

**PERCEIVED FACTORS INFLUENCING ORGANIZATIONAL COMMITMENT
AMONG NON-TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**

FRANCIS K. KIVINDU

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UNIVERSITY OF NAIROBI**

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DECLARATION

I declare that this research project is my original work and has not been submitted to any Other University or Institution for award of a degree.

Signature

.....
FRANCIS KYALO KIVINDU
D64/80195/2012

Date.....

Supervisor.

This research project has been submitted for examination with my approval as the University Supervisor.

Signature

.....

Date.....

DR.FLORENCE MUINDI
Lecturer, University of Nairobi
School of Business

DEDICATION

I dedicate this work to my family and friends who tirelessly supported me during the entire period of my academic progress.

I salute you, all.

ACKNOWLEDGEMENT

I wish to acknowledge with thanks the support gotten from my family, friends and office for being with me during the period of this study. Thanks to my supervisor Dr Florence Muindi for being instrumental and a guide during formulation and development of this study. Michael Francis Mwangi, Nacio Chepchirchir, thanks for your statistical guidance. To Beatrice Ndegwa, my colleagues in the 2012 Msc pioneer class and all the respondents, thanks and God bless you all.

ABSTRACT

In modern dynamic business environment, it is important for organizations to develop a highly committed workforce because human beings are the most valued assets that drive organizations to prosperity. Organizational commitment impacts on employee performance, behavior and the desire to work in certain organizations. The objective of the study was to determine the levels of commitment and perceived factors influencing organizational commitment among non teaching staff in the University of Nairobi. The research design was descriptive in nature and the population of the study comprised all non teaching staff in the University of Nairobi. Data was collected using a closed ended questionnaire and analyzed using descriptive statistics. The findings were presented using frequency tables. The findings deduced that the three levels of commitment namely; Affective, Continuance and Normative were to a moderate extent manifested in all non teaching staff in the University of Nairobi. The results also revealed that some non teaching staff are obliged to work for the university until retirement. The study concluded that organizational climate, Fair pay, working conditions, consultative leadership, training, and recognition of individual efforts, embracing teamwork, treating employees equitably and provision of opportunities for growth influences employee commitment to a large extent. The study recommended that the University of Nairobi should improve employee commitment through continual training and Employee recognition for good work, consultation in decision making in order for employees to feel appreciated, valued and be more committed to the business of the organization.

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ABBREVIATIONS

- HR** - Human Resource
- STD** - Standard Deviation
- UON** - University of Nairobi

CHAPTER ONE: INTRODUCTION

1.1 Background of Study

Organizations have faced increased competition as a result of technological, political social, economic and globalization changes, (Evans, Pucik et al., 2002) and therefore prompting them to select and retain a high level committed workforce in order to survive in the ever changing environment. Organizational commitment has been defined as a psychological state that binds an employee to the organization, thereby reducing the incidence of turnover (Allen & Meyer, 1990), and as a mindset that takes different forms and binds an individual to a course of action that is of relevance to a particular target (Meyer & Herscovitch, 2001).

Human capital and the focus on quality and committed workforce is a major factor that contributes significantly to the success of organizations, (Pohlman et al., 2000). Organizational commitment is the strongest belief in, and acceptance of organizational goals, values and willingness by employees to exert considerable effort for the sake of the organization (Porter et al., 1974). It is believed that committed employees continue working with a lot of devotion and voluntariness to serve the organization and ensures continuous retention of organizational membership. Employee commitment is an important aspect in determination of the organizational effectiveness and also competitiveness. Perceptions on employee commitment to the organization may impact on the general and individual performance of the organization and employees respectively.

Myers et al., (1991) developed three dimensional constructs of commitment comprising of affective, continuance and normative commitment. He further asserts that affectively committed employees continue to serve the organization with a high level of devotion and acceptance. Organizational commitment focuses on employees association with the organization and as asserted by (Morrow et al., 1993), it is the most maturely developed of all commitment constructs designed to measure the different aspects of organizational commitment.

The non-teaching staff of the University of Nairobi offers a supportive role and a link between teaching staff and students through support and contribution towards production of holistic graduates by availing facilities for extra-curriculum and other services. This promotes a conducive learning environment that forges a customer-centered approach in all the administrative and technical operations that ensures teaching runs smoothly. These staff

compliment the teaching role by ensuring that support services such as procurement, cleaning and other administrative functions of the university are implemented, hence the need to nurture a highly motivated and committed non-teaching workforce.

1.1.1 The Concept of Perception

Kotler (2003) defines perception as the process by which people create meaning to their surrounding environment. He argues that it varies from one person to the other and therefore different meanings may be created by different categories of people. Employees are the most valued assets in any organization (Armstrong, 2000) and therefore the perception of the organization impacts on their willingness to serving the organization. The behavior of people is based on their perception of the reality and therefore the importance of perception is critical and how staff perceives the organization must be consistent with the expectations of the organization (Nzuve, 2007).

Perception is manifested through attitudes, previous expectations and needs as well as emotions. The perception of the employees towards the organization impacts on their performance and influences upon what they do, how they do it and when to do it. Burnes (2004) urges that individuals or groups whose commitment to the organization is necessary should perceive certainty in the environment they work in to avoid making decisions, reactions and actions by making sense of what is happening around them. When employees are agitated, their perceptual process becomes impaired Arnold; Feldman (1986). Organizations should therefore ensure that the employees perceive the organization positively because interpretation of information is based on the perceptual processes and may impact on the way employees behave in the organization.

1.1.2 Organizational Commitment

Commitment is a state of being where employees are bound by their actions and beliefs that sustain their activities of their individual involvement to the organization (Salancik, 1977). According to Boehman (2006), organizational commitment is the employee's attachment, emotional identification and involvement with the activities of the organization. Jans (1989) has attributed organizational commitment to the extent to which employees accepts, maintains organizational membership and internalizes their roles and perceives them on the basis of their organizational values and strategic goals. Buchanan (1994) defines commitment as an affective attachment to the objectives and values of the organization, their roles in relation to these

objectives and values and to the organizations sake. The cost –benefit approach associates commitment with the perception of benefit of staying put and the perception on cost of leaving the organization, Kanter, (1998).

Organizational commitment can therefore be viewed as the individual's firm belief in acceptance of the goals and values of the organization, readiness to exert concerted efforts on behalf of the organization and strong desire to sustain the membership to that organization (Wiener, 1992). Robbins (2001) further asserts that organizational commitment is one type of work attitudes. It is the employee's identification of specific organizational goals and wishes to maintain his status as an organizational member. It is the level of subjective feelings or emotional responses an individual member holds to different scenarios in an organization. Organizational commitment is the sense of pride for members of any organization and it is the loyalty to an organization and willingness to try one's best for achievement of organizational goals. Eisenberger et al., (1986) in their social exchange theory asserts that the extent to which employees get attached to the organization purely depends on their beliefs concerning the extent to which the organization values their contributions and the general welfare.

1.1.3 Factors influencing Organizational Commitment

Guest (2003) asserts that commitment approach in managing employees emphasizes on the need to develop organizational commitment amongst employees based on the assumption that it will lead to positive outcome such as low labor turn over, reduced absenteeism, job satisfaction and improved productivity. The practices to creating organizational commitment as defined by Beer et al., (1984) and Walton (1985) are development of career progression opportunities and emphasis on trainability and commitment as highly valued characteristics of employees at all levels in the organization coupled with a high level of functional flexibility. In addition, abandonment of potentially rigid job descriptions, reduction of hierarchies and a heavy reliance on team structure for disseminating information, teamwork and problem solving results to creation of a highly committed workforce.

