistic was 214.246 with a significance value of 0.000. Given that the computed F-statistic (214.246) exceeded the critical F-value (3.9423), and the significance value (0.000) was below the 0.05 threshold, it can be deduced that the regression model was substantial statistically. This shows that job commitment could be significantly predicted by organizational justice. The finding is in line with Hadi, Tjahjono and

Palupi (2020) who noted that organizational justice is to the degree to which workers perceive the procedures, interactions, and results within the workplace as equitable.

Table 4. 22: Coefficients for Hypothesis Three

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.906	.162		5.582	.000
Organizational Justice	.756	.052	.834	14.637	.000

a. Dependent-Variable: Job Commitment among Lecturers

From the regression coefficients, the study established the following equation:

$$Y = 0.906 + 0.756 X_3$$

Where:

Y = Lecturers' Job Commitment

X₃ = Organizational Justice

From the findings, the study established that a unit change in organizational justice would lead to 0.756 significant changes in job commitment among lecturers at UON and SEKU. Since p-value (0.000) was less than 0.05, the null hypothesis three was not accepted. Thus, the research deduced that organizational justice substantially influenced job commitment among lecturers at UON and SEKU. The results agree with Hadi, Tjahjono and Palupi (2020) who argued that organizational justice is to the degree to which workers perceive the procedures, interactions, and results within the workplace as equitable. Recognizing justice is

deemed crucial in the realm of organizational behavior, as it fosters the engagement, allegiance, and confidence of individuals toward the organization, contributing to the overall human and social investment in the organization. The next section presents the findings for organizational beliefs.

4.7 Organizational Beliefs and Lecturers' Job Commitment

The research intended to establish the degree that organizational beliefs influence job commitment among lecturers at UON and SEKU.

4.7.1 Descriptive Statistics for Organizational Beliefs

The participants were asked to state their agreement levels with different statements in regard to the organizational beliefs anchored on 5-point Likert scales. In this case, 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees, and 5 is agrees strongly. In this case, an average not exceeding 1.5 represents disagrees strongly, an average of 1.5 to 2.5 represents disagrees, an average of 2.5 to 3.5 represents neutral, an average of 3.5 to 4.5 represents agrees, and an average of 4.5 or higher represents agrees strongly. The standard deviations depict the dispersal of measurements more precisely and deviation from the mean. The results are represented in different Tables. Table 4.23 show deans' views on organizational beliefs as one of the elements of organizational culture.

Table 4. 23: Deans' Response on Statements on Organizational Beliefs

	Mean	Std. Dev.
There is a belief that remunerations for lecturers depends on their performance	4.462	0.660

I believe that promotions of lecturers are based on merit	3.846	0.987
I believe that lectures are highly motivated to continue working for this university	2.692	1.109
There is a belief that lecturers' capabilities are fully utilized in this university	4.308	0.751
There is a belief that university is interested in the welfare of the lecturers	3.923	0.760

As per the findings in Table 4.23, the deans agreed that there is a belief that remunerations for lecturers depends on their performance (Mean=4.462; SD=0.660), that there is a belief that lecturers' capabilities are fully utilized in this university (Mean=4.308; SD=0.751) and that there is a belief that university is interested in the welfare of the lecturers (Mean=3.923; SD=0.760). The participants also agreed that they believe that promotions of lecturers are based on merit (Mean=3.846; SD=0.987) and that they were neutral that they believe that lectures are highly motivated to continue working for this university (Mean=2.692; SD=1.109). This is in line with Yusuf (2019) who asserts that commonly held beliefs and values foster increased delegation, heightened satisfaction, greater motivation, accelerated teamwork, reduced influence operations and surveillance, enhanced communication, yet concurrently result in decreased experimentation and knowledge acquisition.

The agreement levels among the lecturers on statements regarding organizational beliefs as one of the elements of organizational culture were illustrated in Table 4.24.

Table 4. 24: Lecturers' Response on Statements on Organizational Beliefs

	Mean	Std.
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		Dev.
I believe that lecturers remuneration depends on their performance	4.021	0.917
I believe that lecturers' promotions are based on merit	3.844	0.988
I consider my fridge benefits and those of my colleagues in the same bracket to be very poor	3.625	0.861
There is belief that the morale of the lectures at this university is quite low	3.250	1.095
I think staff suggestions are listened to in this university	2.396	1.119
There is a belief that staff capabilities are fully utilized in this university	3.854	0.984
In this university one gets recognized for work well done	3.375	0.861
I think the university is interested in the welfare of its employees	2.750	0.973
I believe that lectures conform to accepted professional standards of conduct in this university	4.031	0.732
I think the lecturers' opinions are taken into consideration by the management when making decisions in this university.	2.365	0.860

As per results in Table 4.24, the lecturers agreed that they believe that lectures conform to accepted professional standards of conduct in this university (Mean=4.031; SD=0.732), that they believe that lecturers remuneration depends on their performance (Mean=4.021; SD=0.917) and that there is a belief that staff capabilities are fully utilized in this university (Mean=3.854; SD=0.984). The lecturers agreed that they believe that lecturers' promotions are based on merit (Mean=3.844; SD=0.988), that they consider my fridge benefits and those of my colleagues in the same bracket to be very poor (Mean=3.625; 0.861) and that in the university one gets recognized for work well done (Mean=3.375; SD=0.861). The findings imply that there are organizational beliefs upheld with the targeted universities. Howlett and Paulus (2015) showed that employees may hold beliefs or preferences that are similar to those of the firm's manager if sorting is done at the labor market. Tsai and Li (2020) observed that professional or social

workplace ethics focuses primarily on educators' objectives to impart knowledge, foster skill development, and nurture various facets of students' personalities. The ultimate aim is to support their growth, enable them to realize their potential, and aid them in becoming engaged citizens and valuable contributors to society.

However, the lecturers were neutral that there is belief that the morale of the lectures at this university is quite low (Mean=3.250; SD=1.095) and that they think the university is interested in the welfare of its employees (Mean=2.750; SD=0.973). The lecturers disagreed that they think staff suggestions are listened to in this university (Mean=2.396; SD=1.119) and that they think the lecturers' opinions are taken into consideration by the management when making decisions in this university (Mean=2.365; SD=0.860). This concurs with Roscoe, Subramanian, Jabbour and Chong (2019) who argues that heightened belief from the manager can inspire employees who share his viewpoint to such an extent that they willingly embark on the project considered most favorable by the manager. The findings correlate with Cekuls (2015) who noted that organizational values aim to foster a sense of mutual trust among employees and to revitalize and integrate past life experiences, ultimately creating a more positive and productive workplace environment.

The agreement levels among the students on statements regarding organizational beliefs as one of the elements of organizational culture were illustrated in Table 4.25.

Table 4. 25: Students' Response on Statements on Organizational Beliefs

	Mean	Std. Dev.
I believe that lecturers are always motivated to cover all the lecture hours	3.832	0.846
I believe that the lecturers' promotions are based on merit	3.745	0.931
I believe that the students concern voiced by the lecturers are listened to by the university administration	3.441	0.914
I believe that lecturers capabilities are fully utilized in this institution	3.808	0.826
I believe that lecturers are always happy to continue working at the university	3.596	0.854
I believe that the university is interested in the welfare of its employees	3.758	0.893
I believe that lecturers conform to accepted professional standards of conduct	4.124	0.630

As per the results in Table 4.25, the students agreed that they believe that lecturers conform to accepted professional standards of conduct (Mean=4.124; SD=0.630), that they believe that lecturers are always motivated to cover all the lecture hours (Mean=3.832; SD=0.846) and that they believe that lecturers capabilities are fully utilized in this institution (Mean=3.808; SD=0.826). The students agreed that they believe that the university is interested in the welfare of its employees (Mean=3.758; SD=0.893), that they believe that the lecturers' promotions are based on merit (Mean=3.745; SD=0.931) and that they believe that lecturers are always happy to continue working at the university (Mean=3.596; SD=0.854). The students were neutral that they believe that the students concern voiced by the lecturers are listened to by the university administration (Mean=3.441; SD=0.914). This concurs with Roscoe, Subramanian, Jabbour and Chong (2019) who argues that a heightened belief from the manager will inspire employees who

share his perspective to the extent that they enthusiastically embark on the project considered most advantageous by the manager.

