



**THE ASSESSMENT OF ORGANIZATIONAL COMMITMENT OF ACADEMIC STAFF  
AT UNIVERSITY OF KWAZULU-NATAL (UKZN)**

**By**

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## **Declaration**

I Cebile Ntuli declare that

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- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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## **Abstract**

Organisational commitment refers to as the degree which an employee finds synergy in the goals and values of an organisation and is willing to exert great effort to stay within the organisation. This study aimed to assess organizational commitment among academic staff in the University of KwaZulu-Natal. The study adopted the quantitative research design. The questionnaire survey that consists of organizational commitment items, namely affective commitment, normative commitment and continuance commitment has been utilized to collect data from the academic staff. Statistical Package for the Social Sciences (SPSS), was adopted to statistically analyze and interpret the data collected from the respondents.

The Organisational Commitment Model or the theoretical framework, which is the three-component of organizational commitment model by Allen and Meyer (1990) was used, as it is appropriate for this study. This study identified the imperative factors which influences an employee's commitment, the organizational commitment antecedents, as well as the factors that elevate organizational commitment among employees. There were fifty academic staff from the University of KwaZulu-Natal, who participated in the study.

From the analysis it was reported that from the three forms of organisational commitment, affective commitment was found to be the most significant type of organisational commitment that drives the academic staff of College of Law and Management at UKZN. Individuals that reflected an affective orientation towards the organisation and have psychological bond between the employee and the organisation, hence; the employee identifies with the organisational values and increases job involvement of the employee in the organisation. Few participants depicted low normative commitment. This indicated that the workforce will not retain their organisational membership because of the sense of obligation hence, can seek better employment opportunities if the employer does not meet their expectation and needs. Study findings revealed a low continuance commitment level among the academic staff. These employees perceived greater employment alternatives hence, will not commit to the organisation because of the scarcity of employment however; due to the passion and the benefit accrued whilst working in the organisation.

**Keywords:** Organisational commitment, employee commitment, affective commitment, employee turnover, talent management.

## **Abbreviations**

AC	Affective Commitment
EI	Emotional intelligence
FSL	Forensic Science Laboratories
HRM	Human Resource Management
NC	Normative Commitment
OC	Organisational Commitment
UKZN	University of Kwa-Zulu Natal

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## **CHAPTER I: INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.0 Introduction**

Organisational commitment is referred as the willingness of employees to exert their effort and energy towards the attainment of the organisational goal; hence they are more likely to stay in their organisations (Porter, Steers, Mowday, & Boulian, 1974). Various researchers within different work contexts have researched organisational commitment in business (Olivier, 2011). Some studies on organisational commitment stems from psychology (Tissong, 2012) and Business Administration (Zincume, 2012). Previous researchers have pointed out that there are issues on organizational commitment (Chong, Yee, Heng, Cui, & Yeoh, 2017). Turner (2001), points out that commitment is one of the constructs that have been researched by many scholars and explained its connections with other constructs such as job satisfaction (Toga, 2011) and turnover and performance (Mathieu, Fabi, Lacoursière, & Raymond, 2016). Therefore, it is imperative to understand how commitment can be nurtured, maintained and demolished in various employment relationships in organizations (Torka, 2004) as cited in Tissong (2012). Tissong (2012) emphasizes on the importance of commitment in the workplace as essential in the understanding of why employees choose to remain in their employment relationship-whether it is due to affective, normative or continuance commitment.

Every organisation aims to have committed employees towards the fulfillment of the organisational goals (Darus, Azizan, & Ahmad, 2016). Due to increasing employees' turnover, organizational commitment is needed to sustain talented employees (Chong et al., 2017). However; very little research has focused on academic staff in tertiary institutions in KwaZulu-Natal. This study aims to explore and assess the organizational commitment of academic staff at the University of KwaZulu-Natal.

Organisational commitment is one of the prevalent organisational goals that enable an organisation to maintain its existence. Abu-Shamaa et al., (2015) argued that highly commitment employees are productive, compatible and loyal towards their organisation. Mabaso (2016) further points out that committed employees are keen to take responsibility and are more satisfied with their work,

and as a result, organisations' benefits from the reduction of cost associated with replacing human capital.

Every organisations' success is determined by its ability to achieve its set goals and its employees' ability to exhibit high levels of commitment towards their organisation (Ramogale, 2016). This implies that without committed employees the likelihood of an organisation failing to achieve its objectives is perceived greater therefore, it is fundamental that employees are effectively committed to carry the mandate of the organisation (Mohr, Fourie, & Associates, 2004).

## **1.1 Background**

One of the challenges that employers and academic leaders face is the ability to enhance the development of academic staff and retain them due to the nature of their work and lack of time to learn new tasks. Thus, they are overwhelmed by the high level of administration responsibilities (Siegall & Mc Donald, 2004; Winter & Sarros, 2002). Academics tend to exert a high level of commitment towards their profession and discipline, rather than the university institutions (Thite, 2004; Van Balan, 2012).