Employment policy of no compulsory lay-offs or redundancies and permanent employment assurance guarantees commitment with the possible use of parttime workers to cushion fluctuations in the demand for labour. Abu Bakar et al.,(2008) indicated that superior

performance has been linked with organizations that implement human resource practices based on the fact that ‘commitment approach’ as classified by (Walton, 1995) aims at increasing effectiveness, productivity and reliance on practices that encourage employees to identify with the goals of the organization to achieve common goals. Employee retention programs such as training and development, competitive pay among others dictates the future of organizations because they are not only considered as investment on the employees but also helps the organization to achieve a competitive advantage over other similar organizations, Polman et al., (2000). In addition, when employees positively perceive and interpret commitment work practices, it will sequentially increase their commitment to the organization, thereby increasing their individual performances and hence organizational performance will also increase (Purcell et al., 2003)

1.1.4 University of Nairobi

University of Nairobi is a public institution of higher learning established in 1970 immediately after University College Nairobi was dissolved. It is the largest public university in the country and has six constituent colleges established through an act of parliament of 1985 to cater for the increasing student population and quest for tertiary education. These are namely; the College of Humanities and Social Sciences (CHSS), College of Agriculture and Veterinary Sciences (CAVS), College of Architecture and Engineering (CAE), College of Biological and Physical Science (CBPS), College of Education and External Sciences (CEES). The University has a variety of disciplines within its academic agenda as well as having the largest concentration of scholars and non-academic members of staff in the country. Both the academic and non-academic members of staff are expected to play a vital role in teaching, research, consultancy and related professional advice to the public and other stakeholders.

The non teaching staff of the University of Nairobi comprises of Administrative, Secretarial, technical and ancillary staff which is 69.44 % of the entire workforce according to Human Resource Management Information System (2015) and their function is to offer support and administrative services to the core function of the university in accordance with the commission of University Education Act (2012). In order to produce holistic graduates, the role of the non teaching staff in complimenting the teaching staff is critical toward achieving the strategic goals of the university and attaining a world class status.

1.2 Research Problem

Highly committed employees have a higher intent to remain with the company, a stronger desire to attend work, and a more positive attitude about their employment. Over the years, numerous research studies have been conducted to determine the accuracy of this statement. In the end many have concluded that committed employees remain with the organization for longer periods of time than those who are less committed. Existing literature provides evidence that the study of human behaviour in organizations has outlined important variables that impact on performance of employees. Polman & Gardiner, (2000) asserts that quality and committed workforce contribute significantly to the success of organizations. Organizational commitment measures the Strength of the feeling of responsibility that an employee has towards the mission of the organization.

A committed employee is perceived to be one who stays with the organization even in turbulent times, attends to work regularly, protects company's assets and Shares Company's goals (Meyer & Allen, 1997), and therefore organizations are required to ensure that there is a high organizational commitment from their employees for sustainable productivity.

University of Nairobi is the best ranked in provision of a highly skilled manpower and is the leading public university in Kenya and East Africa, and therefore a committed workforce is critical in ensuring quality is maintained for effective performance. It is ISO 9001:2008 certified (Quality Management System) as a mark of its quality in provision of tertiary education in Kenya and beyond. Being the oldest public university in Kenya, and also taking into account that the management signs a performance contract with the government of Kenya, it has to lead from the front and cherish its core values namely; professionalism, team work and quality customer service among others which calls for a high level of organizational commitment at both corporate and individual levels. As a result, the university management must understand which behaviors are exhibited by employees committed to the university if it has to maintain the leading role in provision of quality higher education in the region.

Locally, scholars have carried out studies related to perception and organizational commitment in several institutions. These include Kipkebut (2010) who carried out research on Human

resource management practices and organizational commitment of employees in public and private universities in Kenya and indicated that human resource practices such as involvement in decision making, promotional opportunities and distributive justice impacted on organizational commitment among employees and their performance in general. Mwangi (2011) in a study on utilization of emotional intelligence on employee engagement and commitment in Kenyatta university, found out that organizations continue to attempt to achieve more for less by creating and maintaining value and the key to facing challenges is a motivated, well-trained and committed work force. Mutua (2013) in a study on the relationship between job satisfaction and organizational commitment among public secondary school teachers in Nairobi County found out that there is a strong co- relation between job satisfaction and the level of organizational commitment among secondary school teachers in Nairobi and in return their overall productivity of their institutions.

On the other hand in a study conducted by Nyambu (2011) on the relationship between perceived occupational safety and organizational commitment at Kenya Petroleum Refineries Limited further revealed that when workers perceive that their organization is supportive, concerned and interested in their well being, they are more likely to perceive that their organization values their safety and again employees' evaluation of their workplace policies is significantly related and predictive of their organizational commitment. Consequently, despite the positive correlation between factors that influence employee productivity and organizational commitment, a few studies have been conducted on organizational commitment at the institutions of higher learning but none has focused on the University of Nairobi, the top ranking public university in the region and therefore there is limited literature on organizational commitment in public institutions of higher learning and particularly the University of Nairobi. This study will help to fill this knowledge gap and attempt to answer the question: What are the factors influencing organizational commitment among non teaching staff in the University of Nairobi.

1.3 Objective of the Study

To determine the levels of commitment and perceived factors influencing organizational commitment among non teaching staff in the University of Nairobi.

1.4 Value of the Study

The study will add value in understanding various approaches to commitment which will be of help to scholars and academia in addition to existing literature and be able to establish areas of further interests and source of referred materials and further add value to existing knowledge in the world of academia.

The study will help the institution make fundamental policy decisions on engagement and maintenance of a highly skilled and motivated workforce committed to serving the organization competitively. It will also provide suggestions and recommendations that will help the university managers to solve administrative issues on performance and address commitment related challenges.

On the other hand the study will also help human resource practitioners in implementation of the findings of this study and promote sound decision making and provide guidance to organizations. This research will therefore integrate the contribution of workers as the key human resources on the ground that are entrusted with policy implementation

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.

This chapter will introduce the different aspects and dimensions of organizational commitment, factors that are perceived to influence commitment amongst employees and review empirical literature relevant to the study. The review will attempt to establish the theoretical link between perception and organizational commitment among different categories of employees.

2.2 Theoretical Foundation of the Study

This study is supported by the social exchange theory which posits that employer and employee relationship requires both parties to have very specific expectations to how they should relate in terms of employment Eisenberger et al., (1990). This model of commitment is anchored on the premise that employees enter organizations with certain desires and other expectations that at a given time they expect some fulfillment. It is, therefore, on this basis that the perception of facilitation of these ends, commitment to the organization is likely to increase. Both parties continuously evaluate needs throughout their engagement and as a result if the exchange is perceived to be fair and positive, there is a probability that the engagement will last longer.

Eisenberger et al., (1986) explained employee commitment to an organization in the social exchange theory and asserts that "employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being and therefore refer to those global beliefs as perceived organizational support. Adopting a social exchange framework, Eisenberger argues that such beliefs influences employees' inferences concerning their organizations' commitment which in turn contribute to the employees' commitment to their organizations. High levels of organizational support create feelings of obligation, whereby employees not only feel that they ought to be committed to their organization, but also feel an obligation to return the employers' commitment by engaging in behaviors that support organizational goals and objectives. Employees seek a balance in their exchange relationships with organization by having attitudes and behaviors commensurate with the degree of employer commitment to them as individuals. Existing literature has shown that organizational support is positively related to conscientiousness in performing job responsibilities and to commitment to the organization. (Eisenberger et al., 1990). Perceptions of being valued and cared about by an

organization also enhance employees' trust that the organization will fulfill its exchange obligations of recognizing and rewarding desired employee attitudes and behavior.