4.7.2 Correlation between Organizational Beliefs and Lecturers' Job Commitment

Pearson correlation analysis was carried out to determine the association amongst the organizational beliefs and job commitment among lecturers. The results are represented in Table 4.26.

Table 4. 26: Correlation between Organizational Beliefs and Lecturers' Job Commitment

		Organizational Beliefs	Lecturers' Job Commitment
Organizational Beliefs	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	96	96
Lecturers' Job Commitment	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

From the findings in Table 4.26, the study established that there is a strong and positive association amongst the organizational beliefs and job commitment among lecturers at UON and SEKU ($r=0.853$; $p=0.000$). This concurs with Roscoe, *et al.*, (2019) who established that organizational beliefs enhance organizational commitment. However, this study was not done in education sector and hence could not conclusively establish how organizational beliefs affect lecturers' job commitment in Kenyan universities.

4.7.3 Test of Hypothesis Four

The research carried out a simple regression analysis for testing hypothesis four that: Organizational beliefs has no significant influence on job commitment among lecturers at UON and SEKU.

Table 4. 27: Model Summary for Hypothesis Four

Model	R	R Square	Adjusted R Square	Std. Error
1	.853 ^a	.727	.724	.17305

a. Predictors: (Constant), Organizational Beliefs

From the model summary in Table 4.27, the R-square was 0.727 which implies 72.7% of the variations in job commitment among lecturers at UON and SEKU could be attributed to organizational beliefs. The ANOVA establishes the significance of the regression model. The findings agree with Roscoe, *et al.*, (2019) who established that organizational beliefs enhance organizational commitment.

Table 4. 28: ANOVA for Hypothesis Four

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.498	1	7.498	250.376	.000 ^b
	Residual	2.815	94	.030		
	Total	10.313	95			

a. Dependent-Variable: Job Commitment among Lecturers
b. Predictors: (Constant), Organizational Beliefs

Based on the ANOVA table, the calculated F-statistic was 250.376, with a corresponding significance value of 0.000. Given that the calculated F-statistic (250.376) exceeded the critical F-value (3.9423), and the significance value (0.000) was below the conventional threshold of 0.05, it can be concluded that the regression model demonstrated statistical significance. Cekuls (2015) who noted

that organizational beliefs aim to foster a sense of mutual trust among team members and to rejuvenate and intertwine their previous life experiences, creating a more positive and productive workplace environment.

The results in Table 4.29 shows how independent variable affects the dependent variable.

Table 4. 29: Coefficients for Hypothesis Four

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.109	.138		8.061	.000
Organizational Beliefs	.644	.041	.853	15.823	.000

a. Dependent-Variable: Job Commitment among Lecturers

From the regression coefficients, the study established the following equation:

$$Y = 1.109 + 0.644 X_2$$

Where: Y= Lecturers' Job Commitment; X₂ = Organizational beliefs

From the findings, the study established that a unit change in organizational beliefs would lead to 0.644 significant changes in job commitment among lecturers at UON and SEKU. Since p-value (0.000) was less than 0.05, the null hypothesis four was not accepted. Hence, the research deduced that organizational beliefs substantially influence job commitment among lecturers at UON and SEKU. This concurs with Roscoe, Subramanian, Jabbour and Chong (2019) who argues that a heightened belief from the manager will inspire employees who

share his perspective to the extent that they enthusiastically embark on the project considered most advantageous by the manager. The findings correlate with Cekuls (2015) who noted that organizational beliefs aim to foster a sense of mutual trust among team members and to rejuvenate and intertwine their previous life experiences, creating a more positive and productive workplace environment.

4.8 Descriptive Statistics for Lecturers' Job Commitment

The participants were asked to state their agreement levels with different statements regarding the job commitment among lecturers anchored 5-point Likert scales. In this case, 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees, and 5 is agrees strongly. In this case, an average not exceeding 1.5 represents disagrees strongly, an average of 1.5 to 2.5 represents disagrees, an average of 2.5 to 3.5 represents neutral, an average of 3.5 to 4.5 represents agrees, and an average of 4.5 or higher represents agrees strongly. The standard deviations depict the dispersal of measurements more precisely and deviation from the mean. The results are represented in different Tables. The level of agreement among the deans from both University of Nairobi and SEKU on statements regarding job commitment among lecturers were represented in Table 4.30.

Table 4. 30: Deans' Response on Statements on Lecturers' Job Commitment

	Mean	Std. Dev.
Lecturers successfully meet all the faculty's semester targets by the conclusion of each academic semester	4.077	0.641
Lecturers actively participate in various university	2.462	0.967

activities

Some lecturers have declined offers to relocate, opting instead to persist in their roles at this university	4.539	0.519
There is a sense job satisfaction among the lecturers	2.231	1.092
There are cases of chronic absenteeism among the lecturers	2.154	0.899

As per the results in Table 4.30, the deans agreed that some lecturers have declined offers to relocate, opting instead to persist in their roles at this university (Mean=4.539) and that lecturers successfully meet all the faculty's semester targets by the conclusion of each academic semester (Mean=4.077). In their research on manufacturing firms in Port Harcourt, Nigeria, Gilbert and Konya (2020) discovered that a strong predictor of organizational performance is continuance commitment. They observed that continuance commitment significantly influences the performance of manufacturing firms in the region. Additionally, Masud et al. (2018) argue that normative commitment indicates the degree to which an employee's perceptions align with the fundamental values of an organization.

However, the deans disagreed that lecturers actively participate in various university activities (Mean=2.462), that there is a sense job satisfaction among the lecturers (Mean=2.231; SD=1.092) and that there are cases of chronic absenteeism among the lecturers (Mean=2.154; SD=0.899). The findings agree

with Anitha (2016) who argued that job commitment is the sense of duty and obligation that an individual feels towards an organization's mission and objectives. When someone is committed to their job, they are inclined to undertake tasks and fulfill responsibilities that contribute to the organization's overall goals. According to Jaworski, Ravichandran, Karpinski, and Singh (2018), examining organizational commitment provides insights into the level and steadfastness of an employee's allegiance to the organization.

The level of agreement among the lecturers from both University of Nairobi and SEKU on statements in regard to job commitment of lecturers were illustrated in Table 4.31.

Table 4. 31: Lecturers’ Response on Statements on Job Commitment

	Mean	Std. Dev.
I am prepared to exert a significant amount of effort beyond the usual expectations to contribute to the success of this organization.	3.875	0.785
I enthusiastically recommend this organization to my friends as an excellent place to work.	3.750	0.834
I am willing to take on nearly any job task to continue my employment with this company.	2.042	0.893
I notice a strong alignment between my personal values and those of the organization.	3.990	0.900
I might easily be employed by another company as long as the nature of the tasks remained comparable. (R)	4.135	0.790
This institution truly motivates me to deliver my optimal job performance.	3.375	0.861
I could easily depart from this organization with just a minor shift in my current situation. (R)	3.250	1.095
I am very pleased with my decision to join this organization	3.750	0.834

instead of the other options I was contemplating when I started working here.

