

Employees' Organizational Commitment in Higher Educational Setting

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Abstract

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. This subject has therefore, been studied so as to draw attention to enhance effectiveness of higher educational institution in Ethiopia, particularly in reference to Haramaya University. The major objective of study was to find out the level of academic staffs' commitment. The study also assessed whether a significant difference exist in academic staffs' commitment level in terms of their gender and level of education. Researchers used a cross-sectional research design to study the problem. Primary and secondary data sources were used for the study; 242 participants were selected using stratified sampling technique. Questionnaire, focus group discussion and document review were used to collect data. The quantitative data were analyzed using descriptive and inferential statistics; and the qualitative data were also analyzed using narration methods of analysis. Study result showed that there were moderate level of overall commitment and commitment dimensions among academic staffs'. The study further indicated that, there is no gender difference in level of both the overall commitment and its dimensions; however, significant differences were existed in reference to level of education. In conclusion of major recommendations, some of the university guiding principles and situational working environment should be reviewed so as to enhance commitment for achieving better university work performance.

Key words: Academic staffs', Gender, Level of education, Affective commitment, Continuance commitment, Normative commitment, Overall commitment.

1. Introduction

1.1 Background of the Study

Jans (1989) explain organizational commitment as the extent that an employee accepts, internalizes and perceives one's role based on institutional values and goals. In the same way, Mowday, Porter and Steers in (1982) as well as Ogaboh, Nkpoyen and Ushie in (2010) conceptualize it as the relative strength of an employees' identification with, and involvement in a particular institution through having a strong belief in and acceptance of the institutional goals and values, a willingness to exert considerable effort on behalf of the institution, and a strong desire to maintain membership in the institution. Other professionals like Meyer and Allen in (1990), Viljoen and Rothmann in (2009).Yusuf and Metiboba in (2012), Lamba and Choudhary in (2013) discussed the idea of organizational commitment as psychological state that characterize an employees' relationship with the institution and has implications for their decision to continue membership, feelings of obligation to stay with where both their and institutional goals are increasingly integrated for contribution of institutional well-being. Thus, SamGnanakkan (2010) clearly conclude that organizational commitment is a concept that includes an attitudinal and a behavioral aspect of employees which can determine the success or failure of a certain institution/organization.

According to Allen and Meyer (1990) as well as Samad (2011), organizational commitment has three components (framework) indicated as affective, continuance and normative components: Affective commitment is a dimension of commitment that causes employees to become closer to organization emotionally and feel them happy because of being part of members of organization or their acceptance of the organization as a part of their family and loyalty to it. It is referred as the employees' identification with, involvement in and attachment to their organizations because they want to work cooperatively, to perform assigned tasks, and to undertake changes in their ability in order to accomplish organizational goals (Allen & Meyer, 1991). The continuance component dimension refers to employees' commitment to continue with organization membership because of personal expectations and profits; i.e the employees' evaluations of the costs of leaving or discontinuing a particular activity in their organizations; and they stay with their organizations because they perceive poor alternatives or high costs associated with leaving (Allen & Meyer, 1990). In the same way, Allen and Meyer (1991) and Stallworth (2004) as well as Curtis and Wright (2001) indicated that it is calculative in nature because of the

individual's perception or weighing of costs and risks associated with leaving the current institution. These are either the personal sacrifices associated with leaving or lack of alternatives available to the employee. Normative commitment in Allen and Meyer (1990) view that it related with how much employees feel they should to stay at their institution. They feel responsible and loyal to their institution because it is the correct and moral thing to do: It also refers to a sense of obligation to the organizations based on feelings of gratitude for inducements they have received from the institution, such as training and personal development. In normative commitment, employees feel a sense of guilt about the possibility of leaving.

In many studies like Fiorita, Bozeman, Young and Meurs (2007) as well as Brown and Sargeant (2007) explained that employees' commitment is among the most important determinants and leading factors that determine the success of an organization in a competitive environment. Huselid (1995), Bin Dost, Ahmed, Shafi and Shaheen (2011) as well as Solomon, Hashim, Mehdi and Ajagbe (2012) added that high commitment of employees lead to increased effectiveness, performance, achievement of short and long term visions of the institutions, and decreased turnover and absenteeism, apathy, ineptitude, sabotage at both the individual and institutional levels; low commitment, in contrast leads to institutional failure.

Chartered Institute of Personnel and Development (2014) assert that without well qualified and committed staff, no academic institution can ensure sustainability and quality over the long-term. Thus, the way emphasis is given on the role of commitment in the effective use of the human factor as a base for organizations, particularly, in higher education institution is regarded as an important indicator of success or failure. Oludeyi (2015) confirmed that higher education institutions are therefore more dependent on the intellectual capital, creative abilities and commitment of their staff than most other institutions through indicating example of their role i.e they are responsible to teach, including assisting students in need of special support, undertake problem-solving studies, transfer knowledge and skills, participate in curriculum development, review, and enhancement, uphold the guiding values of institutions, and devote full working time to the institutions. In more supportive way, Altbach (2006) explained that employees, particularly, academic staffs are key players to the successful accomplishment of the mission, goals and responsibilities mandated to higher education institutions. In Jafri (2010) further indicated that committed staffs have an active curiosity, a passion for learning, a willingness to challenge the status quo and an eagerness to experiment with new methods and strategies. To this end overall performance of universities depends upon their academic staffs'

and ultimately their level of commitment. In addition, Iliya and Ifeoma (2015) argue that academic staffs are the most significant factor in the education process, hence the quality and ability of their performance is essential. The presented evidences on importance of commitment leads us to have an understanding that the institution requires the well committed workforce to attain their aims and objectives in a well-organized and effective manner; and the belief that institutional commitment of employees is compulsory and non-substitutable because it, it will be deceptive and dream to use technology and system as well as to attain institutional visions accordingly.