2.3 Dimensions of Organizational Commitment

Meyer & Allens (1997) model of commitment is used to conceptualize organizational Commitment in three dimensions namely; affective, continuance and normative commitments. They describe the different ways of organizational commitment development and the implications for employees' behaviour.

2.3.1 Affective Commitment

The first dimension of organizational commitment in the model is affective commitment, which represents the individual's emotional attachment to the organization. According to this model, affective commitment is "the employee's emotional attachment to, identification with, and involvement in the organization". Organizational members, who are committed to an organization on an affective basis, continue working for the organization because they want to (Meyer & Allen, 1991). Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck& Wilson, 2000). When employees are commitment to an organization, a relationship, or a course of action may develop naturally over time and thus organizations should actively seek to develop the level of commitment among employees. Ehnert,(2008) asserts that all sensitive and mindful employers objective is to retain a highly skilled and motivated workforce and project their positive image as equal opportunity and attractive entities. This is because they know that their success and competitiveness is directly linked to the quality of their workforce.

Employee's commitment is manifested in their devotion to the organization, job or any activity organized in the interest of the employees. Committed employees are identified in their beliefs, self confidence, customer care and mind for consequences and concern for loyalty to the organization (Meyer & Allens 2007). Organizations expect employees to contribute and deliver to their success without coercion and therefore commitment is key to the survival of these organizations Affective commitment is a work related attitude with positive feelings towards the organization (Morrow, 1993). This involves generally job related characteristics, personal

characteristics and work experiences that dictate the magnitude of commitment exhibited from different categories of employees.

2.3.2 Continuance Commitment

According to Bergman et al.,(2013) employees exhibiting continuance commitment examine the costs related benefits to leaving the organization and therefore stay put because they are tied to ‘hang on the employers shoulders’ for lack of choice simply because it is costly to lose their membership. (Meyer et al., 2002) further asserts that it is logical to assume that once an employee experiences this restriction of options the perceived need to remain with his or her organization may increase. It is based on total advantages associated with organizational membership (Meyer *et al.*, 1990). Precisely, these advantages generally consist of favorable working environment such as competitive compensation and seniority benefits (Powell & Meyer, 2004). This reduces uncertainty through providing financial security and job stability. Furthermore, employees who experience continuance commitment have a lot to lose in leaving the organization, and therefore the perception of having to join another organization poses a potential threat to their survival.

Employees with high levels of continuance commitment also have increased levels of role conflict and role ambiguity, as well as low withdrawal cognitions (Meyer et.al, 2002). In such a scenario, which must be regarded as lose-lose for employee and Organization alike, the continually committed employee remains in an uncomfortable position out of need and or lack of alternatives. Employees continue to work in a position only and at times may potentially contaminate the work group. It is as a result of these potential consequences support the proposition advanced by Meyer and Allen (1991) that effectiveness in organizations depend on much more than just a stable human capital.

2.3.3 Normative Commitment

Wiener (1992) observed that the obligation by employees to remain with the organization results from the socialization experiences and observation of other employees as role models. It is at times influenced by the employees’ cultural background where behaviour of collectivism than individualism is cultivated by families of these employees. Organizational commitment is one of

those concepts used in a number of different ways. In most cases, it is used to refer to a type of employee, with either high or low organizational commitment. It is the individual's psychological attachment to the organization and a predictor of work variables such as turnover, organizational behaviour and job performance (Meyer & Allens 2007). It is the development of one's social identity in terms of employing organizations. When employees define their identities in terms of their employing organizations, a strong bond is created and therefore commitment is enhanced. Employees reveal visible responsibility of staying with the organization (Lynne et al, 2002). They stay because they think they have an obligation to serve their employer, (Ahmadi & Avajian, 2011). Organizations that have normative commitment culture towards their employees such as willingness and loyalty will create psychological positive effects on employees' commitment and improves their performance. Consequently it is tenable that the forces that shape a person's obligation to an organization also spur that person to ensure that the organization goals are met, even if such a commitment involves taking action not prescribed in an employee's terms of service. These employees would to some extent engage in organizational behaviors out of obligation and would not only benefit the organization, but also may benefit the employee if the efforts are ultimately recognized by the organization.

2.4 Factors influencing Organizational Commitment

Eisenberger et al., (1986) indicated that employees tend to form general beliefs concerning the extent to which the employer values their contributions and well-being, and to a large extent, individuals evaluate the behavior of their supervisors towards them and infer the general motive underlying their behaviour. The support of top management, behavior of leaders and a generally facilitative and conducive organizational climate impacts on the commitment of employees and subsequently their input. For instance, training on certain skills, some employees may base their sense of perceived organizational support upon such factors as the organization willingness to assist on various needs. He further asserts that employees who experience a strong level of Perceived organizational support theoretically feel the need to reciprocate favorable organizational treatment with attitudes and behaviors that in turn benefit the organization.

Employees who perceive the organization positively in terms of support are likely to be more committed and exert extra effort than those who feel that the organization does not value their

efforts and this may affect both the organization and the employee in some way. Consequently, employees are frequently sensitive to relevant organizational constraints that impact on the ability to provide them with desired rewards and outcomes, Lynch, (1997).

2.4.1 Employee Characteristics

Employee characteristics have played a major role in predicting organizational commitment. Angle & Perry, (1993) posits that demographic factors such as age, level of education and length of service in the organization impacts on commitment of employees and therefore the relationship between individual characteristics and the organization play a vital role in determining the level of employee commitment. Morris & Sherman, (1991) further asserts that these factors are positively correlated to the extent to which employees may be committed to the organization. Mathew et al; (1990) further indicated that demographic factors such as the length of service and seniority in an organization also impacts on commitment and they posit that this dictates the employees' justification to remain or leave these organizations. Educational levels as argued by Mowday et al; employees with high levels of education have higher expectation than the employer's capability and therefore may be difficult for employer to satisfy them and therefore chances of leaving the organization are high. It is further urged that these employees have a wider range of jobs to choose and are less likely to be entrenched in any one position in the organization.

The length of service and working experience as argued by Mottaz, (1989) is also a determinant of employee's decision to remain or leave the organization in such a way that those with longer working experiences tend to be more inclined to the organization compared to their counterparts. According to Cohen, (1992), the marital status of individual employees may also impact on their commitment levels to the organization and he suggested that the reason for this is because married employees will typically have greater financial and family responsibilities, which increases their need to remain with the organization. Mathieu & Zajac, (1990) found out that the gender of employees also impacts on their commitment and indicated that women as being more committed than men where women have to overcome more barriers than men to get to their position in the organization.

2.4.2 Management Support

The support by top management is a very crucial concept in any organization. It is usually more effective and efficient in decentralized organizations where employees participate in decision making and where the organizational climate is friendly because line managers' support is higher since they are given free hand to exercise the authority vested upon them. It is therefore important to engage the top management in supporting the activities geared towards retention of a highly committed workforce.

