



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING ORGANIZATIONAL COMMITMENT IN HIGHER
EDUCATION IN THE CASE OF Addis Ababa UNIVERSITY

BY

HUDA HASSEN

JULY, 2021

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO ST. MARY'S UNIVRESITY
SCHOOL OF GRADUATE STUDIES IN PARTIAL FILFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS
ADMINISTRATION

JULY, 2021

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Solomon Markos (PHD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name

Signature

St. Mary's University, Addis Ababa July, 2021

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University advisor.

Advisor

Signature

St. Mary's University, Addis Ababa July, 2021

Acknowledgements

First and foremost I thank the Almighty God, for granting me the strength, health and courage to complete this study.

I would like to express my profound gratitude to my advisor Dr Solomon Markos for his guidance, insight and encouragement in writing of this thesis. .

I would like to express my sincere and heartfelt gratitude to my families and friends for their support.

Last, but not least, I like to thank my institution, St. Mary's University and all my instructors and staffs for their appreciative supports.

ABSTARACT

A study was conducted to determine factors affecting organizational commitment in higher education in the case of Addis Ababa University and to identify the factors that influencing the organizational commitment of Employees, the researcher had distributed questionnaire for 313 respondents. The instruments used for data collection were Meyer, Allen, and Smith (1996) 20 item organizational commitment questionnaire. Correlation Statistical tool and multiple regressions were used to test the hypotheses the finding revealed that there was average level of organizational commitment. According factors affecting organizational commitment (job security, performance appraisal, Career advancement and Management support and work condition) The multiple regressions analysis result was describe that the only two of factors were significant, (*p < 0.05, **p < 0.01) in influencing organizational commitment of AAU academic Staffs The significant variables were carrier advancement and Performance appraisal but the other factors, job security and Management support and work condition found to be not significant in influencing organizational commitment in this research.

Keywords: Organizational Commitment, Job Security, Carrier Advancement, Performance Appraisal, Management Support and Work Condition

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Different scholars define organizational commitment in different ways. For example Armstrong (2009) defined organizational commitment as an employee's identification with, and adoption of, an organization's values, norms and traditions. Similarly, Allen and Meyer (1990), defined it as a psychological state that characterizes the employee's relationship with the organization and has implications for the decision to continue employment with the organization. Another definition given by Kondalkar (2007) states organizational commitment as a strong desire to remain member of a particular organization, willingness to exert high level of effort on behalf of the organization and a definite belief in and acceptance of value and goals of the organization. In the same way Jans (1989) also explain organizational commitment as the extent that an employee accepts, internalizes and perceives one's role based on institutional values and goals.

According to Allen and Meyer (1990) organizational commitment has three components namely affective, continuance and normative. Affective commitment represents the individual's emotional attachment to the organization. Affective commitment refers to an employee's emotional attachment to, involvement in, and identification with the organization and its goals. The second component continuance commitment involves a person's bond to an organization based on what it would cost that person to leave the organization. It originates from the needs of employees to stay in the organization considering the costs of leaving. It refers to an awareness of the costs associated with leaving the organization as well as the willingness to remain in an organization because of the investment that the employee has with non-transferable investments that include things such as retirement, relationships with other employees, or things that are special to the organization (Allen & Meyer, 1990). The third component normative commitment involves a feeling of moral obligation to continue working for a particular organization. Employees with a high level of normative commitment feel they ought to remain with the organization (Allen & Meyer, 1990). These three component model of organizational commitment has been the dominant framework for organizational commitment research.

Organizational commitment has been found out to be a function of several factors. According to Armstrong (2009), the factors affecting the level of commitment are Strategic level, Functional (human resource policy) level and Workplace level. The first factor Strategic level refers to top management value commitment and effective voice for HR in strategy making and governance. The second factor Functional (human resource policy) level refers to staffing based on employment stabilization, investment in training and development and contingent compensation that reinforces cooperation, participation and contribution. The third factor workplace level according to Armstrong (2009) refers to selection based on high standards, broad task design and teamwork, employee involvement in problem solving and a climate of cooperation and trust. Allen and Meyer, (1993) also shown three main factors of employee commitment. These are (1)organizational variables such as the nature of a job, job design, human resource policies, communication and participation policies, or manager behaviours; (2) personal variables, such as age, gender, tenure, job expectations, job values, kinship responsibilities, affectivity and motivation toward work; and (3) environmental variables like job opportunities.

Organizational commitment can have either a positive or a negative effect on the organization. Employees with a low level of organizational commitment tend to be unproductive and some become loafers at work (Morrow, 1993). In certain cases the high rate of staff turnover and absenteeism are associated with the low level of organizational commitment (Morrow, 1993). Cohen (2003) also states that “lack of organizational commitment or loyalty is cited as an explanation of employee absenteeism, turnover, reduced effort expenditure, theft, job dissatisfaction and unwillingness to relocate”.

Employees’ organizational commitment is considered to be a critical issue in higher educational setting for the success its visions and goals, as well as to keep its employees motivation granted for achieving better work performance. Since teacher is the central element in the educational system, the overall performance of schools depends upon the teachers and ultimately their level of commitment (Tsui& Cheng, 1999). Teachers’ commitment relates directly to issues of teaching and learning, school success, and well-being. Therefore, this study aimed at studying factors affecting organizational commitment of academic staff of Addis Ababa University.

1.2. Statement of the problem

Even though the issue of employee organizational commitment is among the most discussed topics in the Management literature, what works in one situation may not automatically work in other settings. This is clear from inconsistency findings of studies of organizational commitment in world and local context. For instance according to Mowday et al. (1982), women have greater organizational commitment than their male counterparts. In contrast to this study Mohammed and Eleswed (2013), revealed that the influence of gender on organizational commitment remains unclear. The other factor of organizational commitment which showed inconsistency was educational status of employees. Mowday et al. (1982), revealed the higher an employee's level of education, the lower the level of organizational commitment. In contrast, the study of Teklle and Solomon (2016) revealed that the higher educational qualification of employees, the more commitment than the employees having lower educational qualification.

Welty, Burton and Wells (2014) revealed that employees with higher level of organizational commitment wish to stay and contribute positively to the organization. However, in recent years, a growing tendency of the academic staff to abandon the Addis Ababa University has been appeared (EndalewAssefa, 2019). The researcher stated several academicians who went abroad for academic seminar, workshop and scholarship and do not come back to their job. In addition to this some academic staff members leave their job for ministerial positions and other political positions in the country. This entails that there could possibly be some pushing factors that compromise the level of organizational commitment among the academic staff.