The disparity of between world theoretical frame works on the importance of commitment for work performance and the contextual emphasis in status of employees commitment in Ethiopian higher education institutions lead researchers due attention in an investigation focused on level of organizational commitment among academic staffs' of Haramaya University in Ethiopia.

1.2. Statement of the Problem

Madsen, Miller and John (2005), Yiing and Ahmad (2009), as well as Cunningham (2012) give their explanation that committed employees have a strong belief in and acceptance of the institutional goals and values, show a willingness to exert considerable effort on behalf of the institution, have a strong desire to maintain membership with the institution, and are loyal to it. In addition, Welty, Burton and Wells (2014) reveal that employees with higher level of institutional commitment wish to stay and contribute positively to the institution. In the study of Mohammed (2013), however, revealed that majority of teachers in Arbaminch College of Teacher Education were not normatively committed to the college and thus, they feel a very low obligation to stay, underestimated the associated costs of leaving the college due to generally very low commitment though relatively better affective commitment than other components of commitment. The study of Teklle and Solomon (2016) indicates that employees score more on affective commitment, normative commitment and continuance commitment respectively.

Researchers Salami and Omole (2005) have disclosed that organizational commitment is a function of several variables like motivation, participative decision making, organizational support, financial reward, communication, promotion prospects and leadership styles. According to Brown and Sargeant (2007), there are several factors like job expectations, physiological contracts and personal characteristics (gender, marital status, seniority, position, education, race, and social culture) affect the levels of organizational commitment. In addition, Riggio (2009)

explained that organizational commitment is most commonly affected by type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of social relationship at work, rewards and remunerations, and the opportunities for promotion and career advancements in the institution.

In the context of Ethiopia, Tesfaye Semela (2004) asserts that affective organizational commitment has been significantly predicted by salary adequacy, and perceived quality of leader.

In the study of Alemu (2014) at Adama Science and Technology University, it was indicated that teachers have moderate level of organizational commitment. It also indicated that as their age increase, teachers' continuance commitment with pay and fringe benefits increase whereas their normative commitment with supervisors and co-workers decrease. Length of teaching experience is negatively correlated with normative commitment with supervisors and co-workers, but positively with affective commitment. Lack of incentives/promotion, poor salary, lack of teaching resources and office facilities, lack of proper care for academic staff, poor social services facilities and instability of top management are among the major factors believed to have hampered the teachers organizational commitment.

There is also different in commitment among males and females while working towards their institution. According to Mowday et al. (1982), women may place greater value on their institutions and jobs than do their male counterparts since they have had to overcome more barriers to attain their positions in institutions. Subsequently, the effort required to enter the institution translates into higher institutional commitment of female employees. According to Mohammed and Eleswed (2013), the influence of gender on institutional commitment remains unclear. Previous studies found that women were more committed to their institutions than men, whereas others have found that men are more committed than their female counterparts. The study of Teferi, Bekalu and Abebe (2016) at high school revealed that there was no significant difference between male and female teachers on organizational commitment.

In the other extreme, there were also researches which generally indicate that the more an institutional commitment the less an individual's level of education (Mowday, R. T. Porter, L. W. and Steers, 1982). In support of this, a number of researchers maintain that the higher an employees level of education, the lower the level of organizational commitment. In contrast, the study of Teklle and Solomon (2016) at Arba Minch University revealed that employees having higher educational qualification, show more commitment than the employees having lower

qualified. Others like, Mottaz (1988) noted that the demographic variables, such as education have little effect on institutional commitment. In similar way, the study of Teferi, Bekalu and Abebe (2016) on high school teachers indicated that level of education does not significantly determine teachers' level of organizational commitment.

Although there were studies of commitment in world and local context with inconsistency findings, the issue of academic staff members' commitment has been still one of the pressing but well not properly addressed educational issues, particularly, in the context of Ethiopian higher education institutions. Many efforts, in higher education institutions have been systematically observed to address their visions and missions, unfortunately, ignoring how employees' commitment determent the intended performance of success. Thus, researchers took of this study take part in filling such a gap through focusing their investigation on higher education academic staffs' level of organizational commitment reference to Haramaya University to which the following basic research questions were raised.

1.1. Basic Research Question

1. What are the levels of three dimensions of academic staffs' commitment (affective, continuance and normative)?
2. Is there a significant difference in each of the three commitment dimensions of academic staffs in terms of their gender?
3. Does academic staffs' level of education have a significant contribution in their commitment?

2. Research Design and Method

The purposes of the study was to investigate level of academic staffs' commitment and to assess whether a significant difference with reference to their gender and level of education. The cross-sectional research design was used because such a design enables to use data from a large number of participants concerning one point at one time. The design was also suited to both the descriptive and the predictive function to which it was appropriate for this particular study. Thus, commitment of participants with different background characteristics was examined using variables of gender as well as level of education. Variables of the study were also summarized in table 1.