Powell (2011) asserts that it is the extent to which leaders value their employee's contribution and care about their well being and therefore it impacts on the employees trust and perceived fairness that dictates their commitment to the organization. Armstrong, (1999) also suggested that organizational commitment is a state of being in which employees become bound by their actions and beliefs that sustain their activities and involvement in an organization and therefore the support that comes from leaders is critical. The commitment by the management generate trust in employees and these may include giving employees empowerment and involvement in decision making; extensive communication and performance of the employees. In addition, designing training for skills and personal development of employees; selective hiring; team-building where ideas are pooled and creative solutions are encouraged; reward systems that are commensurate with effort; and a situation where all workers are valued regardless of their designation and role. As a result such practices help to generate employee expectations at the induction stage and are strong indicators of measuring as to whether these expectations are realized (Ogilvie, 1986).

2.4.3 Organizational Climate

Organizational climate is the sum of individual perceptions working in the organization. Reichers et al., (1990) explained that it is the shared perceptions of "the way things are done around here" It is the concept that outlines the organization's goals and means to obtain these goals. Organizational climate is the formal and informal shared perceptions of organizational policies, practices, and procedures and therefore reflects employees' perceptions and attitudes toward their organization at any given time that may dictate their notion to leave or stay in that organization (Momeni, 2009).The strongest foundation of organizational commitment is built

on the belief and acceptance of the organizations goals and values. Employees view their personal employment relationship as congruent to the goals and values of the organization (Beck& Wilson, 2000). This attachment reflects the strength of an individual's identification with and involvement in a particular organization. This is vital to organizational commitment and must be emphasized and expressed continuously through advertisements and during company presentations in order to create a strong bond. In addition these objectives should be meaningful and clear to all employees and should also be in line with the organizations ethical practices, Gross et al., (2002) The feeling that one belongs to a particular organization and his services are valuable and is member of a working team impacts greatly on their commitment to these organizations. Employees' perception of fairness in pay and rewards rather than punishments and also justice in promotion practices will also to a greater extent influence their behavior and therefore a favorable organizational climate ought to prevail.

2.4.4 Behaviour of Leaders

Ince et al., (2005) posited that there is positive relationship between leaders behavior and affective commitment. Consultative leadership, care of the employees, supporting their efforts, participation in decision making process, establishing a positive organizational climate, treating employees equally impacts on employees behaviour especially where they perceive unfairness. Rollinson et al., (2002) explicitly explains this scenario because the employees who know that they are appreciated make much more efforts and feel commitment for their organizations. Salancik (1991) further asserts that supportive leadership is effective on organizational commitment because it creates a friendly working environment and provides a climate where employees feel secure and appreciated for their contributions. Mottaz (1998) argues that these expectations from employees are positively correlated to their commitment and their likelihood of staying with the organization Leaders should therefore adopt a participative and supportive behaviour to encourage employees to not only perform better but also be able to identify with the organization.

2.4.5 Perceived Fair Compensation

Wright (2005) asserts that the extension of the features of employees' rewards beyond the specification of the employment contract may help to secure their commitment and discretionary

effort to identify with the organization and therefore these rewards impact significantly on their performance. Organizational commitment at times is influenced by the employees perception on the company's fairness compensation practices and as Mottaz, (1998) argues that these expectations are positively correlated to employees' commitment and their likelihood of staying with the organization. Compensation policy therefore should put consideration additional effort by employees if it will be used as a measure to motivate employees and should be contingent upon extended effort. Fairness and perceived equity in employees pay impacts on their concern for the organization. Steers (1998), shows that compensation has a significant effect on motivation and organizational commitment.

Robbins, (1996) postulates that people do what they do to achieve goals. Before they work, they look for salary and benefits. There are many types of rewards, for example: increase in pay, employee non monetary benefits such as recognition among other rewards are controlled by the organization. Lawler III. et al., (1992) says that one important role of organizational control is through rewards to influence employee behavior

2.4.6 Opportunities for Growth

Employee career development programs make positive contributions to organizational commitment and therefore a highly skilled workforce can accomplish more as the individuals gain in experience and knowledge Anthony Landale, (1999). Investing in human resources through training and development improves individual employee capabilities and organizational capabilities. Armstrong (2000) asserts that human resources are the most valued assets in organizations and as result the employer is expected to identify the employees training needs that lead to satisfaction, growth and commitment to the organization. The employer will benefit from a highly skilled and profitable workforce that will drive the organization to the next level through competitiveness. The skills gained from training should be relevant to both employer and employees otherwise irrelevant and for the sake of training programs may impact negatively on commitment of employees, Ogilvie (1986). Organizational rewards, promotion and upward mobility of employees, supervisor support, favorable job conditions, and career development opportunities all impact on organizational commitment and therefore it is likely to reduce if employees perceive that the organization is not providing sufficient opportunities for growth of employees Casper, (2008).

2.4.7 Organizational culture

Organizational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organization its distinct character” Arnold, (2005).He further asserts that this distinguishes one organization from another. Werner, (2007) states that “organizational leaders need to determine what type of culture will reflect their organizational vision and values, identify the appropriate behavior to shape such a culture and then develop strategies to instill these behaviors across the entire organization”. Organizational culture is therefore befitted to an organization and what personality is to an individual Johnson, (1990). It is “a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore, can be used to socialize new members as the correct way to perceive, think, and feel in relation to those problems”. This indicates that organizational culture comprises created assumptions, which are accepted as a way of doing things and are passed on to new members of an organization Schein, (1985).This implies that new employees would be adaptive to certain behaviour within the organization, leading to new belief systems. This new and adaptive behaviour, instilled through organizational values and beliefs, is associated with rituals, myths and symbols to reinforce the core assumptions of organizational culture Hofstede, (1991)

Organizational culture has a significant impact on organizational commitment in the long run and therefore forms a foundation for committed workforce through acquisition of good values and beliefs. Robbins, (1998) further notes that through certain culture in the manner things are done, a system of shared meaning is formed by employees who once make the difference with other organizations and this distinguishes the organization from others in the manner business is conducted. Morita et al; (1989) further argues that organizational policies measure the degree of the organizational structure, limits the action of employees and influence of policies on their actions, clarity of goals and objective as well as planning. Crawford, (2004) postulates that Organizational Culture affects the way in which people consciously and unconsciously think, make decisions and ultimately the way in which they perceive, feel and act which may impact on their commitment to their organizations.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces the research design, population size that comprises all non teaching staff and sample size that will cover cleaners, clerks, secretaries, technicians and administrators. It will also discuss how data will be collected and analyzed for presentation using various statistical methods.

3.2 Research Design

The study was carried out through a descriptive study and will be used to establish how the non teaching staff perceive the organizational commitment of the university management towards the welfare of staff and also determine the factors influencing these perceptions Creswell (2007). This enabled the researcher to collect data from the target population and describe the phenomena by asking their opinion and perception of individuals on organizational commitment of non teaching staff and therefore such a descriptive study is appropriate because it will give a total picture of the employee's perception on organizational commitment.

3.3 Population

The University of Nairobi has 5,070 employees out of which 3575 comprises non teaching cadre of staff. The population in this study was non teaching staff that comprises of all employees in Lower grades ii- iv, Employees in middle grade A- E and Management grade that comprises registrars in the entire University. This gives a total population of 3575 (Human Resource Management Information System, UoN 2015).