There is no much benefit in staying with this organization for an extended period. (R) 2.375 1.117

Frequently, I struggle to align myself with the policies of this organization, particularly concerning crucial issues that impact its workforce. (R) 2.125 0.932

From the findings, the lecturers agreed that they might easily be employed by another company as long as the nature of the tasks remained comparable (Mean=4.135; SD=0.790), that they notice a strong alignment between their personal values and those of the organization (Mean=3.990; SD=0.900) and that they are prepared to exert a significant amount of effort beyond the usual expectations to contribute to the success of this organization (Mean=3.875; SD=0.785). Further, the lecturers agreed that they enthusiastically recommend this organization to their friends as an excellent place to work (Mean=3.750; SD=0.834) and that they are very pleased with my decision to join this organization instead of the other options they are contemplating when they started working here (Mean=3.750; SD=0.834). Lambert, Minor, Wells and Hogan (2016) argues that committed workers contribute enhanced value to the company by demonstrating steadfastness, offering proactive assistance, maintaining a relatively high level of productivity, and exhibiting a keen awareness of quality. Committed employees are also less prone to taking sick leave or resigning from the organization.

Further, the lecturers were neutral that the university truly motivates them to deliver their optimal job performance (Mean=3.375; SD=0.861), that it could easily depart from this organization with just a minor shift in their current situation (Mean=3.250; SD=1.095) and that there is no much benefit in staying with this organization for an extended period (Mean=2.375; SD=1.117). The lecturers disagreed that frequently, they struggle to align myself with the policies of this organization, particularly concerning crucial issues that impact its workforce (Mean=2.125; SD=0.932) and that willing to take on nearly any job task to continue their employment with this company (Mean=2.042; SD=0.893). Rafiei, Amini, and Foroozandeh (2014) noted that with elevated normative commitment experience a sense of duty to stay within their organization. Normative commitment is demonstrated by employees choosing to remain in an organization due to a perceived obligation to do so. Yucel, McMillan and Richard (2014) opined that normative commitment increases as a result of an individual's sense of duty to the organization, thereby influencing the extent to which an individual's values and beliefs align with the core values of the organization.

From the interviews, the deans said that to improve job commitment among lecturers at UON and SEKU, there is need to offer professional development opportunities, encourage collaboration and recognize and reward good performance. In support of the deans said;

“To improve lecturers’ commitment, there is need for our university management to encourage lecturers to maintain a healthy work-life balance

by providing flexible working hours, time-off policies, and other support measures that allow them to balance their personal and professional lives. There is also a need to offer opportunities for lecturers to attend workshops, conferences, and seminars that will enhance their skills and knowledge. This will help to keep them up-to-date with the latest trends and innovations in their fields and give them a sense of professional growth and development” (Source: Interviewee 7).

4.8.1 Comparative Analysis on Lecturers’ Job Commitment Between UON and SEKU

The research intended to determine the differences among various components of job commitment among Lecturers in UON and SEKU. The findings are represented in Table 4.32.

Table 4. 32: Comparative Analysis on Lecturers’ Job Commitment Between UON and SEKU

	Mean	
	University of Nairobi	SEKU
Affective Commitment	3.619	3.517
Normative Commitment	3.804	3.992
Continuance commitment	3.786	3.461
Overall mean	3.736	3.657

From the findings, in terms of different components of job commitment, lecturers at University of Nairobi exhibited higher levels of affective commitment (Mean=3.619) and continuance commitment (Mean=3.786) as compared to

lecturers at South Eastern Kenya University. However, lecturers at South Eastern Kenya University exhibited higher levels of Normative Commitment (Mean=3.992) as compared to those at University of Nairobi (Mean=3.804). Overall, the study established that lecturers at University of Nairobi exhibited higher job commitment as shown by an overall mean of 3.736 compared to their counterparts at South Eastern Kenya University (Overall mean= 3.657). This could be attributed factors such as differences in institutional reputation, resources and facilities, work environment, compensation and benefits and work-life balance.

4.9 Overall Regression Analysis

Multiple regression analysis was carried out by the researcher for testing the association amongst the variables. The findings are represented in Table 4.33, 4.34 and 4.35.

Table 4. 33: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.862 ^a	.744	.732	

As per the results, the R square was 0.744. This implied that 74.4% changes in lecturers' job commitment at UON and SEKU are attributed to goal-oriented culture, organizational values, organizational justice and organizational beliefs. This implies that job commitment among the lecturers could be determined by various elements of organizational culture including goal-oriented culture, organizational values, organizational justice and organizational beliefs. The findings agree with Adam, Nurdin, Djalil and Septianto (2020) who established

that organizational culture significantly influence on job satisfaction and organizational commitment in Tax Service Office Pratama Banda Aceh, Aceh, Indonesia.

Table 4. 34: Analysis of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.668	4	1.917	65.955	.000 ^b
	Residual	2.645	91	.029		
	Total	10.313	95			

a. Dependent Variable: Job Commitment among Lecturers

b. Predictors: (Constant), Organizational Beliefs, Organizational Values, Goal-Oriented Culture, Organizational Justice

From the ANOVA Table, p-value was 0.000 and F-computed was 65.955. Because p-value did not exceed 0.05 and the F-computed exceeded the F-critical, then the regression model was substantial in determining how goal-oriented culture, organizational values, organizational justice and organizational beliefs influenced job commitment among lecturers at UON and SEKU.

Table 4. 35: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.247	.423		2.950	.004
	Goal-Oriented Culture	.618	.038	.861	16.377	.000
	Organizational Values	.973	.076	.796	12.761	.000
	Organizational Justice	.756	.052	.834	14.637	.000
	Organizational Beliefs	.644	.041	.853	15.823	.000

a. Dependent-Variable: Job Commitment among Lecturers

The established model for the study was:

$$Y = 1.247 + 0.618X_1 + 0.973X_2 + 0.756X_3 + 0.644X_4$$

Where: -

Y= Lecturers' Job Commitment

X₁= Goal-Oriented Culture

X₂= Organizational Values

X₃= Organizational Justice

X₄= Organizational Beliefs.

The regression equation above has found that taking (goal-oriented culture, organizational values, organizational justice and organizational beliefs), job commitment among lecturers at UON and SEKU will have a regression coefficient of 1.247. The findings also showed that goal-oriented culture have a positive and significant influence on job commitment among lecturers at UON and SEKU (B=0.618; p=0.000). The findings imply that goal-oriented culture substantially influenced job commitment among lecturers at UON and SEKU. This agrees with Inanlou and Ahn (2017) who concluded that organizational culture especially goal-oriented culture enhances commitment of employees in Korean firms.

The research as well found that organizational values have a positive and substantial influence on job commitment among lecturers at UON and SEKU (B=0.973; p=0.000). The findings imply that organizational values significantly influence job commitment among lecturers at UON and SEKU. The findings concur Finegan (2020) concluded that organizational values have a substantial influence on commitment of employees.

The study further revealed that organizational justice positively and significantly influenced job commitment among lecturers at UON and SEKU ($B=0.756$; $p=0.000$). The findings implied that organizational justice significantly influence job commitment among lecturers at UON and SEKU. The results align with the observations made by Friday and Ugwu (2017), who pointed out that employee commitment in chosen private secondary schools in Nigeria was positively influenced by organizational justice, as measured through distributive justice, procedural justice, and interactional justice.