However, the studies reviewed above investigated employees 'organizational commitment and the affecting factors, since they were conducted on different research settings none of them dealt with organizational commitment of academic staff at Addis Ababa University. Even those local studies tried to study organizational commitment such as (SenaitGebbru, 2017 and GizachewDesalegn, 2018) focused on employee's organizational commitment of commercial banks. Other studies like Endale Fantahun (2019) focused on Teachers' Organizational Commitment at Secondary School in Addis Ababa, Ethiopia. So, this study is different from the previous ones because the previous researches focused on organizational commitment of commercial institutions and secondary schoolteachers but this study focuses on the organizational commitment of academic staff of Addis

Ababa University. Therefore, the purpose of this study is to fill the research gap as well as targeted to identify factors affecting organizational commitment of academic staff of Addis Ababa University to create awareness for the decision makers.

1.3. Research Question

Specifically, the study aims to address the following research questions in exploring the Factors affecting organizational commitment of academic staff of Addis Ababa University.

1. What is the level of academic staff Organizational Commitment of Addis Ababa University?
2. What are the factors which affect academic staff organizational commitment?

1.4. Objective of the study

1.4.1. General objective

To investigate the level of organizational commitment and its influencing factors among the academic staff at Addis Ababa University.

1.4.2 Specific objectives

- ❖ To assess the level of organizational commitment among the academic staff at Addis Ababa University.
- ❖ To examine the effect of job security on organizational commitment
- ❖ To investigate the extent to which career advancement affects organizational commitment.
- ❖ To identify the extent to which performance appraisal affects organizational commitment
- ❖ To investigate the effect of management support and work atmosphere on organizational commitment

1.5. Significance of study

The study had much significance. The first one is that it pointed out ways on how to increase academic staff commitment so that both individual and university level objectives can be meet easily. The other one is that it served as inputs for decision making process related to the issue of organizational commitment of academic staff of Addis Ababa University. The third point is that it helped the senate of the university to identify the factors that should be given due consideration.

The last but not the least significance is that the study is also contributed to other researchers as a reference who wants to conduct other similar researches.

1.6. Scope of the study

This study was confined to assess six factors or independent variables namely job security, career advancement, performance appraisal, management support and work atmosphere and tenure in organization. Allen and Meyer (1996) measurement of organizational commitment which used three components: Affective, continuance and normative commitment was used. From Addis Ababa university staff members the researcher is forced to consider only the academic staffs for the sake of manageability and congruency. Therefore, the administrative staffs were not the focus of this study.

1.7. Limitation of the Study

The limitation the researcher faced is the difficulty to meet the teachers since they don't have fixed office time.

1.8. Organization of the Study

The study was divided into five chapters in order to provide clarity and coherence on the discussion of the study. The first part of the dissertation discussed the background, problem statement, questions, objectives, the significance and limitations.

The second chapter discussed the relevance of the study in the existing literature. After the presentation of the existing related literature, the researcher shall provide a synthesis of the whole chapter in relation to the study.

The third part of the study discussed the methods and procedures used in the study. This chapter shall comprise the presentation of the utilized techniques for data collection and research methodology. Similarly, it shall also contain a discussion using techniques in data analysis as well as utilize some tools to acquire the said data.

The fourth chapter discussed the results of the study. Data to be presented was statistically treated in order to uncover the relationship of the variable involved in the study. The last chapter

comprised three sections: the summary of the major findings, conclusions of the study and the recommendations. With the three portions, the chapter shall be able to address the problem stated in the initial chapters of the study. Reference and annex also provided in the final part of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter gives an introduction to some of the current theories on organizational commitment. However, it is important to note that there is neither time nor space in this chapter to go through all the current theories nor perspectives. Thus, the materials have been selected in relation with the basic premise of this study. In this section various literatures are reviewed so as to draw a clear theoretical framework of the subject matter. Accordingly, the distinct meaning and features of employees' organizational commitment are elaborated in detail.

2.1. Definitions and Concepts of Organizational Commitment

Different scholars define organizational commitment differently at different times depends on the approach to commitment that one is adhering to. According to Allen & Meyer, (1996) organizational commitment can be defined as the strength of an individual's identification with, and involvement in the organization. It is a psychological state that characterizes the employees' relationship with the organization and has implication for the decision to continue membership in the organization. Similarly, for Brickman(1987) it is a force that stabilizes individual behaviour under circumstances where the individual would otherwise be tempted to change that behaviour” Oliver(1990) also defined organizational commitment as the inclination to act in a given way toward a particular commitment target. Huntand Morgan (1994) stated that organizational commitment has been operationally defined as “multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership.”

According to Mowday, Porter and Steers (1982) people who are committed are more likely to stay in an organization and work towards the organization's goals. Therefore, it is possible to say that organizational commitment is a useful tool to measure organizational effectiveness. . Similarly, Meyer & Becker (2004) define a committed employee as being one stays with an organization, attends work regularly and protects corporate assets, and believes in the organizational goals. This employee positively contributes to the organization because of its commitment to the organization.

According to Morrow (1993), “organizational commitment is a multidimensional construct that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and attainment of organizational goals.” Individuals and organizations are adversely affected when commitment is low, and that both benefit when commitment is high (Brockner *et al.*, 1992).

2.2. Dimensions of Organizational Commitment

The most basic theory of employee commitment is conceptualization Meyer and Allen (1997) which uses three dimensional models to conceptualize organizational commitment as affective, continuance and normative commitments.

2.2.1 Affective Commitment

According to Meyer and Allen (1996) Affective commitment refers to an employee's emotional attachment to, involvement in, and identification with the organization and its goals. Similarly, Mowday *et al.* (1982) conceptualized affective organizational commitment as “an individual’s attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization” 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).

Affective commitment involves three aspects such as believe in the goal and values of the organization, works hard for the organization and, the desire to maintain organizational membership. The organizational commitment model of Meyer and Allen (1996) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity, and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability. Affective commitment reflects the identification and commitment situation where the employees stay in the organization with their own will (Allen & Meyer, 1990).

Affective commitment is also attitudinal based and in this situation the employee sees him/herself as a part of the organization. Individuals with high levels of affective commitment continue employment because they want to. Therefore, it is very important for the organizations to have

employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values (Allen & Meyer, 1990).

2.2.2 Continuance Commitment

Continuance commitment is a commitment situation originating from the needs of employees to stay in the organization considering the costs of leaving Buitendach and de Witte (2005) stated that continuance commitment can be conceptualized as the tendency for employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization. Kanter (1968) defined continuance commitment as cognitive – continuance commitment as that which occurs when there is a profit associated with continued participation and a cost associated with leaving. Similarly, Meyer and Allen (1993) indicated that continuance commitment can be used to refer to anything of value that an individual may have invested (e.g. time, effort, and money) that would be lost to be deemed worthless at some perceived cost to the individual if he or she were to leave the organization.