Table 1 Summary of Study Variables

| Demographic Variables | Measured Variable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1. Gender with two groups ✓ Male ✓ female | 3. Level of commitment with three dimensions ✓ Affective Commitment |
| 2. Level of education with three groups ✓ Bachelor of Arts or Science Degree (B.A/ Sc.) ✓ Masters of Arts or Science Degree (M.A/ Sc.) ✓ Assistance Professors plus Philosophy of Degree and above (Ass.Prof./PhD. & above) | ✓ Continuance Commitment ✓ Normative Commitment ✓ Overall Commitment |

2.1. Sources of data

In this study, the primary data were collected from participants and secondary data were also collected from document review like journals, reports and related documents.

2.2. Population sample and sampling methods

The populations of the study were Haramaya University academic staffs whom were 1254 in number. Due to the focus of studying the level of organizational job commitment, Researchers used both inclusion and exclusion criterion to identify academic staffs that were fully on job (on duty) based on whom the sampling frame needed to be determined as a target population of the study. Thus, based on employees' list document evidenced from Haramaya University Human Resource Management, academic staffs on duty and academic staffs on study leave were identified. Then, 877 academic staffs on duty were included as target population; and the rest of others were excluded because researchers believed that they were not directly contribute to the university physical work performance. Variables of gender and level of education were considered to see whether there was significant difference in academic staffs' organizational commitment. In order to select the participants of the study, stratified random sampling method was used. In this method, researchers used level of education with three strata (BA/BSc, MA/MSc, and PhD & above) for proper sampling distribution in selecting participants of the study. Researchers also used Slovin Formula ($n = \frac{N}{1 + NE^2}$) developed by Yamane Yaro (1964) to determine the size of sampled participants in the study; where, N=total population n=sample size, E=error rate/margin of error (.05) or that the chance of samples to be representative of the

population is 95 percent confidence level. Thus, the sample size of this study was calculated as $n = 877/1+877*(0.05*0.05) = 275$. The distribution of sample participants of the study in specific stratum was clearly summarized in table 2.

Table 2 Stratified Sampling Frame

| | Strata | | | Total |
|-----------------|----------|----------|------------------------|-------|
| | B.A/ Sc. | M.A/ Sc. | Ass.Prof./PhD. & above | |
| Population Size | 172 | 553 | 152 | 877 |
| Sample Size | 54 | 173 | 48 | 275 |

The sample size in each stratum was determined using the equation: $nh = (Nh/N) \times n^*$; where, nh = sample size for stratum h , Nh = population size for stratum h , N = total population size, n^* = total sample size. In addition, researchers purposively took five study participants from the university who were found at deferent academic units to conduct a focus group discussion for further information about the study area.

2.3. Data Collection Instruments and Procedures

The researchers used questionnaire, focus group discussion and document review. The questionnaire was composed of both closed ended and open ended items and had two parts written in English. Part one focused on seeking information on participants' socio-demographic variables; part two dealt with scale items concerning the measure of organizational commitment among academic staffs. The scale totally consisted of 20 items and in part focused the measurement of three dimensions of commitment all of them consisted with a five point Likert-type scale to be rated ranging from 5=Strongly Agree to 1= Strongly Disagree to measure level of academic staffs' organizational commitment. This scale was adopted from the revised scale of enhanced model for the measurement of organizational commitment (Meyer & Allen, 1997 as cited in Stephen J, 2007) with little modification only. In order to ensure content validity of the instrument, the items in the questionnaire were critically examined by the researchers and by soliciting expert opinions of three instructors of the university who have been specialize in disciplines of educational psychology, social psychology and management in which organizational behavior of employees have been give an emphasis. The opinion of both researchers and experts reflected that no items need to be discarded except little modification. Then after, researchers checked reliability of the scale or items internal consistency for this study

using the Cronbach Alpha level; and the overall scale's alpha reliability in this study was found to be 0.79, as well as values of 0.87, 0.79 and 0.72 in order for each of affective, continuance and normative commitment dimensions; and all them were evaluated to be acceptable to use. Nunnally and Bernstein (1994) suggest that a Cronbach alpha coefficient of at least 0.70 is an acceptable level of internal consistency.

In the scale, partly eight items were seeking to measure the affective commitment dimension using items like *"I enjoy discussing about my University with people outside it"* , *"I am very happy being a member of this University"* etc.; six items dealt to measure continuance commitment dimension using items like *"Worry about the loss of investments I have made in this University"* , *"If I wasn't a member of this University, I would be sad because my life would be disrupted"* etc.; and the rest six items focused on measurement of normative commitment dimension using items like *"I feel that I owe this University quite a bit because of what it has done for me"* , *"My University deserves my loyalty because of its treatment towards me"* etc.

Thus, the duplicated questionnaires of the scale were distributed to two hundred seventy five participants of the study out of which two hundred forty two (88%) were properly filled and returned. Then, scores of four Negatively- keyed items (*"I think that I could easily become as attached to another University as I am to this one; I do not feel like 'part of the family' at my University; I do not feel 'emotionally attached' to this University; and I do not feel a 'strong' sense of belonging to my University."*) in the affective commitment dimension as well as one item (*"Sometimes I worry about what might happen if something was to happen to this University and I was no longer a member."*) in the continuance commitment dimension, were reversed as per the scale manual of scoring.

Some document review and focused group discussion were conducted to triangulate the data through collecting further information relating to factors that determine level of academic staffs' commitment in higher education.