Finally, the study established that organizational belief positively and significantly influenced job commitment among lecturers at UON and SEKU ($B=0.644$; $p=0.000$). The results imply that organizational beliefs significantly influence job commitment among lecturers at UON and SEKU. This concurs with Roscoe, *et al.*, (2019) who established that organizational beliefs enhance organizational commitment, motivation and job satisfaction by connecting the essence and inner feelings of the workers with the task at hand.

4.10 Synthesis of the Variables

The following table show the coefficients for the independent variables (dimensions of organizational culture) in relation to the dependent variable (lecturers' job commitment). The findings are represented in Table 4.36.

Table 4. 36: Synthesis of the Variables

Variable	Correlation for association with lecturers' job commitment	Rank
Goal-Oriented Culture	$r=0.861$; $p=0.000$	Highest

Organizational Values	r=0.796; p=0.000	Lowest
Organizational Justice	r=0.834; p=0.000	Third
Organizational Beliefs	r=0.853; p=0.000	Second

From the findings in Table 4.36, goal-oriented culture had the greatest association with job commitment among lecturers at UON and SEKU followed by organizational beliefs then organizational justice while organizational values had the association with job commitment among lecturers at UON and SEKU. Permana (2021) found that organizational culture significantly impacts the organizational commitment among Indonesian banks. The results agree with Jigjiddorj, *et al.*, (2021) who established that organizational culture significantly affects job commitment. Arieli, Sagiv and Roccas (2019) noted that every person who work for the organization understand and share values. employees have the opportunity to work together and engage in collaboration to effectively embody shared values in their interactions and job performance. Iriqat (2016) argued that organizational values play a crucial role in shaping the way employees engage with each other, foster healthy competition, fulfill their tasks, collaborate as a team, adhere to organizational policies, and execute their roles and responsibilities in the workplace. Khaola and Rambe (2020) noted that correlation between workplace organizational justice and both employee satisfaction and organizational effectiveness is substantial.

CHAPTER FIVE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The chapter presents summary and discussion of the findings, conclusions, and recommendations drawn from the research. The chapter also highlights suggestions for further research to tackle gaps identified in the research.

5.2 Summary of the Study

The study's purpose was to examine how elements of organizational culture influence job commitment among lecturers at UON and SEKU. The survey employed descriptive research design. Both qualitative and quantitative data analyses were conducted, and the coding and entry of data were performed using SPSS Version 25.0. Descriptive statistics, such as means and standard deviations, were employed. Additionally, inferential statistics were utilized to ascertain the correlation between variables through correlation analysis and to examine the relationship between variables using multiple regression analysis. From the bio-data, the study established that deans at UON and SEKU are aged above 36 years. The study found that most universities are making an effort to achieve two thirds gender rule in their staff and that the minimum qualification for anyone to be a lecturer in Kenyan universities is a master's degree. The next sections highlight summary findings for; goal-oriented culture, organizational values, organizational justice and organizational beliefs.

5.2.1 Goal-Oriented Culture and Lecturers' Job Commitment

The study sought to establish the extent that goal-oriented culture influences job commitment among lecturers at UON and SEKU. The research established that there is a positive and significant association amongst goal-oriented culture and job commitment among lecturers at UON and SEKU ($r=0.861$; $p=0.000$). The findings also showed that goal-oriented culture have a positive and significant influence on job commitment among lecturers in University of Nairobi and South Eastern Kenya University ($B=0.618$; $p=0.000$).

The study established that universities arrange events such as workshops and benchmarking sessions as part of their efforts to enhance professional development, that the university sets achievable targets for lecturers and that there is a well-defined and communicated long-range plan for the university that all staff members are aware of. It was revealed that the university aligns its research objectives with the individual goals of its faculty members and have set clear and attainable teaching and learning goals. The study also found that the university's objectives regarding research endeavors pose a formidable yet attainable challenge.

The study also revealed that comprehend the strategic trajectory of the university they are dedicated to for the upcoming five years. They consistently exhibit motivation to attain the goals established by the university and actively engage in professional growth initiatives such as seminars and benchmarking exercises. It was established university offers opportunities for lecturers to increase research

and professional competence at the university through seminars and summits. The study established that the university's objectives in both teaching and learning, as well as community service, pose a challenging yet attainable task. The research also indicates that instructors exert dedicated efforts to fulfill all prescribed learning goals by the end of each semester.

5.2.2 Organizational Values and Lecturers' Job Commitment

The research further intended to examine the influence of organizational values on job commitment among lecturers at UON and SEKU. The research established that there is a positive and substantial association amongst organizational values and job commitment among lecturers at UON and SEKU ($r=0.796$; $p=0.000$). The research also established that organizational values positively and substantially influenced job commitment among lecturers at UON and SEKU ($B=0.973$; $p=0.000$).

The study established that the university have active corporate social responsibility initiatives such as free medical camps and, health talks like community services, that the university supports teamwork among the lecturers and that the university's policies make it possible for the lecturers to practice integrity in their workplace. The study also found that the universities engage the lecturers in the decision-making process like when formulating university policies and its administration entrusts the lecturers with administrative roles.

The study found that there are scholarships for students from economically challenged background, that the university administration encourages lecturers to

have good employee-employee relationships and that there is a freedom of thought and expression at the university. It was revealed that university administration supports teamwork among the lecturers by involving them in university projects, that the work ethics within the university are clearly outlined, that the university supports innovativeness among the lecturers in research, teaching and community service and that the university have programs meant to take care of its staff and students as well.

The study found that students from economically challenged background are usually considered for bursaries, that there are no effectively maintained university-lecturer relationships and that the universities have not initiated work-study programs for students from economically challenged background. The study found that there is freedom of worship for all religious groups within the university, that there are friendly policies at the university that enhance working environment for lecturers. The study found that university facilities are accessible to by persons with disabilities.

5.2.3 Organizational Justice and Lecturers' Job Commitment

The study also sought to examine the extent to which organizational justice influences job commitment among lecturers at UON and SEKU. The research established that there is a positive and substantial association amongst organizational justice and job commitment among lecturers at UON and SEKU ($r=0.834$; $p=0.000$). The research further established that organizational justice positively and significantly influenced job commitment among lecturers at UON

and SEKU ($B=0.756$; $p=0.000$). It was revealed that lecturers are treated equally when university is taking disciplinary actions against them and those who are laid off are treated with dignity and fair treatment. The study established that there is fairness in remunerations for every lecturer at the university and that lecturers are given equal opportunities of career progression at the university.

The study established that lecturers adhere to all university standards and ethics, that the university management treat lecturers with respect and courtesy and that the university employs fairness in disciplinary actions for its teaching staff. The study also found that the university ensures inclusion of differently abled members of the university community. It was revealed that lecturers are given equal opportunities to voice out their opinions regarding decisions made by the university through participatory processes and that the university exercises fairness in career progression for lecturers.

The study found that the university management provide adequate explanations on decisions made by university and that the university explains to all the lecturers of any redundancies and why they are occurring. The study found that there is equal allocation of time for teaching a single unit within the university and that there is a guarantee of equal participation of lecturers in workshops and seminars organized by the university. The study found that the lecturers are given equal opportunities of career progression at the university and that the university upholds the virtue of fairness.