Allen and Meyer (1990) suggested that continuance commitment develops on the basis of two factors the first one is number of investment individuals make in their current organization and the second one is perceived lack of alternatives. These investment can be anything that the individual considers valuable such as pension plans, organization benefits, status, etc that would be lost by leaving the organization, which makes them stay with their current employers (Meyer & Allen, 1993)

Therefore, continuance commitment reflects the recognition of costs associated with leaving the organization, and anything that increases perceived costs can be considered as an antecedent. Those with high levels of continuance commitment stay with the organization because they need *to*. Thus, the employee keeps his organization membership thinking it might cost him too much to leave the organization (Allen & Meyer, 1990).

2.2.3. Normative Commitment

Meyer and Allen (1996) define normative commitment as “a feeling of obligation to continue employment.” Those with high levels of normative commitment stay with an organization because they feel they ought to remain (Allen & Meyer, 1990).

The normative aspect develops as individuals’ perception of their moral obligation to remain with a specific organization, irrespective of how much status improvement or fulfilment the

organization gives the individual over the years (Marsh & Mannari, 1977). Therefore, when it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the organization (Meyer et al., 2004).

Meyer and Allen (1990) elaborated that normative commitment may develop when an organization provides the employee with different rewards such as paying college tuition and costs associated with different job trainings. Recognition of these investments on the part of the organization may create an imbalance in the employee-organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid. The strength of normative organizational commitment is influenced by accepted rules about reciprocal obligation between the organization and its members (Suliman & Iles, 2000). A person receiving a benefit is under a strong normative obligation or rule to repay the benefit in some way (McDonald & Makin, 2000). This implies that individuals often feel an obligation to repay the organization for investing in them, for example through training and development.

2.3 Factors Affecting Organizational Commitment

According to Armstrong (2009), the factors affecting the level of commitment in what they call 'mutual commitment firms' are Strategic level, Functional level and workplace level. Strategic level refers to supportive business strategies, top management value commitment and effective voice for human resource in strategy making and governance. Functional (human resource policy) level refers to employment stabilization, investment in training and development and contingent compensation that reinforces cooperation, participation and contribution. Workplace level also refers to selection based on high standards, broad task design and teamwork, employee involvement in problem solving and a climate of cooperation and trust.

2.3.1 Job security

The concept of job insecurity was first defined as "the perceived powerlessness to maintain desired continuity in a threatened job situation" (Greenhalgh and Rosenblatt, 1984). Job insecurity is situated between employment and unemployment because it refers to employed people who feel threatened by unemployment. Greenhalgh and Rosenblatt (1984) define job insecurity as a "sense of powerlessness to maintain desired continuity in a threatened job situation". Job insecurity signifies the threat of job loss and job discontinuity (De Witte, 1999). Hence, job insecurity is said to be an individual's expectations about continuity in a job situation the perception of a potential threat to continuity in his or her current job.

Job insecurity would predict the level of commitment shown by a worker in an organization. Okpara (2004) indicated in the research that someone's would show lower commitment level if his fate in the organization is uncertain. When individuals believe that there is no guarantee over their path career in an organization, they normally try to seek other available job. In result, the workers would put less focus and commitment over work and task given. According to Okpara(2004) workers were more committed to the organization when they believe that there is an opportunity to grow and learn in the organization they work for.

2.3.2 Career advancement

Career advancement refers to the upward progression of one's career. An individual can advance by moving from an entry-level job to a management position within the same field or from one occupation to another. A study by Enache, Sallan, Simo & Fernandez (2013) showed that there is a correlation between career advancement and organizational commitment. When workers believe that they are able to plan their career in organization, they would form higher commitment. In addition to this, Kanter (1968) also showed when promotion is available for workers to advance their career, the level of commitment got higher.

2.3.3 Performance appraisal

A performance appraisal is a regular review of an employee's job performance and overall contribution to a company. A performance appraisal evaluates an employee's skills, achievements, and growth--or lack thereof. Performance appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Edgar and Geare (2005) found that performance appraisal using attitudinal surveys is important to evaluate employee's performance and to see whether they have completed the task efficiently or not. They also indicated that performance appraisal has significant correlation with organizational commitment.

2.3.4 Management support and work atmosphere

If employees visualize themselves in the future within the organization and they consider it like working in a big family-these positive feelings can be transferred to other areas of his life and improve his overall perception of it. This is due to the spill over effect where satisfaction in one area of life impacts satisfaction in others (Vanaki and Vagharseyyedin, 2009). Besides having a full support by management, work atmosphere could also potentially predict employee's commitment level through psychological climate perceived by worker as positive environment at work. Kahn (1990) found that there is a positive link between psychological climate and employee's commitment at work. According to Brown & Leigh(1996) when a worker gets recognition over his or her achievement for giving

contribution to the organization, he or she would perceive the positive work atmosphere thus results in higher level of engagement.

2.3.5. Level of Education

The relationship between employee's educational level and organizational commitment was studied by different researchers and come up with different findings. According to Mathieu &Zajac (1990) the higher an employee's level of education, the lower that individual's level of organizational commitment. But according to the study of EndrisSeid and DawitNegasa(2002) there is slight relation between level of education and organizational commitment. Similarly, Meyer and Allen (1996) indicated that the level of education does not seem tobe consistently related to an employee's level of organizational commitment. Tesfaye(2004) also failed to find support for a significant relationship between level of education and organizational commitment.

