

Academic Staffs' Level of Organizational Commitment in Higher Educational Setting; the case of Haramaya University

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Abstract

Academic staffs' organizational commitment has been a critical issue to determine work performance for successes of University, as well as, to keep its Academic staffs motivation granted for achieving better work performance. This subject has therefore, been investigated so as to draw attention for enhancement of effective work performance and success. The main objective of this study was to assess academic staffs' level of organizational commitment in Haramaya University. The study also investigated whether significant differences exist in academic staffs' level of organizational commitment in reference to their gender and level of education. Researchers used cross-sectional research design. Primary and secondary data sources were used to study the problem. A commitment scale questionnaire was used to collect data from 275 participants who were selected from 877 target population of the study using stratified sampling technique; furthermore, focus group discussion and document review were also used to triangulate the data. The quantitative data were analyzed using both descriptive and inferential statistics; the qualitative data were also analyzed using narration methods of analysis. The study revealed that academic staffs of the university have moderate level organizational commitment. This implies relatively no more expected effective work performance for success of the institution; In addition, there were relative implications of turnover, turnover intention, absenteeism, and demotivation among staffs. The study further revealed that although there is no significance difference in employees' level of commitment with reference to gender, their level of organizational commitment was significantly different in reference to level of education.

Key words: Organizational Commitment; Academic Staff; Gender; Level of Education

1. Introduction

1.1 Background of the Study

Organizational commitment can be attitude and behavior (SamGnanakkan, 2010) resulted from the assessment of employees work situations which attached them with their organizational values and goals. According to Jans (1989), it is related to what extent the acceptance, internalization and perception of organizational goals by employees. The same explanation is given in Mowday, Porter and Steers in (1982) and Ogapoh, Nkpoyen and Ushie in (2010) that organizational commitment is related to employees identification with, provide extra effort on behalf of the organization and desire to be member of the organization in the way organization both institutional and individual work performance is improved and succeeded. The ideas on organizational commitment by Meyer and Allen in (1990), Viljoen and Rothmann in (2009). Yusuf and Metiboba in (2012) Lamba and Choudhary in (2013) similarly dealt with as it is a psychological state that employees are concerned with relationship, membership, fillings of obligation and loyalty for the contribution of organizational welfare and work performance.

Allen and Meyer (1990) as well as Samad (2011) clearly indicated that the three dimensions of organizational comment (affective, continuance and normative) links together to explained the psychological state/behavior of employees in their emotion or filling of involvement, relationship and membership to the organization, in their decision for awareness of costs associated with to stay or leave the organization as well as in feeling of obligation and loyal to continue employment because it is the right and moral thing to do for perceived support, inducements or incentives. Allen & Meyer (1991), Curtis and Wright (2001), Stallworth (2004) Madsen, Miller and John (2005), Yiing and Ahmad (2009), as well as Cunningham (2012) similarly indicated that if employees of the organization have a robust affective commitment, they will stay in the organization because they want to for whom individual characteristics (most of the time demographic feature), work experiences like job challenge, organizational support, role clarity, transformational leadership, empowerment, and job importance, are the attributes their commitment. In the cases of strong continuance commitment, employees of the organization will stay due to they need to on the bases of individuals' perception or weighing of costs and risks associated with leaving the current institution or lack of job alternatives. Normative commitment is associated with employees feeling of obligation and loyalty for their organization or a sense of guilt filling about the possibility of leaving based on the perceived supports and encouragements like training, education and personal development.