2.4. Methods of Data Analysis

The researchers used both quantitative and qualitative methods of data analysis. In analysis of quantitative data collected using questionnaire, researchers used particularly, frequency distribution to summarize study participants demographic variables; averages (mean and standard deviation) to analyze levels of study participants' organizational commitment. During this analysis, a range of mean score or average values out of five were used to have a more meaningful interpretation on level of commitment slightly modifying the five likert-scale points

into three forms. And thus, the range of average scores of academic staffs' commitment were described as 1 - 2.49 to be interpreted as "low level", 2.5 - 3.49 to be interpreted as "moderate level" and 3.5 - 5 to be interpreted as "high level" of commitment.

Independent sample T-test to see whether a difference was existed in level of organizational commitment with reference to gender. MANOVA and ANOVA were used to see whether level of education had a significant contribution to differences in level of organizational commitment. To run all this analysis of quantitative data, the statistical software (SPSS version 23) was used. For analysis of qualitative data collected through document review and focus group discussion, researchers used combination of content and narration methods of data analysis.

2.5. Ethical Consideration

For this study, permission from the institution had granted before it was initiated. To this end, the following ethical considerations were taken into account.

1. The participants' dignity and privacy were protected by making them free from physical abuse, verbal abuse and through giving opportunities for mutual relationship rather threatening them as they feel as being studied and considered researchers as having a powerful information seeker.
2. The researcher firstly tried to get participant's' full permission orally to make them the study participant while taking samples.
3. The researcher was responsible and highly sensitive in keeping participants' confidentiality during or after investigation in that information and recorded evidences are secured and/or protected.

3. Data Analysis and Results

3.1. Demographic Characteristics of Academic staffs

The descriptions of participants' demographic characteristics have provided some basic information, particularly, in reference to their gender and level of education distributions.

Table 3 Demographic Characteristic of Participants

| Gender | Frequency | % |
|------------------------|-----------|--------|
| Female | 70 | 28.90 |
| Male | 172 | 71.10 |
| Total | 242 | 100.0 |
| Level of Education | Frequency | % |
| B.A / Sc. Holder | 37 | 15.30 |
| M.A / Sc. Holder | 160 | 66.10 |
| Ass. Prof/PhD. & above | 45 | 18.60 |
| Total | 242 | 100.00 |

As shown in Table 3, there was more percentage of males than females in gender distribution of participants of the study. As far as the level of education is concerned, the same table shows that a great majority of participants had masters of art or masters of Science degree followed by the percentage of participants who were assistance professors or philosophy of degree and above. The lowest percentage of participants was found in an educational level of Bachelor of Arts / Bachelor of Science degree. Given the context of Ethiopian higher education that favors female academic staffs'', this finding indicates that still there was relatively small number of female academic staff member though an attempt was made to balance the proportion of gender in the sample. In addition, as indicated in table 3, majority of the respondents have had an education level of masters of art or masters of Science degree though the ultimate goal of university in employment profile of academic staff-member covers high range (75%) of PhD and above. This is due to the reason that low initiation and enhancement from stakeholders like ministry of education, university themselves and their administration in supporting academic staffs' to advance their education, and the traditional principle which result in a rigid and mandatory commitment of long service years without work interest and motivation of employees if once they get the chance to advance in their education sponsored by the university. Such reasons lead academic staffs' to have behaviors of turn-over intention rather advancing their education and serve with commitment.

3.2. Level of Academic staffs'' Commitment (Affective, Continuance and Normative)

From table 3, it is possible to understand that academic staffs'' in the study had an average level of overall organizational commitment (Mean = 3.24, = 0.55) though there were values of points indicating both minimum (1.35) and maximum (4.75) level of their commitment. However

academic staffs' level of commitment is further dis-aggregated to the three types of commitment dimensions as named as affective commitment, continuance commitment and normative commitment. Table 4, shows both the overall organizational commitment and the three dis-aggregate levels of commitment dimensions in terms of averages and standard deviation with their minimum and maximum values.

Table 4 Level Academic staffs' Commitment

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------|-----|---------|---------|--------|----------------|
| Affective commitment | 242 | 1.38 | 5.00 | 3.4396 | .91298 |
| Normative commitment | 242 | 1.00 | 5.00 | 3.3072 | .74273 |
| Continuance Commitment | 242 | 1.00 | 5.00 | 2.9167 | .88156 |
| Overall Commitment | 242 | 1.35 | 4.75 | 3.2430 | .55125 |

Table 4, depicted that the mean scores for each components of academic staffs' commitment scales can be ranked by respondents as affective commitment (mean = 3.44, = 0.91), which is greater than normative commitment (mean = 3.31, = 0.74) which is in turn also greater than continuance commitment (mean = 2.91, = 0.88). Thus, the largest mean score of respondents is belongs to the affective commitment, and the lowest mean score is also belongs to the continuance commitment followed by their overall commitment. Although it seems to have differences in mean and standard deviations values among levels of commitment dimensions, they were found in same range to be interpreted as moderate level in this study. This leads to have clear understanding that academic staffs' were found in a moderate level of commitment dimensions listed as affective, continuance and normative commitments. From the focus group discussion, it was reported that most of academic staffs' did not perform their task as intended to they are expected to exert their effort on due to different factors. Thus, this gives an indication that level of commitment can be determined by different factors. From document review and focus group discussion, leadership behavior (the qualities, traits and behavior of the leaders), lack of proper incentives, acknowledgment and compensation, work environment, personal characteristics like perceptions and self-esteem behaviors, personality, shortage of capacity building training, task orientation, organizational justice, lack of accessible facility, feelings, interest, nature of work, low attitude and motivation were explained as the possible influencing factors to academic staffs' organizational commitment. Some other participants of the focus