2.4. Empirical review

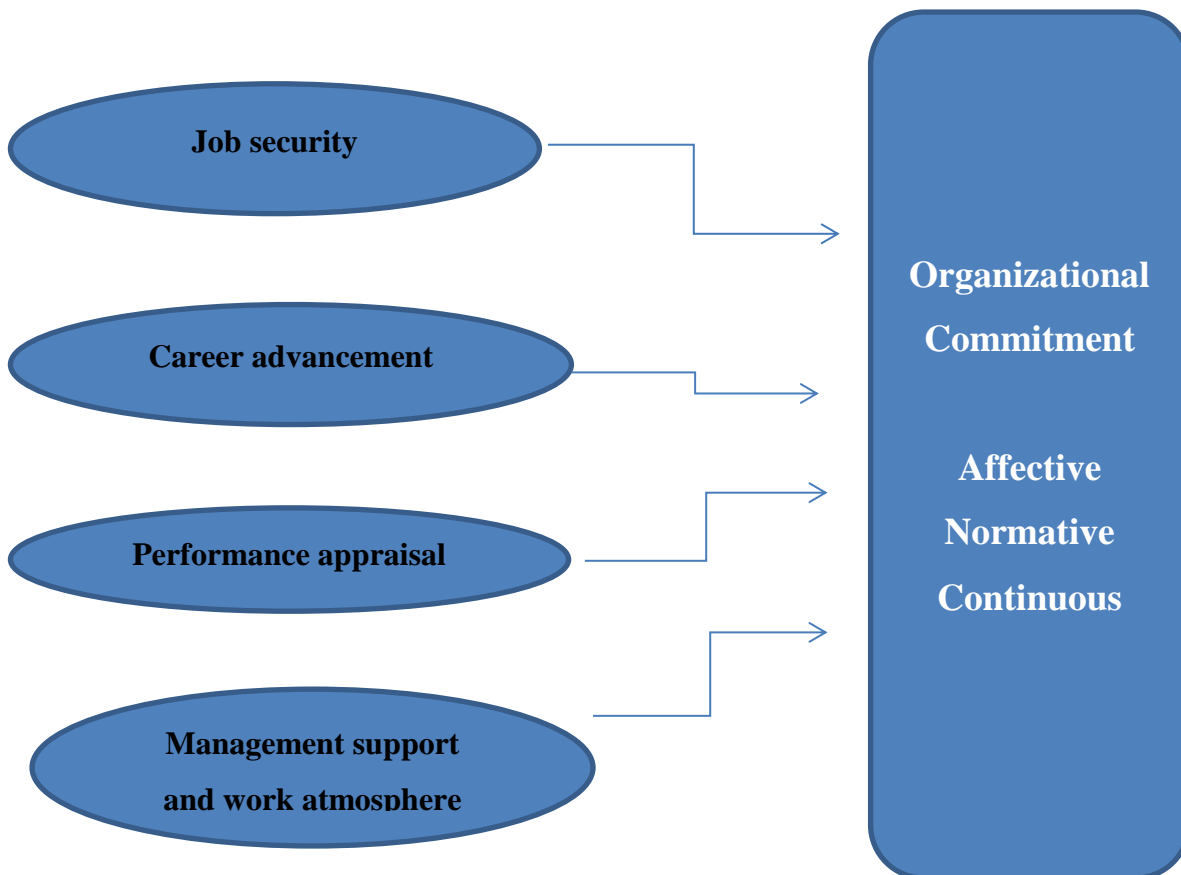
As discussed earlier, the determinants of organizational commitment are equally important as organizational commitment itself. Employee's commitment to organization is a fundamental factor, which will help the organization achieve its desired goals. Organizational commitment develops as a result of a number of factors which are classified into organizational characteristics and situational factors. These factors have a positive or negative effect on organizational commitment. Organizational factors include job design and leadership style of the supervisor. Other factors such as the availability of alternatives after making the initial choice to join an organization affect subsequent commitment (Meyer et al., 2002; Erdheim et al., 2006 ;). Factors that influence organizational commitment among employees will be identified by posing questions designed to determine the extent to which employees have inclined to affective, continuance and normative commitment (Felfe et al., 2006).

This research exploredfour factors or independent variables namely job insecurity, career advancement, performance appraisal and management support and work atmosphere and one dependent variable; Organizational Commitment. The relationship between the variables for this study is as shown in the graph below

2.5 Conceptual frame work

This research explored four factors or independent variables namely job insecurity, career advancement, performance appraisal and management support and work atmosphere and one dependent variable; Organizational Commitment. The relationship between the variables for this study is as shown in the graph below

Fig 1. Conceptual frame work of the study



2.6 Research Hypothesis

Based on the literature review and findings of different researchers the following hypotheses are derived.

H1: job security is positively and significantly affects organizational commitment.

H2: career advancement strategy is positively and significantly affects organizational commitment

H3: Performance appraisal positively and significantly affects organizational commitment

H4: Management support and work atmosphere positively and significantly affects organizational commitment

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Approach

The study applied quantitative research approach to get a wide range of data from the large sample to make concrete generalization.

3.2. Research Design

The study used explanatory design since it study the causal relationship between variables. Explanatory design is a study that establishes causal relationship between variables.

3.3. Data types, sources and method of data collection

According to Kothari (2004) there are two types of data, primary and secondary. The primary data was collected using questionnaire. This is because questionnaire helps to collect data from a large no of respondents and Secondary data is defined as data that have been previously collected for some purpose other than the one at hand.

For the purpose of this study in order to obtain relevant information both primary and secondary data were the source of the data. The primary data was collected from participants and secondary data also collected from document review like journals, reports and related documents.

The study employed close ended questionnaire in line with relevant literature in the area of the study which has two major parts, the first part deals with participants demographical information and the second part deals with level of organizational commitment and its influencing factors. This questionnaire was adopted from the enhanced model for the measurement of organizational commitment (Meyer & Allen, 1996) with little modification

3.4. Target Population and Sample Design

The research was conducted in Addis Ababa University. The University has a total of 13 colleges, and the total number of academic staff is 2951 in all colleges according to the university human resource office. So Addis Ababa University was the sampling frame and each college except health science and colleges found in Bishoftu were considered as sampling units for the study. Because Health science academicians involve in health treatment in addition of teaching so factors affecting their commitment can be different from other academic staff. College found in Bishoftu is far to collect data within a short period of time. So there is 1,652 academic staff in 9 colleges in the university which I use as a total population. Then, to administer the questionnaires, a proportionate sampling technique was employed to draw samples representing the academic staff from each college.

3.5. Sample Size Determination

In order to find sample size the following formula of Yemane (1967) was used .

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

Where n= Number of Samples

N= Total population and

e = the level of error.

The sample size with 0.05 error level was:

$$\begin{aligned} n &= \frac{1652}{1 + 1652(0.05)^2} \\ &= \frac{1652}{5.13} \\ &= 322 \end{aligned}$$

The total sample size (322) allocated to the 9 colleges proportionally to their population size by the following formula.

$$nX = \frac{NX}{n}$$

N

Where nX = Number of sample in X college

NX = Population in X college

N = Total population

Table 1. sample size taken from each college proportional to total number of staff

Sample units		Sample size	
		Total number of staff	Proportion of sample
1	College of Social Sciences	141	27
2	College of Development Studies	51	10
3	College of Education and Behavioral Studies	109	21
4	College of Humanities	143	28
5	College of Law and Governance Studies	57	11
6	College of Business and Economics	239	47
7	College of Natural and computational Sciences	385	75
8	Addis Ababa Institute of Technology	440	86
9	College of Performing and Visual Arts	87	17
	Total	1652	322

3.6. Methods of Data analysis

The collected data was processed using SPSS version 24. Descriptive statistics such as percentages mean and standard deviation were used to show the present status of organizational commitment influencing factors. To show the level of relationships in between influencing factors and academic staff organizational commitment, Pearson's correlation coefficients were used. To show the effect of influencing factors on teacher's commitment multivariate linear regression was performed. Text, table, charts and graph were used for data presentation.