5.2.4 Organizational Beliefs and Lecturers' Job Commitment

The study intended to establish the extent that organizational beliefs influenced job commitment among lecturers at UON and SEKU. The research found that organizational beliefs have a positive and substantial influence on job commitment among lecturers at UON and SEKU ($B=0.644$; $p=0.000$). Moreover, the study found that there is a positive and substantial association amongst organizational beliefs and job commitment among lecturers at UON and SEKU ($r=0.853$; $p=0.000$).

The research revealed that there is a belief that lecturers' capabilities are fully utilized in this university and that there is a belief that university is interested in the welfare of the lecturers. The study also found that there is a belief that promotions of lecturers are based on merit and that lecturers are highly motivated to continue working for this university. The study found that lecturers conform to accepted professional standards of conduct in this university.

The study established that there is a belief that staff capabilities are fully utilized in this university. The study also found that lecturers consider their fringe benefits and those of their colleagues in the same bracket to be very poor and that in the university one gets recognized for work well done. The study established that there is belief that the morale of the lecturers at this university is quite low and that they think the university is interested in the welfare of its employees as it guarantees staff of retirement benefits and have initiated staff wellness programs.

The study found that staff suggestions are listened to in this university and lecturers' opinions are taken into consideration by the management when making decisions in this university. It was revealed that there is a belief that lecturers conform to accepted professional standards of conduct, that they believe that lecturers are always motivated to cover all the lecture hours and that they believe that lecturers capabilities are fully utilized in this institution. The study established that there is a belief that the university is interested in the welfare of its employees and that lecturers are always happy to continue working at the university.

5.3 Conclusions

The study concluded that goal-oriented culture positively and substantially influenced the job commitment among lecturers at University of Nairobi and South Eastern Kenya University. The commitment of the lecturers in their job depends on whether the universities arrange events such as seminars for professional development and benchmarking and sets achievable targets for lecturers. It's also clear that university of Nairobi and SEKU matches their goals in research, teaching and learning research goals with lecturer's goals. Having an understanding regarding university's strategic plan for five years guarantees a strong commitment to employment.

The study further concluded that there is a positive and substantial association amongst organizational values and job commitment among lecturers at UON and SEKU. Having clear and implemental organizational values ensures staff are

effectively committed to their jobs. Some of the organizational values that University of Nairobi and SEKU uphold include having active corporate social responsibility initiatives, supporting teamwork among the lecturers and having policies that make it possible for the lecturers to practice integrity in their workplace. Other organizational values upheld include engaging the lecturers in the decision-making process, entrusting the lecturers with administrative roles and having scholarships for students from economically challenged background.

The study also concluded that organizational justice positively and significantly influenced the job commitment among lecturers at UON and SEKU. Ensuring organizational justice in any university gives the lecturers the desire to improve their job commitment. In light of this, both University of Nairobi and SEKU continues to uphold organizational justice. This has been by treating lecturers equally when university is taking disciplinary actions against them, ensuring fairness in remunerations for every lecturer at the university and giving equal opportunities of career progression.

The study concluded that organizational beliefs have a positive and substantial influence on job commitment among lecturers at UON and SEKU. Having strong beliefs embedded in the organizations ensures that the staff have a reason to effectively commit themselves in their jobs. Some of the beliefs that University of Nairobi and SEKU have in place include a belief that remunerations for lecturers

depends on their performance, that lecturers' capabilities are fully utilized in this university and university is interested in the welfare of the lecturers.

5.4 Contributions of the Study to Knowledge

In an attempt to achieve the objectives of the study, the study makes the following contributions to knowledge body and existing literature. The summary of contribution is as tabulated in Table 5.1.

Table 5. 1: Contributions of the Study to Knowledge

Objective	Findings	Conclusion	Contribution to Knowledge
To assess the extent that goal-oriented culture influences job commitment among lecturers at UON and SEKU.	Goal-oriented culture has a significant influence on job commitment among lecturers at UON and SEKU.	Goal-oriented culture significantly influences job commitment among lecturers at UON and SEKU.	The study findings demonstrated empirical evidence that goal-oriented culture is one of the key drivers to job commitment among lecturers at UON and SEKU.
To establish the influence of organizational values on job commitment among lecturers at UON and SEKU.	Organizational values have a significant influence on job commitment among lecturers at UON and SEKU	Organizational values significantly influence job commitment among lecturers at UON and SEKU.	The findings provided empirical evidence that organizational values are important factor to consider when coming up with strategies to promote job commitment among lecturers at UON and SEKU.

<p>To examine the extent to which organizational justice influences job commitment among lecturers at UON and SEKU.</p>	<p>Organizational justice has a significant influence on job commitment among lecturers at UON and SEKU.</p>	<p>Organizational justice significantly influences job commitment among lecturers at UON and SEKU.</p>	<p>The study findings have empirically demonstrated that organizational justice is one of the key drivers of job commitment among lecturers at UON and SEKU.</p>
<p>To assess extent that organizational beliefs influence job commitment among lecturers at UON and SEKU.</p>	<p>Organizational beliefs have a significant influence on job commitment among lecturers at UON and SEKU.</p>	<p>Organizational beliefs significantly influence job commitment among lecturers at UON and SEKU.</p>	<p>The empirical study findings provided evidence that organizational beliefs significantly influence job commitment among lecturers at UON and SEKU.</p>

5.5 Recommendations

The recommendations cover the policy implications, theory and practice, and further studies as follows.

5.5.1 Recommendations for Policy

The study recommends that universities need to implement the existing policies of professional development opportunities for all the lecturers. This would go a long way with enhancing their commitment. It is also important for policies to be formulated to ensure that the qualified lecturers are promoted to higher positions.

The government through the Commission for University Education (CUE) should formulate policies that takes into consideration the matters concerning promoting job commitment among university staff. There is also a need for policies to be formulated to ensure that there are active corporate social responsibility initiatives in every university.

The study also recommends that there is need to formulate university's policies that make it possible for the lecturers to practice integrity in their workplace. The policies should ensure that the university administration entrusts the lecturers with administrative roles.

5.5.2 Recommendation for Theory and Practice

The study recommends that administrations of Kenyan universities should ensure that every lecture is provided with a clear long-term university blueprint. This would enhance a feeling among the lecturers that they are part of the university and hence improve job commitment. There is also a need for

management of university to maintain effective university-lecturer relationships.

The study further recommends that universities ought to enhance the dedication of their lecturers by crafting employment terms that align internally with the efforts of the lecturers and are externally competitive.

The study recommends that university administrators should promote equitable compensation for their staff, as a content and satisfied workforce is more likely to exert maximum effort toward accomplishing institutional objectives. Universities should enhance the teaching and working atmospheres for educators by ensuring well-equipped facilities and technology, along with fostering a conducive research environment.

There is need for university administration to foster open and transparent communication channels between the administration and lecturers. There is need to clearly communicate the university's beliefs, goals, and expectations to ensure alignment with lecturers' expectations.

5.5.3 Recommendations for University of Nairobi

The study recommends that University of Nairobi should continue creating a strong organizational culture that promotes values such as respect and teamwork. A strong culture will help to create a positive work environment and promote job commitment among the lecturers.

The study also recommends that University of Nairobi should continue developing policies and programs that encourage professional development for

lecturers. This could be achieved by providing training opportunities, conferences, workshops, and mentorship programs which will help to keep the lecturers engaged and committed to their jobs.

5.5.4 Recommendations for South Eastern Kenya University

The study recommends that South Eastern Kenya University should continue encouraging work-life balance among lecturers. This could be achieved by developing policies that allow for flexible working hours, job sharing, and telecommuting which will help in reducing stress levels and improve job commitment among lecturers.