group discussion reported that intelligent, creativity; relationship with colleague, trustworthiness, loyalty, insecure political condition of the country and senses of ownership to the organization has a significant determinant of organizational commitment among academic staffs' in higher education. One participant from the focus group discussion said that *If staff-members experience high emotional intelligence and motivation, it is expected to have high commitment, however I have no observation of a staff-members who have good motivation, willingness and emotional management in our case.* In order to stress how personality and attitude determine commitment of academic staffs', the other participant of focus group discussion said that *a positive attitude should be build and be able to be initiative, when someone involved in a certain given work to accomplish effectively as it intends to.* Thus, attitude and personality were influential factors to influence commitment. In the case of leadership, it was explained that as organizational commitment is greater for employees whose leaders support their participation in decision-making. In addition, it was explained in focus group discussion that leaders who demonstrate, concern about staff-members well-being, responsible, responsive and eager to organizational change and ethical behaviors are more concerned and responsive to individual and group needs and treat them with justice but it was less likely to observe in the context of Haramaya University. From the our document review, it was clearly found that when employees, particularly academic staffs' are motivated they experience a certain need and interest to perform in the best way possible with respect to their task and will therefore create an increased amount of organizational commitment. The link between motivation and commitment is plausible, in the sense that commitment is guided by motivation.

3.3. Gender Differences in Level of Academic staffs'' Commitment

Independent t-tests were employed to examine whether there is a significant difference in each level of commitment dimensions (affective, continuance and normative) between male and female academic staffs'. Table 5 also shows the results of overall commitment t-test to see whether a significant difference existed between male and female academic staffs' of the university. Thus, the table shows the modified presentation of four independent sample t-test results.

Table 5 Independent T-Test on Gender and Organizational Commitment

| Group statistics by Gender | | | | | | | | | |
|----------------------------|---------------|-------|--------------|-------|----------------------------|------|-------|-----|------|
| | Female (N=70) | | Male (N=172) | | Independent Samples T-Test | | | | |
| | Mean | SD | Mean | SD | F | Sig. | T | Df | p |
| Affective Commitment | 3.48 | .936 | 3.42 | .906 | .948 | .331 | .481 | 240 | .631 |
| Continuance Commitment | 2.96 | 1.023 | 2.90 | .8120 | 7.883 | .005 | .464 | 107 | .644 |
| Normative Commitment | 3.44 | .751 | 3.25 | .735 | .046 | .830 | 1.789 | 240 | .075 |
| Overall Commitment | 3.31 | .531 | 3.21 | .559 | .193 | .661 | 1.286 | 240 | .200 |

As level of academic staffs' affective commitment is concerned in table 5, there was no significant difference between females ($M = 3.48$, $SD = 0.94$) and males ($M = 3.42$, $SD = 0.91$); $t(240) = 0.48$, $p = 0.63$. In the same table, there was no significant difference in academic staff-members' continuance commitment between females ($M = 2.96$, $SD = 1.02$) and males ($M = 2.90$, $SD = 0.81$); $t(107) = 0.46$, $p = 0.64$. In addition, table 5 indicated that female score ($M = 3.44$, $SD = 0.75$) which is slightly greater than the mean score by males ($M = 3.25$, $SD = 0.74$). However, there is no statistical evidence that supports this deference; $t(240) = 1.79$, $p = 0.075$. When academic staffs' overall commitment is concerned in table 5, there was also no significant difference between females ($M = 3.31$, $SD = .53$) and males ($M = 3.21$, $SD = 0.54$); $t(240) = 1.29$, $p = 0.200$. Thus, all of these tests results suggested that gender has no effect in levels of university academic staffs' affective, continuance, normative and overall organizational commitments.

3.4. Differences in Levels of Academic staffs' Commitment as per Level of Education

In order to assess whether a significant differences exist in academic staffs' commitment between groups in level of education, two tests (MANOVA and ANOVA) were used. The MANOV test was used to see whether the difference among groups in contribution of level of education on each of commitment dimensions as a unit; whereas ANOVA was also conducted to see whether the difference in contribution of level of education on level of academic staffs' overall commitment.

Thus, the null hypothesis for this MANOVA measure was the mean score for three groups in level of education are equal in analysis of the difference in three commitment dimensions (affective, continuance and normative). Table 6 shows descriptive statistics for the variables in the data used for the this test in the study.