3.4 Sampling Method

The sample size was determined through a simple random sampling that comprised 10% population of each category (cleaners, clerks, secretaries, technicians, administrators and registrars (Mugenda & Mugenda, 1999) as illustrated in table 3.1

Table 3.1 Sample size

Category	Population	Sample size (10%)
Cleaners	592	59
Clerks	526	52
Secretaries	715	71
Technical	778	78
Administrators	640	64
Registrars	324	32
TOTAL	3575	358

3.4 Data Collection

The researcher collected primary data and since perception is individual based, a structured questionnaire was appropriate. The questionnaire comprised of three parts; part one focused on demographic information part two on level of commitment among employees while part three on factors influencing organizational commitment among non teaching staff in the University of Nairobi. All questions with the exception of demographic data were on a five-point Likert scale.

3.5 Data Analysis

Data was analyzed using statistical package for social sciences (SPSS) and comprised descriptive statistics such as means, frequency distributions and percentages to analyze and rank the levels of commitment and the factors that influence organizational commitment. The findings were presented using frequency tables.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis and interpretation of results and discussion of the findings obtained from the questionnaires administered to non teaching staff in the University of Nairobi.

4.2 Response Rate

The response rate is considered as the threshold for application of any research and therefore it is the indicator that defines the degree of representation of the sample respondents. In order to achieve the objective of the research, 358 questionnaires were administered to various categories of staff out of which 101 were filled and returned, constituting to a response rate of 28.2% which was considered adequate according to Dooley, (2001) as shown in table 4.1.

Table 4.1 Response rate by Staff

Category	Expected Respondents	Total respondents	Response rate percentage
Cleaners	59	14	23.7
Clerks	52	33	63.5
Secretaries	71	17	23.9
Technical	78	14	17.9
Administrators	64	16	25.0
Registrars	32	7	21.9
TOTAL	358	101	28.2%

4.3 Demographic Characteristics

The demographic characteristics of the respondents included: gender, marital status, length of service, highest level of education and age category. Each of these characteristics is described in this section.

4.3 1 Gender

The gender distribution of the respondents is shown in table 4.2 below.

Table 4.2: Response rate by gender

Gender	Frequency	Percentage
Male	42	42.0
Female	58	58.0
Total	100	100.0

The findings indicate that a higher percentage of female employees than males with 58% and 42% respectively. This implies that there is a fair representation of respondents by gender.

4.3.2 Marital Status

A profile of non teaching staff based on marital status revealed that most of the respondents were married with a percentage of 66% compared to the other category with a lower percentage of 34% as shown in table 4.3.

Table 4.3: Marital Status

Status	Frequency	Percentage
Married	66	66.0
Single	34	34.0
Total	100	100.0

4.3.3 Length of Service

The distribution of respondents on the length of service is shown in table 4.4

Table 4.4: Length of service

Years	Frequency	Percentage
1 - 5 Yrs	28	27.7
6 - 10 Yrs	19	18.8
11 - 15 Yrs	27	26.7
Over 20 yrs	27	26.7
Total	101	100.0

Results show that 27.7 % of staff have served the university between 1-5 years while majority have served for over 20 years. These findings indicate that most of the respondents sampled have rendered a substantial service to the university as illustrated in table 4.4.

4.3.4 Highest Level of education

The distribution on the respondent's highest level of Education is shown in table 4.5.

Table 4.5 Highest Level of Education

	Frequency	Percentage
KCPE	2	2.0
KCSE	18	18.0
Diploma	32	32.0
Degree	29	29.0
Post Graduate	19	19.0
Total		100.0

The findings indicate that 32% of respondents interviewed are diploma holders with majority of other staff who have a first degree. The above findings imply that majority of staff have attained Secondary Education and have the capacity to understand the basic concepts of organizational commitment with a low percentage of 2% who have primary qualifications as shown in table 4.5

4.3.5 Age Category

The distribution of the age category of respondents is shown in table 4.6

Table 4.6 Age Category

	Frequency	Percentage
20 – 30	20	20.4
31 – 40	32	32.7
41 – 50	34	34.7
51 – 60	12	12.2
Total	98	100.0

The findings indicate that respondents age category of majority of staff interviewed are between the age of 30 and 50 years. These findings imply a fair distribution of university employees that cuts across all ages.

4.4 Levels of Organizational Commitment

The research objective was to determine the levels of commitment and perceived factors influencing organizational commitment among non teaching in the University of Nairobi. The levels of commitment were structured in three types namely; Affective, Continuance and Normative Commitment. In order to achieve these objectives, the respondents were asked questions regarding commitment in a 5 likert scale where a mean score of 1-1.9 indicated strongly Disagree, 2-2.9 Disagree, 3-3.9 Moderately agree, 4 - 4.5 Agree, 4.6 - 5 strongly agree.

4.4.1 Affective Commitment

Affective commitment is the employees' emotional attachment to the organization. The results are summarized in table 4.7

Table 4.7 Affective Commitment

	Mean	Std. Deviation	Rank
• I feel obligated to work for the university.	3.80	1.005	1
• I Will appreciate if I work for the university until retirement	3.69	1.166	2
• I feel that challenges facing the university are also my challenges	3.36	1.171	3
• I will feel guilty if I left the university	2.66	1.192	4
• I don't feel emotionally attached to the university	2.65	1.081	5
OVERALL MEAN SCORE	3.2500	0.68783	

The above findings indicate that UON non- teaching staff feel obligated to work for the university with a mean score of 3.80 and would like to work until retirement as expressed by a mean score of 3.69. However, some staff don't necessarily feel that the challenges facing the university are theirs as indicated by a mean score of 3.36 and some would not feel guilty if they quit the university and don't feel emotionally attached to the university as indicated by a mean score of 2.66 and 2.65 respectively. The average mean score was 3.250, and this reveals that the level of affective commitment among non- teaching staff in UON is moderate.

The above findings imply that UON non academic staffs are obliged to work for the university until retirement. However, some feel that the challenges facing the university are not their concern and do not necessarily feel emotionally attached to the university and would not feel guilty if they left UON now.

4.4.2 Continuance Commitment

Continuance commitment relates to employees examination of the loyalty and benefits accrued with their organization and weigh the benefits of leaving that organization. The results are summarized in table 4.8.

Table 4.8 Continuance commitment

	Mean	Std. Deviation	Rank
• I am loyal to the university because I have invested a lot in it, emotionally, socially, and economically	3.69	1.107	1
• “I am dedicated to the university because I fear what I have to lose in it	2.96	1.241	2
• Sometimes I worry about what might happen if something was to happen to the university and I was no longer a member”	2.92	1.146	3
• Too much in my life would be disrupted if I decided to leave the university now	2.83	1.219	4
• I worry about the loss of investments I have made in this university if I quit now”	2.81	1.225	5
OVERALL MEAN SCORE	3.0586	.95035	

The findings indicate that UON non-teaching employees agreed that they are loyal to the university because they have invested a lot in it with a mean score of 3.69 and are dedicated to the university because they fear what they have to lose in it as shown by a mean score of 2.96. However, some staff disagreed that sometimes they worry if something might happen to the university and were no longer members and too much of their life would be disrupted if they decided to leave the university as indicated by a mean score of 2.92 and 2.83 respectively, while others disagreed that they worry about the loss of investments they have made in UON if they quit now as indicated by a mean score of 2.81. The average score was 3.0586 an indication that Continuance commitment among non-teaching staff in the UON is moderate.

The findings above imply that some university staff are loyal because they have invested a lot in it both emotionally, socially and economically. Some employees also indicated that they do not worry about what might happen to them if something happened to the university and were no longer members. However, majority were not worried as to whether too much of their life would be disrupted if they decided to quit UON or worry about investments made with the university.