The study also recommend that South Eastern Kenya University should continue developing policies that recognize and reward performance among lecturers. This could be achieved by providing financial incentives, promotions, and awards for outstanding performance which will help to motivate lecturers and improve their job commitment.

5.5.5 Recommendation for Further Studies

- i. The study recommends that future studies need to be conducted on the challenges facing lecturers in enhancing their job commitment in Kenyan universities.
- ii. The study also recommends that future studies need to look at the emerging issues such as technology integration that have an impact on the lecturers' job commitment in Kenyan universities.
- iii. Another area of future research should be other kinds of organizational culture like adhocracy culture and hierarchy culture that may job

commitment among lecturers at UON and SEKU and other universities in Kenya.

- iv. The same study should also be replicated to cover all the universities in Kenya both private and public universities.
- v. Similar study should be done using different methods that is, both primary and secondary data.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi

Faculty of Education

Department of Educational Management, Policy and Curriculum Studies

P.O Box 92- 902

Kikuyu.

Dear Sir/Madam

Re: Participation in Research

I am a postgraduate student at University of Nairobi, Faculty of Education, Department of Educational Administration and Planning. I am carrying out research on “*Influence of Elements of Organizational Culture on Lecturers’ job commitment in University of Nairobi and South Eastern Kenya University (SEKU)*”. This questionnaire is designed to gather information for the specified research as a component of the Doctor of Education program in Educational Administration and Planning. Your institution has been chosen to take part in this investigation. The provided information will be utilized exclusively for academic purposes, and the identities of respondents will be handled with the highest level of confidentiality..

Thank you.

Yours Sincerely,

Mutiso Pauline Mwikali.

Appendix II: Informed Consent

Participation in a research project.

Title of the project: Influence of Elements of Organizational Culture on Lecturers' job commitment in University of Nairobi and South Eastern Kenya University (SEKU).

Researcher: Mutiso Pauline Mwikali
Supervisors: Dr. Jeremiah M. Kalai, PhD
Dr. Ursulla Okoth
Dr. Per-Olof Hansson

Department: Educational Administration.

I, Mr./Mrs. -----

With ID/ Passport number:

- I have perused and obtained a duplicate of the enclosed details regarding the research.
- I have been provided with spoken details regarding the research.
- I comprehend the information provided by the researcher, including the potential advantages and disadvantages associated with taking part in the study.
- Have managed to provide comments on the research and engage in a discussion with the researcher by posing questions about it.
- I agree to participate in the research and acknowledge that my involvement is entirely optional.
- Consent to use of data in academic context.
- Recognize that I have the option to discontinue my participation in the study at any point throughout the data collection process.
- Recognize that I have the option to revoke my approval for the utilization of my image in academic events and publications starting from the moment I express this desire.
- Be aware that I will be provided with a duplicate of this informed consent document.

By endorsing this informed consent document, I give permission for the utilization of my personal information as outlined within this paper, in compliance with the regulations stipulated in Law 15/1999, dated 13 December, concerning the safeguarding of personal data.

Participant's

signature: _____ Date: _____

Researcher's signature: _____

Date: _____

If you wish to obtain a copy of the results, kindly furnish your email address:

Appendix III: Questionnaire for Deans of Faculties

You are kindly requested to answer to the questionnaire's items with the utmost honesty. You are asked to tick (✓) appropriately the opinion as is relevant. Do not write your name anywhere in the questionnaire. Please feel free to answer to this questionnaire because the details you provide will only be utilized for the purposes of this research.

SECTION A: BACKGROUND INFORMATION

1) Age brackets

Below 25 yrs []

26-35 yrs []

36-45 yrs []

Above 45 yrs []

2) Please indicate your gender:

Male []

Female []

3) Years of service in your current designation?

0-10years []

11-20 years []

Above 20 years []

SECTION B: GOAL ORIENTED CULTURE

- 4) Kindly state your agreement levels with different statements on the goal-oriented culture at your university using 1-5 Likert scale in which 1 is

disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	There is a well-defined and communicated long-range plan for the university that all staff members are aware of.	[]	[]	[]	[]	[]
2	The university has established distinct and attainable objectives for teaching and learning	[]	[]	[]	[]	[]
3	The university aligns its research objectives with the individual goals of its faculty members	[]	[]	[]	[]	[]
4	The university sets achievable targets for lecturers	[]	[]	[]	[]	[]
5	The universities organize professional development activities like seminars and benchmarking	[]	[]	[]	[]	[]

SECTION C: ORGANIZATIONAL VALUES

5) Kindly state your agreement levels with different statements on the organizational values at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly..

	Statements	1	2	3	4	5
1	The university engages the lecturers in the decision-making process	[]	[]	[]	[]	[]
2	The university have active corporate social responsibility initiatives.	[]	[]	[]	[]	[]
3	The university supports teamwork among the lecturers	[]	[]	[]	[]	[]
4	The university's policies make it possible for the lecturers to practice integrity in their workplace.	[]	[]	[]	[]	[]
5	The university administration entrusts the lecturers with administrative roles	[]	[]	[]	[]	[]

SECTION D: ORGANIZATIONAL JUSTICE

- 6) Kindly state your agreement levels with different statements on the organizational justice at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	The university explains to all the lecturers of any redundancies and why they are occurring	[]	[]	[]	[]	[]

2	The university treats the lecturers who are laid off with dignity and fair treatment.	[]	[]	[]	[]	[]
3	There is fairness in remunerations for every lecturer at the university	[]	[]	[]	[]	[]
4	The lecturers at this university are treated equally when university is taking disciplinary actions against them	[]	[]	[]	[]	[]
5	The lecturers are given equal opportunities of career progression at the university	[]	[]	[]	[]	[]

SECTION E: ORGANIZATIONAL BELIEFS

7) Kindly state your agreement levels with different statements on the organizational beliefs at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	There is a belief that remunerations for lecturers depends on their performance	[]	[]	[]	[]	[]
2	I believe that promotions of lecturers are based on merit	[]	[]	[]	[]	[]
3	I believe that lectures are highly motivated to continue working for this university	[]	[]	[]	[]	[]
4	There is a belief that lecturers' capabilities	[]	[]	[]	[]	[]

	are fully utilized in this university					
5	There is a belief that university is interested in the welfare of the lecturers	[]	[]	[]	[]	[]

SECTION F: LECTURERS JOB COMMITMENT

8) Kindly state your agreement levels with different statements on the lecturers' job commitment at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	Lecturers successfully meet all the faculty's semester targets by the conclusion of each academic semester	[]	[]	[]	[]	[]
2	Lecturers actively participate in various university activities	[]	[]	[]	[]	[]
3	Some lecturers have declined offers to relocate, opting instead to persist in their roles at this university	[]	[]	[]	[]	[]
4	There is a sense job satisfaction among the lecturers.	[]	[]	[]	[]	[]
5	There are cases of chronic absenteeism among the lecturers.	[]	[]	[]	[]	[]

Thank you for Participating

Appendix IV: Questionnaire for Lecturers in Universities

Please answer all the questions below. Tick (✓) the appropriate responses. Do not write your name anywhere in the questionnaire. The details you provide will only be utilized for the purposes.

SECTION A: BACKGROUND INFORMATION

1) Age brackets

Below 30 years []

30-39 years []

40-49 years []

Above 50 years []

2) Gender:

Male []

Female []

3) Highest level of education?

Bachelors []

Masters []

Doctorate []

4) Please indicate your job designation

Graduate Assistant [] Tutorial fellow []

Assistant Lecturer [] Lecturer []

Senior Lecturer [] Associate Professor []

Professor []

5) How many years have you served in your current designation?