3.7. Validity and Reliability

3.7.1 Validity

The validity of the study was achieved by undertaking multiple methods to investigate the problem from different angles and strengthen the validity of the findings. All the questionnaires were directly linked to the research's aim and objectives and cover all aspects of the topic.

3.7.2 Reliability

It is recognised that the conditions surrounded the research might be different when replicating the current study but in an attempt to help others understand the various decisions and processes adopted along the research journey and increase the probability of replicating the present study, all decisions and procedures were set clearly. The study provides detailed information about the aim and objectives of the research, how the study was undertaken and the justifications of the adopted research strategy and methods.

3.8. Ethical consideration

A letter of ethical approval was taken from the St. Mary's University school of graduate studies. Prior to gathering data, data collectors requested samples verbal consent by informing them about the confidentiality of the information they provided and that their names or addresses remain anonymous. Participants in the study were voluntarily asked and their right were kept even they refuse to fill the questionnaires..

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with the analysis and interpretation of the data gathered via questionnaires. The quantitative data served as the main frame for figuring out the factors affecting organizational commitment among the academic staff at Addis Ababa University. A total of 322 Addis Ababa University teachers were included with a response rate of 100%.

4.2. Demographics

In this section, various demographic variables were described. The major demographic variables taken into consideration were gender, age, academic rank, year of service and administrative position. The following table summarizes the profile of the respondents in relation to the abovementioned demographic characteristics.

Table 2. Socio-demographic characteristics of study participants in Addis Ababa University, 2021 (n=322)

Characteristics		Frequency	Percentage
Age	20-30	15	4.7
	31-40	94	29.2
	41-50	113	35.1
	51-60	55	17.1
	Above 60	45	13.9
Sex	Male	265	82.3
	Female	57	17.7
Academic rank	Lecturer	94	29.2
	Assistant Prof.	181	56.2
	Associate Prof.	32	9.9
	Professor	15	4.7
Year of service	1-5 years	41	12.7
	6-10 years	59	18.3
	11-15 years	113	35.1

	16-20 years	54	16.8
	Above 20 years	55	17.1
Administrative positions	Yes	106	32.9
	No	216	67.1

As can be seen from table 2, Majority 265(82.3%) of the respondents was male. In terms of age, the two least values 15 (4.7%) and 45 (13.9%) corresponded to the age ranges of 20-30 years and beyond 60 years in their respective order. Whereas respondents with the first three highest values: 113 (35.1%), 94 (29.2%) and 55(17.1%) appeared to relate to the age categories of 41-50 years, 31-40 years and 51-60 years respectively. Of the total respondents more than half 181(56.2%) were assistant professors in their academic rank. It was followed by 94(29.2%) lecturers and 32(9.9%) associate professors.

From the total participants more than one third of respondents 113(35.1%) have served the university for 11-15 years. This was followed by 59 (18.3%), 54 (16.8%), 55 (17.1%) and 41 (12.7%) which corresponded to the academic staff who have served the University for 6-10 years, for 16-20 years, more than 20years, and 1-5 years in their respective order.

The table showed that majority of the employees which account 216(67.1%) of the respondents had no additional responsibilities other than teaching, while 106(32.9%) of the respondents had additional administrative responsibility as program coordinator, department head, associate dean, dean or director.

4.3 Organizational commitment

Table 3. Employees response regarding organizational commitment (n=322)

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
I think this university is a great place to work	3	0.9	25	7.8	45	13.9	153	47.5	96	29.8
I believe I have a good future in this organization	2	0.6	32	9.9	18	5.6	144	44.7	126	39.1

I believe that the education provided by this university is excellent	28	8.7	65	20.2	57	17.7	98	30.4	74	22.9
I would feel guilty if I left this university nowfor a better job	35	10.9	133	41.3	22	6.8	112	34.8	20	6.2
I feel a strong sense of belonging to this university	8	2.5	25	7.8	27	8.4	204	63.4	58	18
This university deserves my loyalty	6	1.9	13	4	18	5.6	201	62.4	84	26.1
I am proud to tell others that I am part of this university			4	1.2	3	0.9	225	69.9	90	27.9
I really care about the fate of this university			3	0.9	11	3.4	233	72.4	75	23.3
It would be difficult for me to leave the university, even if I wanted to	86	26.7	138	42.9	26	8	51	15.8	21	6.5
A lot of things would be disordered in my life if I decided to leave the university now.	39	12.1	214	66.5	11	3.4	41	12.7	17	5.3
Staying in the university is not only a matter of desire but also a necessity.	93	28.9	209	64.9	8	2.5	12	3.7		
I feel a sense of moral obligation to remain in this university	25	7.8	108	33.5	29	9	138	42.9	22	6.8
The university has done a lot for me, so I feel that I owe the university	21	6.5	94	29.2	23	7.1	153	47.5	31	9.6
Cumulative mean	3.8561									
Standard deviation	.53517									

The above table shows that majority 249(77.3%) and 270(83.8 %) of the respondents respectively feel that the university is a great place to work and they believe that they have a good future in the

university. More than half of respondents 74(53.3%) agreed that the education provided by this university is excellent while almost one third of the respondents 93(28.9%) disagree. This shows that still significant number of academicians have question on the quality of education.

The majority of respondents 262 (81.4%) and 285(88.5%) feel a strong sense of belonging to the university and believe that the university deserves their loyalty respectively. Almost all of the respondents 308(95.7%) and 345(97.8%) care about the fate of this university and proud to tell others that they are part of the university respectively. The cumulative mean of organizational commitment of academic staff of Addis Ababa University was 3.8561 and standard deviation is 0.53517 which is above the average. Therefore, we can say that academic staffs of the University are committed enough.

4.4 Job security

Table 4. Employees response regarding job security (n=322)

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
I feel much secured in my present job.	3	0.9	18	5.6	15	4.7	158	49	130	40.4
My fellow team members also feel secure with their present job.	4	1.2	15	4.7	59	18.3	150	46.6	94	29.2
The university has a policy to sack (layoff) employees that do not meet the set target.	23	7.1	56	17.4	37	11.4	169	52.5	37	11.5
I feel my job is secured as long as I achieve the set target.					12	3.7	205	63.7	105	32.6
Cumulative mean	4.6662									
Standard deviation	0.53770									

The above table shows that majority 288(89.7%) and 244(75.8 %) of the respondents respectively feel much secured in their present job and they believe that their fellow team members also feel secure with their job. More than half of respondents 206(64%) agreed that the university has a policy

to sack (layoff) employees that do not meet the set target while almost one fourth of the respondents 79(24.5%) disagree. Almost all of the respondents 310(9.3%) believe that their job is secured as long as they achieve the set target. This shows that respondents feel secured in their job. According to Okpara (2004) workers were more committed to the organization when they believe that there job was secured. The cumulative mean value is 4.6662 with SD 0.53770 which shows high level of commitment. Therefore, we can say that academic staffs of AAU are committed to their job because of job security.