4.4.3 Normative Commitment

Normative commitment involves employees socialization experiences in the organization and is influenced by their background and therefore involves employees’ social identity with the employing organization. The results are summarized in table 4.9.

Table 4.9 Normative Commitment

	Mean	Std. Deviation	Rank
• I feel that I owe this university quite a bit because of what it has done for me	3.52	1.096	1
• The university deserves my loyalty because of its treatment towards me	3.40	1.050	2
• One of the major reasons I continue to work for this university is that I believe loyalty is important and therefore feel a sense of moral obligation to remain	3.30	1.156	3
• If I got another offer for a better job elsewhere I would not feel it was right to leave the university	2.60	1.247	4
• I do not believe that a person must always be loyal to his or her organization	2.38	1.037	5
OVERALL MEAN SCORE	3.0561	0.73489	

The above findings indicate that some non-teaching staff agreed that they felt that they owe the university some level of commitment because of what it has done to them and the university deserves their loyalty because of its treatment towards them with a mean score of 3.52 and 3.40 respectively. However, some employees indicated that one of the reasons they continue to work for UON is that they believe loyalty is important and therefore feel a sense of moral obligation to remain with the university as shown by a mean score of 3.30. They also disagreed that if they got another offer for a better job elsewhere they would not feel it was right to leave the university as shown by a mean score of 2.60 while others further disagreed that they do not believe that a person must always be loyal to his/her organization with a mean score of 2.38. The overall mean score was 3.0561 an indication that Normative commitment among non-teaching staff in the UON is moderate.

The above findings imply that some UON non-teaching staff appreciates they owe the University a bit for what they have gained from working with it. They further acknowledged that UON deserves loyalty because of its treatment towards them. Employees further agreed they would leave the university if they got another job elsewhere and expressed that they do not believe that a person must always be loyal to his/her organization.

4.5 Factors influencing Organizational Commitment

The objective of the study was to further find out the factors that influences organizational commitment among non teaching staff in the university. In order to achieve this objective, the respondents were asked questions regarding the factors influencing organizational commitment in a 5 likert scale where a mean score of 1-1.9 indicated strongly Disagree, 2-2.9 Disagree, 3-3.9 Moderately agree, 4- 4.5 Agree, and 4.6 - 5 strongly agree.

4.5.1 Organizational Climate

Organizational climate entails the individual perception on how things are done in certain organizations. The results are summarized in table 4.10

Table 4.10 Organizational Climate

	Mean	Std. Deviation	Rank
• The relationships with my bosses are good	3.94	0.839	1
• My supervisors' responsibilities are well defined	3.88	0.902	2
• My workplace is pleasant.	3.85	0.833	3
• I have the means necessary for doing my work	3.73	0.926	4
• If I complain about my working conditions the university is concerned	3.02	1.195	5
OVERALL MEAN SCORE	3.6846	1.0027	

The findings indicate that majority of the employees agreed that they relate well with their bosses and felt that the responsibilities of their supervisors are well defined with a mean score of 3.94. The respondents also agreed that the work place is pleasant and they have the means necessary for doing their work as indicated by a mean score of 3.88 and 3.85 respectively. However, some non- teaching staff moderately agreed that if they complain about their working conditions, the university administration is concerned as expressed by a mean score of 3.02. The average rating was 3.684 and this indicates that the organizational climate at UON is above average.

4.5.2 Opportunities for Growth

Opportunities for growth involves aspects of induction, career development plans and support by organizations to empower employees through training and promotion advancements. The results are summarized in table 4.11.

Table 4.11 Opportunities for growth

	Mean	Std. Deviation	Rank
• Employees are properly orientated after appointment to the university	3.38	1.071	1
• The university provides regular training	2.98	1.155	2
• The university sponsors employees for further training	2.81	1.220	3
• Training needs assessment is done periodically	2.80	1.241	4
• The university has career development plans to help employees strengthen their weaknesses	2.79	1.183	5
OVERALL MEAN SCORE	2.9524	1.1924	

The findings indicate that respondents were neutral on whether employees are orientated after appointment to the university and disagreed that the university provides regular training as indicated by a mean score of 3.38 and 2.98 respectively. They also disagreed on whether the university sponsors employees for further training and whether training needs assessment is done periodically with a mean score of 2.81 and 2.80 respectively. The respondents further disagreed that the university has a career development plans to help employees strengthen their weaknesses as shown by a mean score of 2.79. The average score was 2.952 and this indicates that opportunities for growth affects commitment of staff in UON.

The above findings imply that employees are neutral as to whether they are given proper orientation after appointment to the university and that the university does not provide regular training. The non teaching staff further indicated that the university neither sponsors employees for further training nor conduct training needs assessment periodically. They further indicated that the university lacks career development plans to help employees strengthen employees weaknesses.

4.5.3 Perceived fair Compensation

This entails employee's rewards beyond the employment specifications and compensation practices in the organization .The results are summarized in table 4.12.

Table 4.12 Perceived fair compensation.

	Mean	Std. Deviation	Rank
• The university pays fairly well	3.07	1.124	1
• The university pay is competitive	2.94	1.123	2
• Employees are given positive recognition upon good work	2.76	1.129	3
• The university offers good opportunities for promotion	2.67	1.195	4
• Individual excellence is recognized	2.52	1.018	5
OVERALL MEAN SCORE	2.7916	1.1318	

The findings indicate that the respondents moderately agreed that the university pays fairly well by a mean score of 3.07 and disagreed that the pay is competitive by a mean score of 2.94. They also disagreed that employees are given positive recognition upon good work and that the university offers good opportunities for promotion by a mean score of 2.76 and 2.67 respectively. The respondents further disagreed on the fact that individual's excellence is recognized by a mean score of 2.52. The average score was 2.79, this indicates that employees are not fairly compensated and this affects their commitment to UON.

The findings above imply that UON non-teaching staff largely perceive that fair compensation influences organizational commitment. Employees further indicated that lack of competitive pay, positive recognition for good work and lack of promotion opportunities impacted on their level of commitment.

4.5.4 Employee Characteristics

Employee characteristics entail individual intrigues and expressions with regard to demographics of employees such as age, professional and academic qualifications and length of service in organizations. The results are summarized in table 4.13.

Table 4.13 Employee Characteristics

	Mean	Std. Deviation	Rank
• My working experience increases my confidence to perform better	4.35	0.833	1
• I understand what my job entails	4.23	0.754	2
• I work at my full capacity in my assignments	4.18	0.737	3
• I feel that I am over qualified for the job I am doing	3.88	0.961	4
• I have a good level of job security	3.56	1.042	5
OVERALL MEAN SCORE	4.0401	0.9168	

The above findings indicate that majority of the employees agreed that their working experience increases their confidence to perform better with a mean score of 4.35. The respondents further agreed that they understand what their job entails and work at full capacity in their assignments as shown by a mean score of 4.23 and 4.18 respectively. However, they moderately agreed that they felt overqualified in their current jobs by a mean score of 3.88. The respondents were further neutral on whether they had a good level of job security by a mean score of 3.56. The average score was 4.040, this indicates that employee characteristics largely influences organizational commitment among non-teaching staff in UON.

The above findings imply that largely most of the non teaching staff in UON to a large extent agreed that their working experience increases their confidence to perform better, understands what their job entails and work at full capacity on their assignments. On the other hand some employees felt that they were over qualified for the job they are doing and they didn't have a good level of job security.

4.5.6 Behaviour of Leaders

This entails leaders approach to issues in organizations and efforts to ensure participative management with consultations and involvement of employees in decision making. The results are summarized in table 4.14.