. years

6) How many years have you served in your current station?.

SECTION B: GOAL ORIENTED CULTURE

7) Kindly state your agreement levels with different statements on the goal-oriented culture at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	I comprehend the strategic path that the university I work for is set to follow over the next five years.	[]	[]	[]	[]	[]
2	We have a well-defined and communicated long-term plan for the university that all staff members are familiar with.	[]	[]	[]	[]	[]
3	The university has set ambitious objectives that are both difficult and within reach	[]	[]	[]	[]	[]
4	The goals of the university on teaching and learning are challenging and yet achievable.	[]	[]	[]	[]	[]
5	The goals of the university on research activities are challenging and yet achievable.	[]	[]	[]	[]	[]
6	The university's objectives in the realm of education present a formidable yet attainable	[]	[]	[]	[]	[]

	challenge					
7	The objectives of the university align with the career aspirations I have for myself	[]	[]	[]	[]	[]
8	The objectives of the university align with those of comparable institutions in the market	[]	[]	[]	[]	[]
9	I have the chance to enhance my professional skills and knowledge through academic opportunities at the university	[]	[]	[]	[]	[]
10	I have the chance to enhance my research skills at the university					
11	I want to showcase my individual proficiency in comparison to others and receive favorable assessments	[]	[]	[]	[]	[]
12	I consistently feel driven to attain the goals established by the university	[]	[]	[]	[]	[]
13	I typically engage in professional growth opportunities such as attending seminars and participating in benchmarking exercises	[]	[]	[]	[]	[]

8) Please state some of goals set by the university that relate to lecturers in relation to?

- i. Teaching and learning-number of units to teach
-

- ii. Timelines for teaching and marking allocated units.
.....
.....
- iii. Submission of results for taught units
.....
.....
- iv. Number of publications to be published
.....
.....
- v. Number of community service initiatives to be undertaken in a
year
.....
.....
- vi. Grants attracted to the university.
.....
.....
- vii. Amount of financial resources mobilised for the university in a
given year.
.....
- viii. Facility maintenance
.....

-
- ix. Number of postgraduate students to be mentored
-
-
- x. International faculty to be attracted
-
- xi. International partnerships to be engaged in
-
- ..

SECTION C: ORGANIZATIONAL VALUES

9) Kindly state your agreement levels with different statements on the organizational values at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	The work ethics within the university are clearly outlined	[]	[]	[]	[]	[]
2	The university encourages lectures to have good employee-employee relationships	[]	[]	[]	[]	[]
3	There are effectively maintained university-lecturer relationships	[]	[]	[]	[]	[]

4	The university have programs meant to take care of its staff and students as well	[]	[]	[]	[]	[]
5	Lecturers in this University have the opportunity to be involved in the decision-making process	[]	[]	[]	[]	[]
6	The students from economically challenged background are usually considered for bursaries	[]	[]	[]	[]	[]
7	There are scholarships for students from economically challenged background	[]	[]	[]	[]	[]
8	The university have initiated work-study programs for students from economically challenged background	[]	[]	[]	[]	[]
9	The university supports teamwork among the lecturers	[]	[]	[]	[]	[]
10	The university's policies make it possible for the lecturers to practice integrity in their workplace.	[]	[]	[]	[]	[]
11	There is a freedom of thought and expression at the university	[]	[]	[]	[]	[]
12	The lecturers are valued by the management at the university	[]	[]	[]	[]	[]
13	The university administration entrusts the lecturers with administrative roles	[]	[]	[]	[]	[]

14	The university supports innovativeness among the lecturers in research, teaching and community service	[]	[]	[]	[]	[]
----	--	-----	-----	-----	-----	-----

10) What are some of the existing organizational values for your university?

.....

.....

.....

.....

.....

SECTION D: ORGANIZATIONAL JUSTICE

11) Kindly state your agreement levels with different statements on the organizational justice at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly..

	Statements	1	2	3	4	5
1	The university explains to all the lecturers of any redundancies and why they are occurring	[]	[]	[]	[]	[]
2	The university treats the lecturers who are laid off with dignity and fairly.	[]	[]	[]	[]	[]
3	There is a high perception of fairness among the lecturers in the university	[]	[]	[]	[]	[]
4	Lectures adheres to all university standards and ethics	[]	[]	[]	[]	[]

5	The university employs fairness in disciplinary actions for its teaching staff	[]	[]	[]	[]	[]
6	The university exercises fairness in career progression for lecturers	[]	[]	[]	[]	[]
7	This university ensures inclusion of differently abled members of the university community.	[]	[]	[]	[]	[]
8	The university management treat lecturers with respect and courtesy	[]	[]	[]	[]	[]
9	The university management provide adequate explanations on decisions made by university	[]	[]	[]	[]	[]
10	The lectures are given equal opportunities to voice out their opinions regarding decisions made by the university	[]	[]	[]	[]	[]

SECTION E: ORGANIZATIONAL BELIEFS

12) Kindly state your agreement levels with different statements on the organizational beliefs at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly..

	Statements	1	2	3	4	5
1	I believe that lecturers remuneration	[]	[]	[]	[]	[]

	depends on their performance					
2	I believe that lecturers' promotions are based on merit	[]	[]	[]	[]	[]
3	I consider my fringe benefits and those of my colleagues in the same bracket to be very poor	[]	[]	[]	[]	[]
4	There is belief that the morale of the lectures at this university is quite low	[]	[]	[]	[]	[]
5	I think staff suggestions are listened to in this university	[]	[]	[]	[]	[]
6	There is a belief that staff capabilities are fully utilized in this university	[]	[]	[]	[]	[]
7	In this university one gets recognized for work well done	[]	[]	[]	[]	[]
8	I think the university is interested in the welfare of its employees	[]	[]	[]	[]	[]
9	I believe that lectures conform to accepted professional standards of conduct in this university	[]	[]	[]	[]	[]
10	I think the lecturers' opinions are taken into consideration by the management when making decisions in this university.	[]	[]	[]	[]	[]

SECTION F: LECTURERS JOB COMMITMENT

13) Organizational Commitment Questionnaire (OCQ) helps measure employee's organizational commitment. It is a 10-item scale developed by Mowday, Steers and Porter (Mowday et al., 1979) and uses a 5-point Likert type response format, with 3 factors that can describe this commitment. An “R” denotes a negatively neither agree nor disagree phrase and reverse scored item. 1 is strongly disagree, 2 is disagree, 3 is neither disagree nor agree, 4 is agree and 5 is strongly agree.

	Statements	1	2	3	4	5
1	I am prepared to exert a significant amount of effort beyond the usual expectations to contribute to the success of this organization.	[]	[]	[]	[]	[]
2	I enthusiastically recommend this organization to my friends as an excellent place to work.	[]	[]	[]	[]	[]
3	I am willing to take on nearly any job task to continue my employment with this company.	[]	[]	[]	[]	[]
4	I notice a strong alignment between my personal values and those of the organization.	[]	[]	[]	[]	[]
5	I might easily be employed by another	[]	[]	[]	[]	[]

	company as long as the nature of the tasks remained comparable. (R)					
6	This institution truly motivates me to deliver my optimal job performance.	[]	[]	[]	[]	[]
7	I could easily depart from this organization with just a minor shift in my current situation. (R)	[]	[]	[]	[]	[]
8	I am very pleased with my decision to join this organization instead of the other options I was contemplating when I started working here.	[]	[]	[]	[]	[]
9	There is no much benefit in staying with this organization for an extended period. (R)	[]	[]	[]	[]	[]
10	Frequently, I struggle to align myself with the policies of this organization, particularly concerning crucial issues that impact its workforce. (R)	[]	[]	[]	[]	[]

14) What do you think can be done to improve your job commitment at the University?