4.5 Career advancement

Table 5. Employees response regarding career advancement. (n=322).

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
There is chance for promotion on my job					35	10.9	253	78.6	34	10.6
Chances for promotion is fair among all academic staff	25	7.8	75	23.3	28	8.7	142	44.1	52	16.1
The university has chances of promotion compared to other organizations	66	20.5	80	24.8	17	5.3	111	34.5	48	14.9
The university has been established career path for all position	3	0.9	7	2.2	4	1.2	235	72.9	73	22.7
Cumulative mean	3.7875									
Standard deviation	0.57461									

The above table shows that majority 287(89.2%) of the respondents believe that there is chance for promotion on their job. More than half 194(60.2%) of respondents believe that Chances for promotion is fair among all academic staff, while one third 100(31.1%) of respondents believe that chances for promotion is not fair among academic staffs. Almost half of respondents 159(49.4) agreed that the university has chances of promotion compared to other organizations, while the other half 146(45.3%) didn't agree that the university has chances of promotion compared to other

organizations. Almost all 308(95.6%) of respondents agreed that the university has been established career path for all position. A study by Enache, Sallan, Simo& Fernandez (2013) when workers believe that they are able to plan their career in organization, they would form higher commitment. A cumulative mean is 3.7875 with SD 0.57461 which shows above average level of commitment. Therefore, it is possible to say that there is moderately high organizational commitment among academic staff in terms of career advancement.

4.6 Performance appraisal

Table 6. Employees response regarding Performance appraisal (n=322)

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
I believe there is a fair distribution of rewards and benefits in the university.	27	8.4	63	19.6	25	7.8	135	41.9	72	22.4
Those who do well on the job stand a fair chance of being promoted.	16	4.9	49	15.2	33	10.2	149	46.3	75	23.2
My contribution is adequately rewarded	51	15.8	62	19.3	45	13.9	133	41.3	31	9.6
I feel unappreciated by the university when I think about what they pay me.	24	7.5	38	11.8	22	6.8	145	45	93	28.9
Cumulative mean	2.5496									
Standard deviation	0.75902									

More than half of respondents 207(64.3%) believed that there was a fair distribution of rewards and benefits in the university, while 90(28%) of respondents believed that there was no fair distribution of rewards and benefits in the university.

Almost more than half of respondents 224(69.5%) said that there was a fair chance of promotion for those did well on their job, while 65(20.1%) of respondents didn't believe in fairness of promotion on the basis of work done.

Half of respondents 164(50.9%) said that their contribution was adequately rewarded, while one third of respondents 77(35.1%) said that their contribution was not adequately rewarded by the university.

Almost three forth of respondents 238(73.9%) feel unappreciated by the university when they thought about what the university paid them. On the other side 62(19.3%) of respondents satisfied with the payment the university paid them. A cumulative mean of performance appraisal is 2.5496 with SD 0.75902 which is almost low level of commitment. Therefore, it can be concluded that there is low level of commitment due to performance appraisal.

4.7 Management support and work atmosphere

Table 7. AAU academic staff response regarding Management support and work atmosphere. (n=322).

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
The physical working conditions are generally very good	36	11.1	45	13.9	22	6.8	143	44.4	76	23.6
The culture and emotional climate of the university is generally positive and supportive.	24	7.5	39	12.1	28	8.7	168	52.2	63	19.6
I believe in and take pride in my work and my workplace					14	4.3	209	64.9	99	30.7
The management treats all academic staffs equal.	44	13.7	97	30.1	28	8.7	93	28.9	60	18.6
Cumulative mean	3.6879									

Standard deviation	0.58356
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Almost two third of respondents 219(68%) said that the physical working conditions were generally very good, while 81(25%) of respondents said there were no good physical working conditions in the university.

The majority of respondents 231(71.8%) believed that the culture and emotional climate of the university is generally positive and supportive, while 63(19.6%) of respondents did not consider the culture and emotional climate of the university as positive and supportive.

Almost all respondents 308(95.6%) believed in and take pride in their work and their workplace

About half of respondents 153(48.7%) believed that the management treats all academic staffs equally, while 141(43.8%) of respondents said that the management of the university didn't treat all academic staff equally.

The cumulative mean value of management support and work atmosphere is 3.6879 with SD 0.5835 which shows high level of commitment. Therefore, it is possible to conclude that there is high level of organizational commitment among academic staff of Addis Ababa University due to management support and work atmosphere.

4.8 Affective commitment

Table 8. AAU academic staff response regarding affective commitment

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
I think this university is a great place to work	3	0.9	25	7.8	45	13.9	153	47.5	96	29.8
I am proud to tell others that I am part of this university			4	1.2	3	0.9	225	69.9	90	27.9
I feel a strong sense of belonging to this university	8	2.5	25	7.8	27	8.4	204	63.4	58	18

From a total of 322 respondents 249(77.3%) of the respondents responded that they think AAU is a great place to work. Whereas 45(13.9%) of them were neutral. Only 28(8.7 %) didn't think that the university is not a great place to work. This shows that majority of the academic staff want to work in the university.

Almost all 315(97.8%) of the respondents enjoy discussing about the university with other people.

A majority of respondents 262(81.4%) feel a strong sense of belonging to the university. Only 33(10.3%) didn't feel strong sense of belongingness. Therefore, from these results we can conclude that AAU academic staffs are affectively committed to the university.

4.9 Continuance commitment

Table 9. Employees response regarding continuance commitment

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
It would be difficult for me to leave the university, even if I wanted to	86	26.7	138	42.9	26	8	51	15.8	21	6.5
A lot of things would be disordered in my life if I decided to leave the university now.	39	12.1	214	66.5	11	3.4	41	12.7	17	5.3
Staying in the university is not only a matter of desire but also a necessity.	93	28.9	209	64.9	8	2.5	12	3.7		

Regarding continuance commitment, 224(69.7%) of the respondents explain that it is difficult for them to leave the university if they want, 26(8%) stay neutral for this matter. About one fifth of the respondents 72(22.3%) feel that it is hard for them to leave the university even if they wanted to.

The majority of the respondents 39(12.1%) and 214(66.5%) strongly disagree and disagree with the idea that a lot of things would be disordered in their life if they decide to leave the university.

5.4% of them were neutral. Whereas 41(12.7%) and 17(5.3%) of respondents agree and strongly agree that a lot of things would be disordered in their life if they leave the university.

The majority of the respondents 302(93.8%) feel that staying in the university is not a matter of necessity for them, while 8(2.5%), 12(3.7%) of respondents were neutral and feel that staying in the university is a matter of necessity respectively. Therefore, based on this one can say that academic staffs of AAU has low continuance commitment.