It is the fact that commitment of employees determines the performance and success of organizations (Fiorita, Bozeman, Young & Meurs, 2007 and Brown & Sargeant, 2007). For example, work performance and success become at risk where the employees' organizational behavior such as commitment is poor to undertake various responsibilities and tasks. In addition, as of Huselid (1995), Bin Dost, Ahmed, Shafi and Shaheen (2011) as well as Solomon, Hashim, Mehdi and Ajagbe (2012) strong commitment of employees leads to effectiveness of organizational work performance and success, increased organizational wellbeing, employees motivation, organizational citizenship behavior, good work culture and improved individuals' job performance. It also helps for decrease of employees' behaviors and practice of turnover, turnover intentions, absenteeism, sabotage, as well as the absence of institutional failure. Awareness about the employees' level of organizational commitment must be a pivotal issue for any institutions because it is the human factor that mobilizes other resources for effective work performance and success. Commitment of staffs is a socio-psychological state which is attributed in their attachment

to the institution; and has implications in their decision to stay in it (Yusuf and Metiboba, 2012). Thus, commitment of academic staff entails their readiness to the acceptance of visions, goals and values of the institution; be loyal and exert extra effort and stand for on behalf of the university and willingness to continue membership with it. It was explained that such employees with strong commitment needs to stay and positively support the institution (Welty, Burton & Wells, 2014). Although much effort were made to have improved work performance in higher education institutions, particularly in the context of Ethiopia and more specifically Haramaya University is concerned, little emphasis was provided to what extent of employees organizational commitment for their effectiveness and success. This is, therefore, lead researchers due attention to focused on the assessment of academic staffs' level of organizational commitment in higher educational setting with reference to Haramaya University.

1.2. Statement of the Problem

The transformation of education and other work performances of higher education institutions such as transformations in student learning, designing new methodology of teaching, technology transfer, research work, community services, produce civilized society and build nations generally seek strong commitment of academic staffs. This is supported by many literatures stated that higher education is a labor intensive activity and expected strong organizational performance which based upon staffs commitment by which the institution can exploits the rest of resources. According to the ideas of Chartered Institute of Personnel and Development (2014) and Altbach (2006), like other organization, higher education institutions cannot maintain and ensure their success of long and short term visions, values and goals through sustainable work performance unless they improved their staffs' commitment and qualification. Oludeyi (2015) added ideas that academic staffs' intellectual capital, creative abilities and commitment determine the success of universities through indicating example of those staffs' institutional role as they are responsible to teach, undertake problem-solving research, community services and good governance. Committed staffs have high motivation for learning new work strategies, extra effort to develop skills, have willingness to challenge and experiment new ways and principles of work and developed improved citizenship behaviors to the institution and work culture by which ultimately universities effective work performances are insured (Jafri, 2010 and Iliya & Ifeoma (2015). The presented evidence leads to have an understanding and a belief that staffs' organizational commitment is compulsory and non-substitutable for the effective work performance of universities because without employees' commitment, it will be deceptive and dream to use technology and system as well as to attain institutional visions, values and goals accordingly.

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, some studies like Tesfaye Semela (2004) asserts that affective organizational commitment has been significantly predicted by salary adequacy, and perceived quality of leader. Tekle and Solomon (2016) indicated that job satisfaction and organizational commitment of teachers is one of the important factors for

improving the quality of education, teachers' occupational success and improved the students' learning. They also tried to explain level of commitment dimensions in which there were better employees' affective commitment than normative commitment and continuance commitment respectively in their study of Arbaminch University. Furthermore, Alemu (2014) indicated that teachers have moderate level of organizational commitment at Adama Science and Technology University.

However, although researches were conducted on employees' commitment in the context of some Ethiopian organizations, there was no much sound evidence in assessment of employee's level of organizational commitment particularly in higher educational setting. Thus, the issue of employees' commitment has been still one of the pressing but well not properly addressed educational issue, specifically in Haramaya University context. Therefore, researchers initiated to take part in filling such a gap through focusing their investigation on assessment of academic staffs' level of organizational commitment in Haramaya University and the following basic research questions were raised.

1.2.1. Basic Research Question

1. What is academic staffs' level of organizational commitment?
2. Is there a significant difference in academic staffs' level of organizational commitment in reference to gender?
3. Does academic staffs' level of education have a significant contribution in their level of organizational commitment?

1.3. Purpose of the Study

The main objective of this study was to assess academic staffs' level of organizational commitment in Haramaya University. The study had also the following specific objectives.

1. Identify whether a significant difference was found in academic staffs' level of organizational commitment in reference to their gender.
2. Know whether academic staffs' level of education had a significant contribution in their level of organizational commitment.