Table 6 Descriptive Statistics of Variables used for MANOVA

| | Affective | | | Continuance | | Normative | |
|------------------------------|-----------|------|------|-------------|------|-----------|------|
| | N | Mean | SD | Mean | SD | Mean | SD |
| B.A / Sc. Holder | 37 | 3.76 | .824 | 2.97 | .928 | 3.52 | .644 |
| M.A / Sc. Holder | 160 | 3.37 | .935 | 2.91 | .896 | 3.24 | .751 |
| Assistant Prof /PhD. & above | 45 | 3.41 | .863 | 2.90 | .804 | 3.38 | .762 |
| Total | 242 | 3.44 | .913 | 2.92 | .882 | 3.31 | .743 |

Table 6 gives a preliminary information that there was only slight differences in distribution of scores of the mean (M) and standard deviation (SD) among groups of participants' level of education across each commitment dimensions (affective, continuance and normative). M.A / Sc. holders had the lowest value in affective commitment ($M = 3.37$, $SD = 0.94$) and in normative commitment ($M = 3.24$, $SD = 0.75$) among groups found in each of commitment dimensions. Whereas B.A / Sc. Holder had the highest value in all of the dimensions of commitment; affective ($M = 3.76$, $SD = 0.824$), continuance ($M = 2.97$, $SD = 0.928$) and normative ($M = 3.52$, $SD = 0.644$) among groups found in each of commitment.

A MANOVA was conducted to determine the significant differences of commitment dimensions across groups under level of education. The results from SPSS version 23 are shown in Table 7, which I modified slightly to make it easier to read. In this table there are two sections: intercept (containing four rows) and level of education (containing another four rows). The intercept section of the table is necessary to scale the results and does not provide any substantive information for interpretation. The level of education section, however, displays results from the hypothesis test. second, there are four rows, each of which display four statistical test statistics: (1) Pillai's Trace, (2) Wilks' Lambda, (3) Hotelling's Trace, and (4) Roy's Largest Root. For this study, Wilks' Lambda was used due to it is advised and widely used as an appropriate multivariate test statistics especially when the test is not significant. In this study, the Box's test of equality of covariance matrices was checked using $p < 0.05$ as a criteria for significant. Then the test result for the study showed a Box's M (0.829) from which it was possible confirm that the test is not significant, $p (0.829) > 0.05$. Thus, Wilk's Lambda was confirmed to be used as an appropriate test.

Table 7. MANOVA Results (Modified from SPSS Output)

| Effect | Test Statistics | Value | F | Hypothesis | | Sig. (p) | Partial η^2 | Noncent. Parameter |
|--------------------|--------------------|--------|-----------------------|------------|----------|----------|------------------|--------------------|
| | | | | df | Error df | | | |
| Intercept | Pillai's Trace | .963 | 2056.647 ^b | 3.000 | 237.000 | .000 | .963 | 6169.941 |
| | Wilks' Lambda | .037 | 2056.647 ^b | 3.000 | 237.000 | .000 | .963 | 6169.941 |
| | Hotelling's Trace | 26.034 | 2056.647 ^b | 3.000 | 237.000 | .000 | .963 | 6169.941 |
| | Roy's Largest Root | 26.034 | 2056.647 ^b | 3.000 | 237.000 | .000 | .963 | 6169.941 |
| Level of Education | Pillai's Trace | .036 | 1.445 | 6.000 | 476.000 | .196 | .018 | 8.670 |
| | Wilks' Lambda | .964 | 1.448 ^b | 6.000 | 474.000 | .194 | .018 | 8.689 |
| | Hotelling's Trace | .037 | 1.451 | 6.000 | 472.000 | .193 | .018 | 8.708 |
| | Roy's Largest Root | .034 | 2.693 ^c | 3.000 | 238.000 | .047 | .033 | 8.078 |

As it is displayed in table 7, an one-way MANOVA test revealed that there is no a significant difference among groups in each commitment dimensions with reference to their level of education; $F(6, 474) = 1.45$, $p = 0.19$, Wilks' $\Lambda = 0.96$; a multivariate $\eta^2 = 0.018$. The multivariate $\eta^2 = 0.018$ indicates little (2%) contribution that level of education had on commitment dimensions. Due to the non-significant result of the MANOVA test to retain the null hypothesis, the follow-up analysis was not need to be conducted to find out where the significant difference existed.

Whereas the null hypothesis for ANOVA measure was that the mean score for three groups in level of education are equal in analysis of the difference in level of overall commitment. Table 8 shows descriptive statistics and tests of between-subjects effects in one-way ANOVA test for the variables of the data used for this test in the study.

Table 8 Descriptive Statistics and Tests of Between-Subjects Effects in Overall Commitment

| Descriptive Statistics | | | | | | | |
|-----------------------------------|------------|--------|----------------|-------|------|------------------|----------|
| Level of Education | N | Mean | Std. Deviation | | | | |
| B.A / Sc. Holder | 37 | 3.4527 | .48662 | | | | |
| M.A / Sc. Holder | 160 | 3.1934 | .56153 | | | | |
| Assistant Prof/PhD. & above | 45 | 3.2467 | .53411 | | | | |
| Total | 242 | 3.2430 | .55125 | | | | |
| Tests of Between-Subjects Effects | | | | | | | |
| Source | Sum of Sqr | df | Mean Sqr | F | Sig. | Partial η^2 | Noncent. |
| Level of Education | 2.021 | 2 | 1.010 | 3.391 | .035 | .028 | 6.782 |
| Error | 71.212 | 239 | .298 | | | | |
| Total | 2618.320 | 242 | | | | | |

A one-way between groups analysis of variance was conducted to explore the contribution of level of education on overall commitment scores. Participants were divided in to three groups according to their level of education (B.A / Sc. Holder, M.A / Sc. Holder and Assi.Prof /PhD. & above). The one-way analysis of variance revealed that there was a statistically significant difference between groups of participants' level of education in overall commitment scores $F(2, 239) = 3.39, p = 0.035$. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. This can be observed in effect size at partial eta squared (η^2) was 0.028. In order to identify which specific group created the significant difference in this study, a multiple or post-hoc comparisons using the Tukey HSD significant difference criteria was made and its result displayed in table 9.