4.10 Normative commitment

Table 10. Employees response regarding normative commitment.

Items	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
I would feel guilty if I left this university now for a better job.	35	10.9	133	41.3	22	6.8	112	34.8	20	6.2
I feel a sense of moral obligation to remain in this university	25	7.8	108	33.5	29	9	138	42.9	22	6.8
The university has done a lot for me, so I feel that I owe the university	21	6.5	94	29.2	23	7.1	153	47.5	31	9.6

As it can be seen from the table above 168(52.2%) of the respondents said they would leave the university for better job. While 132(41%) of the respondents said that they would feel guilty if they left the university for better job.

Almost half of the respondents 160(49.7%) said that they felt a sense of moral obligation to remain in the university while 133(41.3%) said that they didn't feel a sense of moral obligation to remain in the university.

From the total respondents more than half 184(57.1%) said that the university has done a lot for them. As a result, they felt that they owe the university.

Whereas 23(7.1%) of the respondents were neutral. While the remaining 115(35.7%) respondents said that they didn't feel that they owe the university. Therefore, based on the above figures we can say that normative commitment of academic staff of AAU is average.

4.11. Mean Distribution of Variables

In this section, the mean and standard deviation value of each variable is presented and analyzed. The collected data was entered and reported using SPSS version 24. Mean values from 2.50 to 3.49 were rated as average performance and mean value from 3.50 to 4.00 were labeled in the category of above average and mean value from 4.00 to 5.00 were labeled in the category high level of commitment.

Table: 11: Mean distribution of variables

Variables	N	Mean	Std. Deviation(SD)
Job Security	322	4.6662	0.53770
Career advancement	322	3.7875	0.57461
Performance appraisal	322	2.5496	0.75902
Management support and work atmosphere	322	3.6879	0.58356
Organizational commitment	322	3.8561	.53517
Valid N	322		

Table 11 shows the mean and standard deviation of variables such as job security, career advancement, Performance appraisal and Management support and work atmosphere rated by respondents. Descriptively, the average or mean level of organizational commitment in AAU academic staff was 3.86 (SD = 0.54) on a five-point Likert Scale. This implies that, the level of commitment of AAU academic staff was above average.

The result show that, the mean values of job security (M=4.67, SD=0.54) was high. The mean value of management support and working environment (M=3.69, SD=0.58) and career

advancement (M=3.79, SD=0.57) were above average. This means employees were somewhat satisfied with career advancement, managementsupport and work environment. But mean value of performance approval (M=2.55, SD=0.76) was average, this indicate that academic staff of Addis Ababa University in general were not that much happy with the fair distribution of rewards, benefits in the university, fair chance of promotion and payment. This shows that the organizational commitment in terms of performance approval was almost low.

4.12 The Relationship between Independent and Dependent Variable

To explore the relation (association) among variables correlation analysis was used. Therefore, the Pearson’s Product Movement Correlation coefficient was computed to determine the relationships among job security, career advancement, performance appraisal, management support and work atmosphere with organizational commitment.

Table. 12. Correlation among dependent and independent variables.

		Organizational commitment	Job security	Career advancement	Performance appraisal	Management support and work atmosphere
Organizational commitment	Pearson correlation	1				
	Sig.(2- tailed)					
	N	322				
Job security	Pearson correlation	.537**	1			
	Sig.(2- tailed)	.000				
	N	322	322			
Career advancement	Pearson correlation	.609**	.614**	1		
	Sig.(2- tailed)	.000	.000			
	N	322	322	322		
Performance appraisal	Pearson correlation	.641**	.705**	.653**	1	

	Sig.(2-tailed)	.000	.000	.000		
	N	322	322	322	322	
Management support and work atmosphere	Pearson correlation	.398**	.497**	.865**	.366**	1
	Sig.(2-tailed)	.000	.000	.000	.001	
	N	322	322	322	322	322

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

* . Correlation is significant at the 0.05 level (2-tailed).

The above Pearson correlation table shows that the dependent variable organizational commitment has a positive and strong relationship with independent variables such as job security, career advancement, performance appraisal and management support and work environment. Therefore, job security ($r=.537$, $P<0.01$), career advancement ($r=.609$, $P<0.01$), performance appraisal ($r=.641$, $P<0.01$), Management support and work atmosphere ($r=.398$, $P<0.01$), are significantly and positively correlated with organizational commitment of academic staffs of Addis Ababa university.

Therefore, any change in job security, career advancement, performance appraisal and management support and work atmosphere had directly related to organizational commitment. If changes in independent variables are positive the organizational commitment will increase, and if changes in independent variables are negative the organizational commitment will decrease. Therefore, Independent variables such that job security, career advancement, performance appraisal and management support and work atmosphere had positive and very strong relative impact on the organizational commitment.

4.13 The effect of Retention Factors on Organizational Commitment

A multiple linear regression analysis was conducted in order to determine the effect of the predictor variables on the level of the dependent variable (organizational commitment). The following table presents the multiple regression outputs.

Table 13. Multiple Regression Analysis and Model

Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.646a	.423	.628	.57049

a. Predictors: (Constant), job security, career advancement, performance appraisal and management support and work atmosphere

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	258.453	38	22.094	72.638	.000b
	Residual	55.826	279	.347		
	Total	314.279	317			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), job security, career advancement, performance appraisal and management support and work atmosphere

Coefficientsa

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	-.394	.376	-1.393	.178	
	job security	.652	.319	.356	2.700	.010
	Career advancement	.385	.086	.281	1.075	.001
	Performance appraisal	.574	.079	.392	5.914	.000
1	Management support and work environment	.658	.538	.253	3.706	.423

a. Dependent Variable: organizational commitment

As it can be seen from the table above the model analysis includes the independent variables such that job security, career advancement, performance appraisal and management support and work atmosphere and independent variable organizational commitment.

The ANOVA table and model summary showed that the linear combination of the independent variable was significantly related to the dependent variable, $R=.646$, adjusted $R^2=.628$ ($p=0.000$). An estimated 62.8% of total variation in the dependent variable, Organizational Commitment, is jointly explained by the predictors, i.e., job security, career advancement, performance appraisal and management support and work atmosphere where as 27.2% is explained by other factors.

4.14 Hypotheses Testing

On the basis of the above regression multiple regression model the hypothesis of the study are tested and presented as follows:

H1: The job security is positively and significantly related to organizational commitment in AAU.

The study showed that there is positive but insignificant relationship between job security and organizational commitment (P -value is > 0.05 and the Beta value is $.356$). Therefore H1 is not supported.

H2: The career advancement strategy of the university is positively and significantly related to organizational commitment in AAU.

The $P < 0.05$ and the Value of Beta value is $.281$ which shows that 28.1% variance in organizational commitment is due to career advancement. Thus compensation has positive and significant relation with organizational commitment. Therefore H2 is supported.