2. Research Design and Method

In order to conduct this study, a cross-sectional research design was used because such a design enables to use data from a large number of participants with various socio demographic characteristic were 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 as displayed in table 1.

Table 1 Demographic Characteristics

| Demographic Characteristics | Measured Variable |
|---|------------------------------|
| 1. Gender with two groups | 1. Organizational commitment |
| ✓ Male | |
| ✓ female | |
| 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.) | |
| ✓ Assistant Professors plus Philosophy of Degree and above (Ass.Prof./PhD. & above) | |

2.1. Data Source

The primary data sources were participants of the study and the sources of secondary data were reviewed documents like journals, reports and related documents.

2.2. Study Population, Sample and Sampling Method

Academic staffs of Haramaya University (1254 in number) were population of the study. Due to the focus of assessing the level of organizational commitment among academic staffs, researchers used both inclusion and exclusion criterion to identify academic staffs who were fully on job (on duty) and who were not. Academic staffs' list document evidenced from Haramaya University Human Resource Management was used for identification criteria by which academic staffs on duty (877 in number) were identified to determine sampling frame because they were actually on job to accomplish the university vision and goals. However academic staves that were not on duty had no much attachment directly to the university job activities thus researchers decided to put them in exclusion criteria. To this end, stratified random sampling method was used to select sample participants from sampling frame using levels of education as strata. The Slovin Formula ($n=N/(1+NE^2)$; 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) developed by Yamane Yaro (1964) was used to determine the sample size and the sample size was calculate $n = 877/(1+877*(0.05*0.05)) = 275$.

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 |

In addition, five study participants, who were found at deferent academic units of the university, were selected purposively focus group discussion.

2.3. Data Collection Instruments and Procedures

Researchers used questionnaire, focus group discussion and document review. The questionnaire was written in English and had two parts. The first part focused on seeking information on participants' socio-demographic variables and the second part holds scale items dealt with the measure of academic staffs' level of organizational commitment. Items of scale totally consisted of 20 items and had in part measurement of three dis-aggregated dimensions of organizational commitment. Scale items were a five point Likert scale response to be rated ranging from strongly agree (=5) to strongly disagree (=1). 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. Researchers and expert solicited expert opinions of three instructors of the university, who have been specialize in disciplines of educational psychology, social psychology and management, were used to examine the content validity of the questionnaire. The opinion of both researchers and experts reflected that no items need to be discarded except little modification. Then after, researchers checked reliability of items internal consistency for this study using the Cronbach Alpha level; thus, the overall organizational commitment items scale's alpha was measured 0.79. In part, items for each of the three disaggregated organizational commitment dimensions were measured to have an alpha level of 0.87 for affective commitment, 0.79 for continuance commitment and 0.72 for normative commitment. All these alpha value measures were acceptable to use for the study. This is because Nunnally and Bernstein (1994) clearly indicated that a Cronbach alpha coefficient of 0.70 and above is an acceptable level of internal consistency. Partly eight items in the scale 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 questionnaire was distributed for 275 participants from which 242 (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 and to have further information relating to factors that determine academic staffs' level of organizational commitment in higher education.

2.4. Methods of Data Analysis

Researchers used both quantitative and qualitative methods of data analysis. Particularly, frequency distribution to summarize participants' demographic variables, and averages to analyze participants' level of organizational commitment were used. And thus, the rage of average scores of academic staffs' level of organizational 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". In addition, Independent sample T-test was used to see whether a difference

was existed in level of organizational commitment with reference to gender. The MANOVA and ANOVA tests were also used to see whether level of education had a significant contribution to level of organizational commitment. The statistical software (SPSS version 23) was used to run quantitative analysis. Content and narration methods of analysis were used for analysis of qualitative data.

2.5. Ethical Consideration

The following ethical considerations were taken into consideration in addition to the granted permission by department of psychology.

1. Participants' dignity and privacy were protected by making them free from any physical and verbal abuse
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

Participants' demographic characteristics have provided basic information about their distribution based on gender and level of education.