.....

.....

.....

.....

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

Thank you for your Participation

Appendix V: Questionnaire for University Students

You are kindly requested to answer to the questionnaire's items with the utmost honesty. You are requested to tick (✓) the appropriate response as is relevant. Do not write your name anywhere in the questionnaire. Please feel free to answer to this questionnaire because the details you provide will only be used for the purposes of this study and your identity will be confidential.

SECTION A: BACKGROUND INFORMATION

1) Age bracket

Less than 20 years []

20 – 29 years []

30-39 years []

Above 40 years []

2) Gender:

Male []

Female []

3) Please indicate your level of studentship:

Undergraduate []

Masters []

Doctorate []

4) For how long you been studying at the university?

Less than 2 years []

2 to 4 years []

More than 4 years []

SECTION B: GOAL ORIENTED CULTURE

5) Kindly state your agreement levels with different statements on the goal-oriented culture at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly..

	Statements	1	2	3	4	5
1	The objectives of the university are clearly expressed by the university administration	[]	[]	[]	[]	[]
2	The lecturers consistently communicate the learning objectives clearly at the beginning of each semester	[]	[]	[]	[]	[]
3	The lecturers work diligently to meet all the established learning objectives by the conclusion of each semester	[]	[]	[]	[]	[]
4	The lectures attend all the lecture hours for every unit	[]	[]	[]	[]	[]
5	The lecturers motivate us to establish objectives that align with their own goals	[]	[]	[]	[]	[]
6	The university promotes research	[]	[]	[]	[]	[]

7	The university promotes technology					
8	The university promotes innovation					
9	The university establishes beneficial partnerships and collaborations for lecturers	[]	[]	[]	[]	[]

SECTION C: ORGANIZATIONAL VALUES

6) Kindly state your agreement levels with different statements on the organizational values at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	Both lecturers and students are involved in decision making at the university	[]	[]	[]	[]	[]
2	The university have an actively undertake corporate social responsibility activities.	[]	[]	[]	[]	[]
3	The students from economically challenged backgrounds are given bursaries	[]	[]	[]	[]	[]
4	The university facilities are accessible to by persons with disabilities	[]	[]	[]	[]	[]
5	There is freedom of worship for all					

	religious groups within the university					
6	There is a freedom of thought and expression at the university	[]	[]	[]	[]	[]
7	The university administration entrusts the lecturers with administrative roles	[]	[]	[]	[]	[]
8	There are friendly policies at the university that enhance working environment for lectures	[]	[]	[]	[]	[]

SECTION D: ORGANIZATIONAL JUSTICE

7) Kindly state your agreement levels with different statements on the organizational justice at your university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	The university upholds the virtue of fairness	[]	[]	[]	[]	[]
2	The lecturers are given equal opportunities of career progression at the university	[]	[]	[]	[]	[]
3	This university ensures inclusion of differently abled members of the university community.	[]	[]	[]	[]	[]

4	The university management treat lecturers with respect and courtesy	[]	[]	[]	[]	[]
5	There is a guarantee of equal participation of lecturers in workshops and seminars organized by the university	[]	[]	[]	[]	[]
6	There is equal allocation of time for teaching a single unit within the university	[]	[]	[]	[]	[]

SECTION E: ORGANIZATIONAL BELIEFS

8) Kindly state your agreement levels with different statements on the organizational beliefs at university using 1-5 Likert scale in which 1 is disagrees strongly, 2 is disagrees, 3 is neither disagrees nor agrees, 4 is agrees and 5 is agrees strongly.

	Statements	1	2	3	4	5
1	I believe that lecturers are always motivated to cover all the lecture hours	[]	[]	[]	[]	[]
2	I believe that the lecturers' promotions are based on merit	[]	[]	[]	[]	[]
3	I believe that the students concern voiced by the lecturers are listened to by	[]	[]	[]	[]	[]

	the university administration					
4	I believe that lecturers capabilities are fully utilized in this institution	[]	[]	[]	[]	[]
5	I believe that lecturers are always happy to continue working at the university	[]	[]	[]	[]	[]
6	I believe that the university is interested in the welfare of its employees	[]	[]	[]	[]	[]
7	I believe that lecturers conform to accepted professional standards of conduct	[]	[]	[]	[]	[]

Thank for Participating

Appendix VI: Interview Guide for Deans

- 1) Please state some of goals set by the university that relate to lecturers?
- 2) In which ways does goal-oriented culture influence lecturers' job commitment at your university?
- 3) What are some of the existing organizational values for your university?
- 4) In which ways do you think organizational values influence lecturers' job commitment at your university?
- 5) In which ways do you think organizational justice influences job commitment among lecturers at UON and SEKU?
- 6) What can be done to improve job commitment among lecturers at UON and SEKU?

Appendix VII: Bio Data Findings Tables

Table 1: Bio Data for Deans of SEKU

SEKU Deans		
Age bracket	Frequency	Percent
36-45 years	3	50.0
Above 45 years	3	50.0
Gender		
Male	4	66.7
Female	2	33.3
Period of current designation		
0-10years	2	33.3
11-20 years	3	50.0
Above 20 years	1	16.7
UON Deans		
Age bracket	Frequency	Percent
36-60 years	4	57.1
Above 60 years	3	42.9
Gender		
Male	5	71.4
Female	2	28.6
Period of current designation		
0-10years	2	28.6
11-20 years	3	42.9
Above 20 years	2	28.6

Table 2: Bio Data for Lecturers of SEKU

SEKU Lecturers		
Age bracket	Frequency	Percent
40-49 years	30	63.8
Above 50 years	17	36.2
Gender		
Male	35	74.5
Female	12	25.5
Highest level of education		
Masters	6	12.8
Doctorate	41	87.2
Job designation		
Assistant Lecturer	6	12.8
Lecturer	18	38.3
Senior Lecturer	23	48.9
UON Lecturers		
Age bracket	Frequency	Percent
40-49 years	30	61.2
Above 50 years	19	38.8
Gender		
Male	37	75.5
Female	12	24.5
Highest level of education		
Masters	6	12.2
Doctorate	43	87.8
Job designation		
Assistant Lecturer	6	12.2
Lecturer	18	36.7
Senior Lecturer	25	51.0

Table 3: Bio Data for Students

SEKU Students		
----------------------	--	--

Age bracket	Frequency	Percent
Less than 20 years	10	11.5
20 – 30 years	58	66.7
31-40 years	6	6.9
Above 40 years	13	14.9
Gender	Frequency	Percent
Male	55	63.2
Female	32	36.8
Category of students		
Undergraduate	69	79.3
Masters	17	19.5
Doctorate	1	1.1
Period studying at the university		
Less than 2 years	15	17.2
2 to 4 years	51	58.6
More than 4 years	21	24.1
UON Students		
Age bracket	Frequency	Percent
Less than 20 years	13	17.6
20 – 30 years	52	70.3
31-40 years	3	4.1
Above 40 years	6	8.1
Gender		
Male	56	75.7
Female	18	24.3
Category of students		
Undergraduate	65	87.8
Masters	6	8.1
Doctorate	3	4.1
Period studying at the university		
Less than 2 years	11	14.9
2 to 4 years	54	73.0
More than 4 years	9	12.2