Table 9. Multiple Comparisons of Groups for Differences in Overall Commitment

| (I) Level of Education | (J) Level of Education | Mean Diff | | | 95% Confidence | |
|------------------------|------------------------|-----------|---------|------|----------------|--------|
| | | (I-J) | Std. Er | Sig. | Lower | Upper |
| B.A / Sc. Holder | M.A / Sc. Holder | .2593* | .09958 | .026 | .0244 | .4941 |
| | Assi. Prof/PhD.& above | .2060 | .12114 | .207 | -.0797 | .4917 |
| M.A / Sc. Holder | B.A / Sc. Holder | -.2593* | .09958 | .026 | -.4941 | -.0244 |
| | Assi. Prof/PhD.& above | -.0532 | .09211 | .832 | -.2705 | .1640 |
| Assi.Prof/PhD.& above | B.A / Sc. Holder | -.2060 | .12114 | .207 | -.4917 | .0797 |
| | M.A / Sc. Holder | .0532 | .09211 | .832 | -.1640 | .2705 |

Post-hoc comparisons of Tukey HSD test revealed that there was significantly higher score for B.A / Sc. Holder ($M = 3.45$, $SD = 0.49$) than M.A / Sc. Holder ($M = 3.19$, $SD = 0.56$); $P=0.026$. The same table shows that there was no statistically significant difference in mean scores between B.A / Sc. Holder ($M = 3.45$, $SD = 0.49$) and Assi. Prof/PhD. & above ($M = 3.25$, $SD = 0.53$); $P = 0.207$. Table 9 is also show that there was no statistically significant difference in mean scores between M.A / Sc. Holders ($M = 3.19$, $SD = 0.56$) and Assi.Prof/PhD. & above, ($M = 3.25$, $SD = 0.53$); $P = 0.832$.

4. Discussions

Demographic Characteristics of Academic staffs'

The frequency distribution gives a clear overview of the type of respondents. Thus, all participants of the study were academic staffs'; and their gender and level of education were considered as the demographic variables. With respect to gender there were more males (71%) than females (29%) to study their level of commitment towards the success of visions and missions of their university. Though it seems to unequal distribution participants in gender due to the small number of females, it is taken through balance their availability particularly in their level of education rather intentionally made. Given the context of Ethiopian higher education that favors female academic staffs', it reflected that still there was relatively small number of female academic staff-member though an attempt was made to balance the proportion of gender in the sample. With respect to participants' level of education, there were bachelor of arts/sciences degree holders (15%); masters of arts/science degree holders (66%) and assistant professors or philosophy of degree & above holders (19%). The lowest percentage of participants was found in an educational level of Bachelor of Arts / Bachelor of Science degree this is due to their availability at the University for the Expectation Ethiopian higher education institutions to have

0 % academic staffs' in bachelor degree. Thus, the researchers balance this disparity using stratified sampling technique.

Level of Academic staffs' Commitment (Affective, Continuance and Normative)

This study was focused to investigate the level of academic staffs' organizational commitment in higher educational setting, particularly in Haramaya University. This was due to the intention that the success of mission and visions of the university depends up on firstly its academic staffs' commitment level. Altbach (2006) explained that academic staffs are key players to the successful accomplishment of the mission, goals and responsibilities mandated to higher education institutions. In Jafri (2010) further indicated that committed staffs have an active curiosity, a passion for learning, a willingness to challenge the status quo and an eagerness to experiment with new methods and strategies. Thus, overall performance of universities depends upon their academic staffs' and ultimately their level of commitment. This study, thus revealed that there is a moderate commitment level not only in dimensions of each commitment (affective, continuance and normative) but also in their overall commitment the result support the study of Alemu (2014) at Adama Science and Technology University which was indicated that teachers have moderate level of organizational commitment. This indicated that less effort and willingness to work with, to continue and exert on behalf of the University for its Success. The indication of this study result is contrary from the ideas of Madsen, Miller and John (2005), Yiing and Ahmad (2009), as well as Cunningham (2012) who explained that committed employees have a strong belief in and acceptance of the institutional goals and values, show a willingness to exert considerable effort on behalf of the institution, have a strong desire to maintain membership with the institution, and are loyal to it. In addition, the study result indicates a different idea from studies of Welty, Burton and Wells (2014) which reveal that employees with higher level of institutional commitment wish to stay and contribute positively to the institution.

The study revealed that there were factor which influence academic staffs' commitment as listed as leadership behavior, lack of proper incentives, acknowledgment and compensation, work environment, personal characteristics, personality, shortage of capacity building training, task orientation, organizational justice, lack of accessible facility, feelings, interest, nature of work, low attitude and motivation intelligent, creativity; relationship with colleague, trustworthiness, loyalty, insecure political condition of the country and senses of ownership to the organization.

The result supports researchers like Salami and Omole (2005) who explained that organizational commitment is a function of several variables like motivation, participative decision making, organizational support, financial reward, communication, promotion prospects and leadership styles. Riggio (2009) explained that organizational commitment is most commonly affected by type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of social relationship at work, rewards and remunerations, and the opportunities for promotion and career advancements in the institution.