Table 4.14 Behavior of Leaders

	Mean	Std. Deviation	Rank
• University managers act as the spokespersons of the institution	3.89	0.984	1
• Employees know what is expected of them	3.81	0.841	2
• Employees have autonomy in their work	3.41	1.060	3
• Employees enjoy complete freedom in their work environment	3.40	1.068	4
• Leaders consult before major decisions are made	3.28	1.198	5
OVERALL MEAN SCORE	3.5593	1.0611	

The findings indicate that the respondents agreed that their managers are the spokespersons of the institution and employee's expectations are well known as expressed by a mean score of 3.89 and 3.81 respectively. Employees further agreed that they have autonomy in their work by a mean score of 3.41. The respondents also agreed that they enjoy complete freedom in their work environment and that at times leaders consult before major decisions are made as indicated by a mean score of 3.40 and 3.28 respectively. The average score was 3.55, and this indicates that behaviour of leaders has an average influence on organizational commitment among non teaching in UON.

The findings above imply that UON non teaching staff agrees that university managers act as their spokes persons because they are told what is expected of them and enjoys autonomy in their work. On the other hand employees indicated that they enjoy complete freedom in their work environment and to some extent leaders consult before major decisions are made.

4.5.7 Management Support

This is the extent to which the management supports and appreciates employee contribution, participative approach to decision making, autonomy to exercise authority vested upon them and their general well being. The results are summarized in table 4.15 with five statements that evaluated different aspects of management support.

Table 4.15 Management Support

	Mean	Std. Deviation	Rank
• The university embraces teamwork	3.52	1.024	1
• The university allows participative leadership	3.29	1.163	2
• The university perpetrates transparency in all its undertakings	3.09	1.075	3
• The university values employee empowerment.	3.00	1.079	4
• The university welcomes employee suggestions	2.94	1.120	5
OVERALL MEAN SCORE	3.1677	1.1089	

The findings indicate that the respondents moderately agreed as to whether the university embraces teamwork and allows participative leadership with a mean score of 3.52 and 3.29 respectively. The respondents also agreed moderately that the university perpetrates transparency in all its undertakings by a score of 3.00. However, the respondents disagreed that the university welcomes employee suggestions. The average score was 3.167, and this indicates that management support moderately influences organizational commitment among non-teaching staff in UON.

The above findings imply that to some extent the university embraces team work and allows participative leadership, perpetrates transparency in all its undertakings and values employee empowerment. However, the university does not welcome employee suggestions.

4.5.8 Organizational Culture

Organizational culture entails the distinctive norms, values and beliefs inherent in an organization that gives it a distinct way of doing things from other organizations. The results are summarized in table 4.16 with five statements that evaluated different aspects of organizational culture.

Table 4.16 Organizational culture

	Mean	Std. Deviation	Rank
• The university has a defined mission ,vision to meet its goals and objectives	4.38	.565	1
• Evaluation is done periodically to meet planned objectives	3.99	.933	2
• Employees in this university believe they should do what they are told, follow the rules at all times even when no one is watching.	3.78	.991	3
• Employees perform competently without pressure from their bosses	3.69	.873	4
• Employees are treated equally in this university	2.44	1.313	5
OVERALL MEAN SCORE	3.6560	1.1619	

The findings indicate that the employees agreed that the university has a defined mission, vision to meet its goals and objectives and that evaluation is done periodically to meet planned objectives as shown by a mean score of 4.38 and 3.99 respectively. The respondents further agreed that they believe they should do what they are told to do, follow rules at all times even when one is not watching as indicated by a mean score of 3.78. The employees also agreed that they perform competently without pressure from their bosses as shown by a mean score of 3.69. However, they disagreed as to whether employees are treated equally in UON with a mean score of 2.44. The average score was 3.65 and this indicates that organizational culture moderately influences organizational commitment among non teaching staff in UON.

The above findings imply that the university has a defined mission, vision to meet its goals and objectives and does its evaluation periodically to meet planned objectives. On the other hand the employees indicated that they do what they are asked to do, follow rules even when no one is watching and performs competently without pressure from their bosses. However, majority of employees felt that they are not treated equally by the University management.

4.6 Discussion of Findings

The study found out that UON non teaching staff are committed to serving the university until retirement provided they are fairly compensated and their working conditions improved to increase their commitment. This conforms to the study by Myers et al; (1991) who found out that affectively committed employees continue to serve the organization with a high level of devotion and acceptance. It further concurs with the findings of Kanter (1998) on commitment based on the benefits associated and perceived cost of leaving an organization.

The study further established that UON employees expect the university administration to appreciate their contribution towards their input by engaging into behaviors that support the university goals and objectives. This ranges from individual recognition and team work, provision of training opportunities and career development plans and promotion for employees who have acquired requisite skills in order to improve their morale. This is in line with a research carried out by Eisenberger (1998) who argued that organizational support through such provisions creates a sense of belonging and contributes to employees inferences towards their

organization and is positively related to conscientiousness in performance of their job and creates a sense of being valued by the organization.

University employees further revealed that they are aware of the need to be loyal to their employer but went ahead to indicate that they may not necessarily have to be loyal at all times depending on how the employer treats them and serve their employer with dedication towards success. They are also aware that the administration does not treat all employees equally and at times no consultation is made before making major decisions that affect their stay in the university. This is consistent with the findings of Enhert (2008) who asserted that all mindful and sensitive employers objective is to nurture and retain a committed workforce and project a positive organizational image because they are aware that the success of any organization is directly linked to the quality and commitment of their workforce.

Morrow (1993) indicated in his study that commitment is manifested in devotion to the organization, job or any activity identified with the organization besides customer care and mind for consequences and concern for loyalty. This is therefore to confirm from this findings that majority of employees sampled expressed their dissatisfaction and neutrality on loyalty to serving the university especially those who felt overqualified in their current job positions.

The findings of this study confirm that non teaching staff found employee empowerment important and their continual training in order to improve their skills. This is in tandem with a study carried out by Landale (1999) on employee development programs and asserted that these make positive contributions to organizational commitment as they gain knowledge and experience to accomplish individual and organizational goals. The findings further support the arguments' of Ogivile (1986) on opportunities for growth because if the employees perceive the employer is not providing opportunities sufficiently, there is a likelihood of impacting on their commitment.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and the recommendations of the study derived from the key findings against the main objectives of the study. The implications, limitations and suggestions for further research are also highlighted.

5.2 Summary of Findings

The main objective of the study was to determine the levels of commitment and perceived factors influencing organizational commitment among non teaching staff in the University of Nairobi and was conducted using descriptive method. Descriptive statistics revealed that the three levels of commitment; Affective, Continuance and Normative are exhibited by all non teaching staff. However, some of the employees are committed to serving the University because majority have served the university for over 20 years and overwhelmingly agreed that their working experience increased their confidence to perform better.

On affective commitment the study established that the university of Nairobi (UON) non teaching staffs are obliged to work for the university until retirement. However, some feel that the challenges facing the university are not their concern and do not necessarily feel emotionally attached to the university and would not feel guilty if they left UON.

On continuance commitment the study revealed that some university staff are loyal because they have invested a lot in the university both emotionally, socially and economically. The employees also indicated that they do not worry about what might happen to them if something happened to the university and were no longer members. Employees also indicated that they were not worried as to whether too much of their life would be disrupted if they decided to quit UON.