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 for gender distribution, there was more percentage of male participants than their female counter parts. As level of education was concerned in same table, it can observe that a great percentage of participants had Masters of Art or Masters of Science degree followed by participants who were assistance professors or philosophy of degree and above. Participants in the lowest percentage had Bachelor of Arts / Bachelor of Science degree. This finding indicates that still there was relatively small number of female academic staff in higher education though an attempt was made to balance the proportion of gender. And most of the participants found under an education level of masters of art or masters of Science degree though the ultimate goal of university is having relatively increased number of academic staffs who have an educational profile of PhD and above (above 75% in number). It was implied that the low initiation among academic staff to advance their education and unable to get staffs who have PhD and above in the market due to interrelated factors of low enhancement from stakeholders like ministry of education, university themselves and their administration to take part their effect also 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 their education sponsored by the university. Which in turn lead

academic staffs' to have behaviors of turn-over intention rather advancing their education and being committed to serve?

3.2. Academic Staffs' Level of Organizational Commitment

From table 4, it is possible to understand that academic staffs 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 commitment. Furthermore, the same Table displayed levels of the three dis-aggregated organizational commitment dimensions in terms of averages and standard deviation with their minimum and maximum values.

Table 4 Academic Staffs' Level of Organizational 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 score for affective commitment is 3.44 (SD = 0.91), which is greater than the mean score for normative commitment (mean = 3.31, SD = 0.74) which is in turn greater than the mean score for continuance commitment (mean = 2.91, = 0.88). Thus, the largest mean score is belongs to the affective commitment, and the lowest mean score is also belongs to the continuance commitment followed by the mean score belongs to overall organizational commitment. Although it seems to have differences in mean and standard deviations values among the three dis-aggregated levels of commitment dimensions, they were found in same range to be belongs to moderate level. This leads to have clear understanding that academic staffs were found in a moderate level of the three dis-aggregated 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 particularly to exert their extra effort due to different factors. One participant in the focus group discussion, for example, explained that *I have no filling to do more and continue to be membership in the university due to such a toxic and unhealthy work environment*. This participant adds that

"Frequent disturbance and or conflicts among students for personal and national political cases, reluctance of management bodies to concern the wellbeing and interest of staff and lack of proper incentive for work make me anxious to stay in the institution so I better to leave it" (Excerpt from male participant).

However, as indicated by other participant, there *were conditions that make me to do more, particularly when incentives were arranged, respect and encouragements or supports were provided irrespective of loyalty to the institution*. He said that *if I can extra payment and moral support, I can do more to the institution*. Thus, this gives an indication that level of commitment can be determined by different factors such as work environment, organizational culture, the performance of leaders to solve the problem, incentives and support. From some

document review and report of participants" 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 the possible influential factors to determine academic staffs' level organizational commitment. It was also reported from focus group discussion that factors like 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 academic staffs' level of organizational commitment. For example, one participant in the focus group discussion said that *if staff experience high emotional intelligence and motivation, it is expected to have high commitment, however I have no observation of a staff that have good motivation, willingness and emotional management in our case.* In order to stress how personality and attitude determine academic staffs' level of organizational commitment, the other one participant in the 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 also factors to influence commitment. It was further explained in the focus group discussion that although leaders who demonstrate concern about staff well-being, responsible, responsive and eager to organizational change can initiate employees to put an extra effort for the effective institutional work performance and loyal to be membership to the organization it was less likely observed in the context of Haramaya University. In some reviewed documents it was clearly evidenced 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.

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

Independent t-tests were employed to examine whether there is a significant difference in academic staffs' level of organizational commitment in reference to gender. To this end, four independent t-tests were conducted generally to see differences between male and female participants in their over commitment and in three dis-aggregated commitment dimensions; these four t-test results were summarized and presented in table 5.