The result indicates some similar factors of commitment with listed in Tesfaye Semela (2004) and Alemu (2014) studies as indicated lack of incentives/promotion, lack of proper care for academic staff, lack of teaching resources and office facilities, salary adequacy, and perceived quality of leader as predictors of commitment.

The study result arguably contradict with studies by Brown and Sargeant (2007), there are several factors like, physiological contracts, gender and race determine the levels of organizational commitment significantly.

Gender Differences in Level of Academic staffs' Commitment

According to Mohammed and Eleswed (2013), the influence of gender on institutional commitment remains unclear. Previous studies found that women were more committed to their institutions than men, whereas others have found that men are more committed than their female counterparts.

Interestingly, this study clearly, revealed that gender has no effect in levels of university academic staffs' commitment. This result is supported by the study of Teferi, Bekalu and Abebe (2016) at high school revealed that there was no significant difference between male and female teachers on organizational commitment with only the difference their study focused on secondary school. This study result is on the contrary of the study result of Mowday et al. (1982) which had stated that women may place greater value on their institutions and jobs than do their male counterparts since they have had to overcome more barriers to attain their positions in institutions. Subsequently, the effort required to enter the institution translates into higher institutional commitment of female employees.

Differences in Levels of Academic staffs' Commitment as per Level of Education

In this regard, the result of an one-way MANOVA test in the study revealed that there is no a significant difference in academic staffs' commitment dimensions (in affective, continuance and normative commitments) in more general but in some similar way the result can be

supported by Mottaz (1988) who noted that the demographic variables, such as education have little effect on institutional commitment as well as Teferi, Bekalu and Abebe (2016) who indicated that level of education does not significantly determine teachers' level of organizational commitment at high school. In this regard, the study result is different in setting and with holding the assessment of more specific commitment dimensions rather inclusive determination.

However, the one-way analysis of variance in the study revealed that there was a statistically significant difference academic staffs' overall level of organizational commitment across level of education. Thus, academic staffs' who have a bachelor's degree are more committed than who have master's degree. This result partly consistence with researchers who maintain that the higher an employees' level of education, the lower the level of organizational commitment, for example, some research generally indicates an inverse relationship between institutional commitment and an individual's level of education (Mowday, R. T. Porter, L. W. and Steers, 1982). However, this study is contradict the study of Teklle and Solomon (2016) at Arba Minch University which revealed that employees having higher educational qualification show more commitment than the employees having lower qualified. This contradiction is because there is no significant difference between academic staffs' who have bachelor degree and who have PhD and above as well as between who have masters and PhD in the current study.

5. Conclusion and Recommendation

Employee commitment generally refers to employees who fully invest emotionally, mentally, and physically, so they are focused on achieving the organization's objectives. A lack of commitment is an increasing concern for both organizations and employees.

The study investigates the level of academic staffs' commitment in higher education institution, particularly, in Haramaya University. As a conclusion, the study revealed that there is moderate level of commitment among academic staffs' of the university. This leads to less likely accomplish both personal work performance objectives and organizational missions an missions of the university; less attach to, loyal and exert extra effort to the effectiveness of the university that in turn facilitates its familiarity. In determinants of commitment level of academic staffs' of the university, there were indicated factors like leadership behavior (the qualities, traits and behavior of the leaders), lack of proper incentives, acknowledgment and compensation, work environment, personal characteristics, personality, shortage of capacity building training, task orientation, organizational justice, lack of accessible facility, feelings, interest, nature of work,

low attitude and motivation, intelligent, creativity; relationship with colleague, trustworthiness, loyalty, insecure political condition of the country, and diminished senses of ownership to the organization/University.

It is possible to conclude that there was no statistically significant deference in academic staffs' commitment dimensions with reference to their gender and partly in their level of education. However, unlike gender, level of education has some effect in overall commitment of academic staffs' at higher education, particularly in Haramaya University.

With this over all regard the study forwarded the following basic recommendations to increase the level of academic staffs' commitment for effective organizational success.

- Some of the university guiding principles and situational working environment should be reviewed so as to enhance commitment of academic staffs' for achieving better university work performance.
- The university enhance academic staffs' organizational commitment by creating better training and development opportunities, improving leadership and management support, promoting accountability and involving staffs in decision-making made at university level.
- Psycho-social support and guidance should be given to staff-members to adjust and create a link between their organizational behavior to increase their loyalty, attachment, job security, creativity, personality and intelligence towards the holistic development of the institution with the increase of their work performance benefits.
- An intensive effort must be done to help staffs to know what is expected of from them, and what kind of decision they can made for the success of university missions and visions through repeated consultation and supervision.
- Academic staffs' creativity, sense of organizational ownership, attitude, and motivation towards the performance of organizational goal should be due attention not only by the university but also other stakeholders including ministry of education.
- Rebuild the conducive work environment and organizational culture of the university to make academic staffs' due attention in acknowledgment, compensation, and incentive packages towards their good performance in a stainable way.
- Create project and research works that help the Excellency of the university and the academic staffs' development in their education, social and economic development benefits.
- Clear communication and research based task orientation as well as continuous professional training must regularly be given to academic staffs' with responsibility towards improvement

of both personal and organizational work performance in addressing organizational objectives.

- Academic staffs' should be engaged in short and long term plan-oriented university achievement goals to accomplish them cooperatively and effectively.

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