On normative commitment the study further revealed that non- teaching staff appreciates they owe the University a bit for what they have gained from working with it. They further acknowledged that UON deserves loyalty because of its treatment towards its employees and indicated that they would leave the university if they got another job elsewhere because they don't believe that a person must always be loyal to his/her organization.

The study further sought to establish the factors that influence organizational commitment and results found out that generally all the factors measured impacted on organizational commitment.

Organizational culture that dictates how the organization conducts its business largely influences organizational commitment. The study established that Opportunities for growth such as training and development programs and career development plans impacted on commitment to a great extent where such opportunities are not provided for. Perceived fair compensation as a further finding was deemed to impact on commitment of employees because they indicated that the university pay is not perceived fairly. The study also established that behavior of leaders and management support influences commitment of employees to the organization and employees agreed that the university management communicates its intentions and expectations. Employees also indicated that the university management does not respect employee suggestions and employees are not treated equally which affected their commitment.

5.3 Conclusion

The study concludes that the non teaching staff of the university of Nairobi exhibits the three levels of Commitment; Affective, Continuance and Normative depending on the number of years they have served. The study further concludes that some of the employees are committed to serving the University because majority have served the university for over 20 years and their working experience increased their confidence to perform better. The study finally concludes that a good organizational climate, working conditions, consultative leadership, training, recognition of individual efforts embracing teamwork, treating employees equitably and provision of opportunities for growth influences employee commitment to a large extent in the University of Nairobi.

5.4 Limitations of the Study

This study was limited to non - teaching staff and left out teaching cadre and therefore the scope did not cover all staff for representation. There was no choice for the respondents to give their independent views where the closed ended questionnaires limited the respondents to the questions formulated by the researcher and therefore a qualitative research may be used to test if the findings will replicate. Currently, the University of Nairobi has staff in satellite campuses located in Mombasa and Kisumu, therefore time could not allow the researcher to reach all staff including Security and Medical staff in all sections of the university. The study was limited to

perception on factors influencing organizational commitment and therefore difficult to generalize the findings of the study.

5.5 Recommendation for theory, Policy and Practice

This study provides substantial contribution to the existing literature on organizational commitment and the findings will help human resource practitioners and policy formulators in understanding the importance of nurturing a committed workforce that will drive the survival of organizations in the ever dynamic business environment.

University of Nairobi should review the career development plans for its employees in order to provide a clear career path for the benefit of the existing and prospect employees as per the results of the findings of this study. Respondents were of the opinion that individual excellence should be recognized to improve commitment of employees, service delivery and avail opportunities for promotion and upward mobility of employees.

There is need to improve on employee involvement in decisions that affect their wellbeing in the university and there was that feeling of insecurity where employee suggestions are not welcome to the top management. Employee empowerment should also be improved through continual training. Employees opined that training need analysis be conducted regularly to identify training needs among different cadres of staff.

Finally, the study recommends that employees overqualified in their current positions were of the opinion that their terms of service should be reviewed to give them chances of promotion and improve on those who are not qualified through employee career development plans in order to improve productivity and commitment.

5.6 Suggestions for further research

There is need to carry out a study to find out the exact nature of relationship between the levels of commitment and factors influencing organizational commitment. The study concentrated on non teaching staff in the University of Nairobi and therefore does not give a representation of the entire university. A similar study may be conducted to find out if the findings are consistent among the teaching staff.

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APPENDICES

Appendix 1: Introduction Letter

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

TO WHOM IT MAY CONCERN:

Dear Madam/Sir,

I am a student in the University of Nairobi carrying out a research project as part of the course requirement of the Master of Science in Human Resource Management. The study seeks to determine the factors that influence Organizational Commitment in the University of Nairobi.

The findings will be confidential, strictly for academic use and at no time will your opinion, name or department be mentioned anywhere in the report. Your honest participation will be highly appreciated.

Yours faithfully,

Francis K. Kivindu
D64/80195/2012

Appendix 2: Questionnaire

The purpose of the questionnaire will be to establish the employee perception on organizational commitment in the University of Nairobi.

Part A: DEMOGRAPHICS

Please tick as appropriate (✓)

1. Gender

Male []
Female []

2. Marital status

Married []
Single []

3. What is your job title.....

4. Name of college and department.....

5. Length of Service

1 – 5 years []
6 – 10 year []
11 – 15 years []
Over 20 years []

6. Highest Level of Education

KCPE []
KCSE []
Diploma []
Degree []
Postgraduate []

7. Age Category

20 – 30 []

31 – 40 []

41 – 50 []

51 – 60 []

Part B: LEVELS OF ORGANIZATIONAL COMMITMENT

In your opinion please indicate the extent to which you agree with the following statements.
Please tick as appropriate.

5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree
1. Strongly Disagree

I Affective Commitment

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I feel obligated to work for the university					
2	I will feel guilty if I left the university					
3	I Will appreciate if I work for the university until retirement					
4	I don't feel emotionally attached to the university					
5	I feel that challenges facing the university are also my challenges					

II Continuance Commitment

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I am loyal to the university because I have invested a lot in it, emotionally, socially, and economically					
2	“I am dedicated to the university because I fear what I have to lose in it					
3	I worry about the loss of investments I have made in this university if I quit now”					
4	Sometimes I worry about what might happen if something was to happen to the university and I was no longer a member”					
5	Too much in my life would be disrupted if I decided to leave the university now					

III Normative Commitment

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I feel that I owe this university quite a bit because of what it has done for me					
2	If I got another offer for a better job elsewhere I would not feel it was right to leave the university					
3	One of the major reasons I continue to work for this university is that I believe loyalty is important and therefore feel a sense of moral obligation to remain					
4	I do not believe that a person must always be loyal to his or her organization					
5	The university deserves my loyalty because of its treatment towards me					

Part C FACTORS INFLUENCING ORGANIZATIONAL COMMITMENT

IV Organizational climate

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	My workplace is pleasant					
2.	The relationships with my bosses are good					
3.	My supervisors' responsibilities are well defined					
4.	If I complain about my working conditions the university is concerned					
5.	I have the means necessary for doing my work					

V Opportunities for Growth

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Employees are properly orientated after appointment to the university					
2	The university provides regular training					
3	The university has career development plans to help employees strengthen their weaknesses					
4	The university sponsors employees for further training					
5	Training needs assessment is done periodically					

VI Perceived fair compensation

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	The university pay is competitive					
2	Employees are given positive recognition upon good work					
3	The university offers good opportunities for promotion					
4	Individual excellence is recognized					
5	The university pays fairly well					

VII Employee Characteristics

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I feel that I am over qualified for the job I am doing					
2	I work at my full capacity in my assignments					
3	I have a good level of job security					
4	I understand what my job entails					
5	My working experience increases my confidence to perform better					

VIII Behavior of Leaders

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	University managers act as the spokespersons of the institution					
2.	Leaders consult before major decisions are made					
3.	Employees know what is expected of them					
4.	Employees have autonomy in their work					
5.	Employees enjoy complete freedom in their work environment					

IX Management Support

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	The university allows participative leadership					
2	The university welcomes employee suggestions					
3	The university values employee empowerment.					
4	The university perpetrates transparency in all its undertakings					
5	The university embraces teamwork					

X Organizational Culture

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	The university has a defined mission ,vision to meet its goals and objectives					
2.	Evaluation is done periodically to meet planned objectives					
3.	Employees perform competently without pressure from their bosses					
4.	Employees in this university believe they should do what they are told, follow the rules at all times even when no one is watching.					
5.	Employees are treated equally in this university					