Table 5 Group Statistic and Independent T-Test

| 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 affective commitment is concerned in table 5, there was no significant difference between females (*Mean = 3.48, standard deviation = 0.94*) and males (*Mean=3.42, standard deviation = 0.91*); *t* (240) =0.48, *P* =0.63. The same table showed that there was no significant difference in continuance commitment between females

(*Mean* = 2.96, *standard deviation* = 1.02) and males (*Mean* = 2.90, *standard deviation* = 0.81); t (107) = 0.46, P = 0.64. In addition, table 5 indicated that female score (*Mean* = 3.44, *Standard deviation* = 0.75) which is slightly greater than the mean score by males (*Mean* = 3.25, *Standard deviation* = 0.74). However, the difference was not statistically supported; t (240) = 1.79, P = 0.075. When academic staffs' overall organizational commitment was concerned, table 5 displayed that no significant difference between females (*Mean* = 3.31, *Standard deviation* = 0.53) and males (*Mean* = 3.21, *Standard deviation* = 0.54); t (240) = 1.29, P = 0.200. Thus, all of these tests results suggested that gender has no effect in levels of academic staffs' organizational commitment.

3.4. Differences in Organizational Commitment with reference to Level of Education

In order to assess whether level of organizational commitment significantly different among academic staffs in reference their level of education, two tests namely one-way multiple analysis of variance (MANOVA and one-way analysis of variance (ANOVA) were used. To this end one-way MANOVA test was used to see whether the difference among groups in contribution of level of education on each of the three dis-aggregated commitment dimensions as a unit; whereas one-way ANOVA was also conducted to see whether the difference in contribution of level of education on level of academic staffs' overall organizational commitment.

Thus, the null hypothesis for this one-way 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 Descriptive Statistics of Variables used for MANOVA

| Level of Education | 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 in mean average and scores of standard deviation among groups in participants' level of education across each commitment dimensions (affective, continuance and normative). M.A / Sc. holders had the lowest value for affective commitment (*Mean* = 3.37, *standard deviation* = 0.94) and in normative commitment (*Mean* = 3.24, *standard deviation* = 0.75) among groups found in each of the three dis-aggregated organizational commitment dimensions. Whereas B.A / Sc. Holder had the highest value in all of the dimensions of commitment; affective (*Mean* = 3.76, *standard deviation* = 0.94), continuance (*Mean* = 2.97, *standard deviation* = 0.94) and normative (*Mean* = 3.52, *standard deviation* = 0.64) among groups found in each of the three dis-aggregated organizational commitment.

A one-way MANOVA was conducted to see whether significant differences exist in the three dis-aggregated commitment dimensions across groups of level of education. The results from SPSS version 23 was shown in Table 7. For this study, Wilks' Lambda test result was considered among other statistical test results due to its advisable and usage widely as an appropriate multivariate test statistics especially when such a test is not significant. In this study, test of equality of covariance matrices was taken into consideration using $P < 0.05$ as criteria for level of

significant. Then the test result showed a Box's M (0.829); from which it was possible to 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 | Hypothesis | | | Sig. (p) | η^2 | Noncent. |
|--------------------|--------------------|-------|-------------------|---|----|----------|----------|----------|
| | | | F | s | df | | | |
| Level of Education | Pillai's Trace | .036 | 1.45 | | 6 | 476 | .196 | .018 |
| | Wilks' Lambda | .964 | 1.45 ^b | | 6 | 474 | .194 | .018 |
| | Hotelling's Trace | .037 | 1.45 | | 6 | 472 | .193 | .018 |
| | Roy's Largest Root | .034 | 2.69 ^c | | 3 | 238 | .047 | .033 |

As it is displayed in table 7, one-way multiple analysis of variance test was conducted and its result showed that there is no statistical evidence to support difference among groups in each of the three dis-aggregated commitment dimensions with reference to their level of education; F (6, 474) = 1.45, P = 0.19, Wilks' Λ = 0.96; a multivariate η^2 = 0.018. The multivariate η^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 Organizational 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 |