H3: Performance appraisal positively and significantly related to organizational commitment in AAU.

The $P < 0.05$ and the Value of Beta value is $.392$ which shows that 39.2% variance in organizational commitment is due to performance appraisal. Thus compensation has positive and significant relation with performance appraisal. Therefore H3 is supported.

H4: Management support and work atmosphere positively and significantly related to organizational commitment in AAU.

The study showed that there is positive but insignificant relationship between management support and work atmosphere with organizational commitment (P-value is > 0.05 and the Beta value is .253). Therefore H4 is not supported.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS:

In this section, summary of major findings, conclusions inferred from the data analysis in chapter four, and suggested recommendations are illustrated in detail.

5.1. Summary of Findings:

The purpose of this study was to assess and describe the level of organizational commitment and its determinants among the academic staff at Addis Ababa University. In line with this purpose, data were collected by using quantitative tools. Using survey questionnaire, the possible influencing factors of academic staff organizational commitment were itemized and the respondents were required to fill them.

The variables meant to influence the academic staffs' organizational commitment include job security, career advancement, performance appraisal and management support and work atmosphere. The effect of aforementioned independent variables on organizational commitment of Addis Ababa University was investigated quantitatively and the following major findings were reached:

- The arithmetic mean generated by the descriptive statistics shows that job security, career advancement and management support and work atmosphere and organizational commitment are above the average cut-off point of 3, while the other factor performance appraisal was below average.
- 73% of AAU academic staff organizational commitment level depends on the independent variables while the remaining 27% is determined by other undetermined factors.
- Relative contribution of different independent variables can be computed as follow. The strongest contribution to explain the dependent variable was management support and work environment. (It followed by job security, performance appraisal and the least was career advancement.

5.2. Conclusion

This study aimed at studying factors affecting organizational commitment of academic staff of Addis Ababa University. The study employed close ended questionnaire with likert scale, which had two major parts demographical information and level of organizational commitment and its influencing factors. The data was analysed using mean value and descriptive statistics using SPSS 24.

First of all the results of the study revealed that academic staff of AAU had high level of affective commitment, average level of normative commitment, and low level of continuance commitment. This shows that AAU academic staffs stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). On the other side average level of normative commitment showed that some AAU academic staff feel an obligation to repay the university for investing in them, while low continuance commitment shows that AAU academic staffs didn't continue teaching in AAU thinking it might cost them too much to leave the organization. From this we can conclude that AAU academic staffs decision to stay in the university doesn't mainly derive from the costs associated with leaving the organization.

The results of the study also indicate that there is significant and positive association between career advancement and performance appraisal. This indicates that high level of satisfaction with these factors leads to higher level of commitment. Furthermore, the other factor job security and management support and work atmosphere associated with organizational commitment positively but insignificantly. This shows that though AAU academic staffs highly satisfied with job security and work atmosphere the correlation between organizational commitment and these factors are insignificant.

The ANOVA table and model summary showed that organizational Commitment mostly explained jointly by the predictors, i.e., job security, career advancement, performance appraisal and management support and work atmosphere where as only a few is explained by other factors.

So the organizational commitment of Addis Ababa University academic staff can be levelled as average.

5.3. Recommendation

- ❖ AAU is recommended seriously consider investing more on its academic staff in areas of in improved career advancement. Therefore, concerned bodies including policy makers should take the issue seriously and make significant amendments related to the career advancement policies of the academic staff
- ❖ The management of the university recommended focusing on how to improve performance appraisal strategy that is currently being practiced in the university. The university should design fair parameters meant to benefit every academic staff equally on the basis of academic quality.
- ❖ Conduct need assessment to identify gaps between management support culture and the actual practice and address the gap with training and skill updates.

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ST MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MBA PROGRAM

Questionnaire to be filled by AAU academic staff

Dear Sir/Madam

This questionnaire has been designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of Master degree in Masters of Business Administration in St.Mary's University, under the title; "Factors Affecting Organizational Commitment in Higher Education: The case of Addis Ababa University". Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions honestly and rationally. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality.

Note:

- ❖ Please don't write your name.
- ❖ Please answer by putting "√" mark on the box with point which highly reflects your idea parallel to your choice.
- ❖ Information will be treated confidentially.
- ❖ Your honest & unbiased response will greatly contribute for the research to achieve its objectives.

For any concerns and/or suggestions, please contact the researcher through the following addresses:

Tel: +251910 84 00 50

Thank you in advance for your cooperation!!

Part One: Demographic Question

Please put a check (√) mark just inside the given box in front of each alternative.

1. Gender

Male

Female

2. Age

20-30 years

31-40 years

41-50 years

51-

60 years

above 60 years

3. Academic rank:

Lecturer

Assistant Professor

Associate Professor

Professor

4. Year(s) of service at AAU:

1- 5 years

6-10 years

11-15 years

16-20 years

Above 20 years

5. Administrative position (if any):

Program coordinator

Department head

Associate dean

Dean

Director

Vice President

President

Part two: Organizational Commitment and Factors affecting organizational commitment

Please put (√) mark against each question that indicate your level of agreement for each question.

5= Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree

No	Research question	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
A. Organizational commitment						
Affective Commitment						
1	I really care for the fate of this university					
2	I feel like “part of the family” at the university					
3	I would be very happy to spend the rest of my career in this university					
4	I really feel as if this university’s problems are my own					
5	This university has a great deal of personal meaning for me					
Continuance Commitment						

6	Too much of my life would be disrupted if I decided to leave the university right now, even if I wanted to					
7	I work for this university only as long as I have no other option					
8	I believe that I have too few options to consider leaving this university					
Normative Commitment						
9	This university deserves my loyalty					
10	I would feel guilty if I left the school now					
11	I would not leave my university right now because I have a sense of obligation to the people in it					
B. Factors affecting organizational commitment						
Job security						
12	I feel much secured in my present job.					
13	My fellow team members also feel secure with their present job.					
14	The university has a policy to sack (layoff) employees that do not meet the set target.					
15	I feel my job is secured as long as I achieve the set target.					
Career advancement						
16	There is chance for promotion on my job					
17	Chances for promotion is fair among all academic staff					
18	The university has chances of promotion compared to other organizations					
19	The university has been established career path for all position					
Performance appraisal						
20	I believe there is a fair distribution of rewards and benefits in the university.					
21	Those who do well on the job stand a fair chance of being promoted.					
22	My contribution is adequately rewarded					

23	I feel unappreciated by the university when I think about what they pay me.					
Management support and work atmosphere						
24	The physical working conditions are generally very good					
25	The culture and emotional climate of the university is generally positive and supportive.					
26	I believe in and take pride in my work and my workplace					
27	The management treats all academic staffs equal.					