Between Subjects

| Source | Sum Sqr | df | Mean | | | Partial | η^2 | Noncent. |
|--------------------|----------|-----|-------|-------|------|---------|----------|----------|
| | | | Sqr | F | Sig. | | | |
| Level of Education | 2.021 | 2 | 1.010 | 3.391 | .035 | .028 | | 6.782 |
| Error | 71.212 | 239 | .298 | | | | | |
| Total | 2618.320 | 242 | | | | | | |

A between groups analysis of variance test was used to see the contribution of level of education on level of overall organizational commitment scores. In this test, there were three groups in participants' level of education described as B.A / Sc. Holder, M.A / Sc. Holder and Assi.Prof /PhD. & above. The test result showed that there was statistically significant difference between such groups of participants' overall organizational commitment scores F

(2, 239) = 3.39, P = 0.035. Although the observation of test reaching statistical significance, the difference in mean scores between groups was actually 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 Organizational 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 showed that there was significantly greater score for B.A / Sc. Holder (*Mean* = 3.45, *standard deviation* = 0.49) than M.A / Sc. Holder (*Mean* = 3.19, *standard deviation* = 0.56); P=0.026. The same table shows that there was no statistically significant difference in mean scores between B.A / Sc. Holder (*Mean* = 3.45, *standard deviation* = 0.49) and Assi. Prof /PhD. & above (*Mean* = 3.25, *standard deviation* = 0.53); P = 0.207. Table 9 is also revealed that there was no statistically significant difference in mean scores between M.A / Sc. Holders (*Mean* = 3.19, Standard deviation = 0.56) and Assi.Prof /PhD. & above, (*Mean*= 3.25, Standard deviation = 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 among 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 staffs though an attempt was made to balance the proportion of gender for sample. In reference to participants' 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 assessed level of organizational commitment among academic staffs in Haramya University, This was due to the intention that the success of mission and visions of the university depends up on firstly its academic staffs level of organizational 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. Jafri (2010) further support the idea through indicating that staffs with strong commitment 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, work performance of universities depends upon the level of organizational commitment which perceived by academic staffs. The study revealed that there is a moderate level over all organizational commitment of academic staff, and the result also showed that there was also a moderate level for each of the three disaggregated organizational commitment dimensions of affective, continuance and normative. The study result support the study result 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 extra effort for effective work performance and success of the university. This result however contradicted with 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, and are loyal to it. In addition, the study result indicates differently from studies of Welty, Burton and Wells (2014) to show employees' higher level of organizational commitment who wishes to stay and contribute positively to the institution. The study revealed that there were factor which influence academic staffs' organizational commitment as listed toxic work environment, troubling work culture, reluctance leadership decision behaviors, lack of proper incentives, encouragements and compensation, 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. As a result's of this study on determinants of commitment Salami and Omole (2005) had indicated that commitment is a function of factors like motivation, participative decision making, organizational support, financial reward, communication, promotion prospects and leadership styles. As Riggio (2009) explained issues such as nature of work, job autonomy, the nature of job responsibility, the nature of social relationship at work, rewards and remunerations, and the opportunities for promotion and career advancements in the institution affects employees' organizational commitment.

The result is 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

This study clearly, revealed that gender has no effect in levels of commitment among academic staffs of the university. . This result is support the evidence that there was no significant difference between male and female high school teachers on organizational commitment (Teferi, Bekalu & Abebe, 2016) except the setting. In the

contrary of this study, Mowday et al. (1982) 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.

Differences in Organizational Commitment in reference to 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 among academic staffs' in the three dis-aggregated commitment dimensions (affective, continuance and normative) it supports the idea given by Mottaz (1988) who noted that education have little effect on organizational commitment as well as the ideas by Teferi, Bekalu and Abebe (2016) that level of education not significantly determine teachers' level of organizational commitment at high school with the difference in setting only.

However, the study revealed that there was a statistically significant difference in academic staffs overall organizational commitment with reference to level of education. Thus, academic staffs that have a bachelor's degree are more committed than who have master's degree. This result partly consistence with studies results that the higher employees' level of education, the lower the level of organizational commitment, for example, some researches, in the literature 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

The study assessed the level of academic staffs' organizational commitment in higher education institution with reference to 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.

- 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 make 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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