According to Benson and Brown (2007), the complex and ambiguous nature of academic work can stimulate less identity of an employee with the organisation and this constitutes to greater level of intention to quit. Consequently, the authors alluded that there is an important need to discover effective approaches to increase the connection between commitment of academics and their educational institutions.

According to Capelleras (2005) academic staff play an imperative role in the universities. Their core function in the tertiary institutions includes research and lecturing students. Academic staff is faced with complicated works in a challenging growing environment. Higher education institutions are the only organisation that focuses primarily on creating knowledge and the processes of transmitting teaching and research. This implies that academic staff work life is created and formed by commitment and performance of their functions.

Malik, Nawab, Naeem, & Danish (2010), assess the impact of teacher's satisfaction with job dimensions on perceived organizational commitment in public sector universities in Pakistan. The study explored the extent to which the teachers were committed to their universities. The results showed that teacher's job satisfaction, which includes quality of supervision and pay satisfaction, contributed positively towards organisational commitment.

Committed employees are productive in their workplace and they focus on customer satisfaction and students' performance. Highly committed employees exhibit increased performance. Monetary reward also serves as a reinforcement of employee commitment however, it is perceived as not enough in this contemporary workplace. Pay is also commonly used as incentive for enhancing performance and for retaining the excellent employees (Onn, 2012). When the academic staff are rewarded for their performance and paid good salary, it will motivate talented academicians to be satisfied with the job and more committed to their universities (Solomon & Podgursky, 2001). This collaborated Awang and Ahmad (2010) and Mustapha (2013) study findings, which concluded that there is a significant correlation between pay satisfaction and staff commitment towards the organisation. Other factors such as praise and recognition have been noted to perpetuate employee's commitment and loyalty in the organisation (Olivier, 2011).

According to Joo (2010), supervisors have an influence on the level of commitment of employees. Employees are happy with their supervisors based on two distinctive reasons. Firstly; it is when the employee and the supervisor share similar values, attitudes, and philosophies. The second reason may be that employees are satisfied because of the social support provided by the supervisor, and the care received from co-worker's friendships (Noe, Hollenbeck, Gerhart, & Wright, 2005). Similarly, Lin, and Lin, (2011) illustrate that good relations between co-workers and supervisors promote contentment at work and organisational commitment.

Olivier (2011) alludes that, in a workplace with committed employees, employees understand the strategic goals of the organisation and are clear on how their jobs contribute to the achievement of the overall objective of the organisation. Additionally, committed employees are always willing to go beyond their job description to ensure that the organizational goals are met effectively. Moreover, they are confident that their effort will be recognized and rewarded by the organization (Olivier, 2011).

Committed employees are a vital resource in any organization since they make an organization to be at a competitive advantage compared to other similar organizations in the global market. It is imperative that employees' commitment is paid attention to, as it makes a significant influence on the organizational performance (Rayton, 2006). Moreover, employee's commitment is more crucial especially for an organisation to remain competitive to face external pressures in the global market (Simpson, 2010).

Some studies depicted that lack of organizational commitment among employees may lead staff members to look for other employment alternatives and positions (Reed, Kratchman, & Strawser, 1994). Similarly, Joo (2010) states that employees with low level of commitment are often waiting for other favorable employment opportunities so that they can quit the current job. Recent studies have depicted that employees' attachment to organisations has decreased over the years. Employees become less attached to their organisations and less dependent on them, due to the variety of employment opportunities foreseen and employment mobility (Zehir et al., 2012 cited in Romgale, 2016).

Recent studies have depicted that there is a global scarcity of critical skills and the shortage of talented workforce due to the high mobility of employees in the knowledge economy (Coetzee & Roythorne-Jacobs, 2012). The loss of competent and talented knowledge workers is a serious dilemma that may negatively affect the future success of the organization (Nyamekye, 2012). Organizational commitment is the key component of turnover reduction (Tladinyane et al., 2011). The high turnover rate among employees in organisations have serious negative implications on the operations of the organisation. The organisation has to face the repercussion of the financial costs of replacing employees and the loss of key skills and experience (Allen, Bryant, & Vardaman, 2010).

Greenberg and Baron (2003) note that organizational commitment can positively influence the organization and employees. The study reported that individuals that demonstrate high levels of commitment towards the company that they work for, are less likely to be absent from work. Similarly, some authors had acknowledged that organizational commitment can significantly contribute towards decreasing turnover rate among employees, increase job performance and

organizational citizenship behaviour (Mathieu &Zajac, 1990; Meyer et al., 2002; Cooper et al., 2005).

Recent research studies have provided empirical evidence that there is a strong relation between organisational commitment, job satisfaction and turnover intention (Aydogdu & Asikgil, 2011). Employees lack of job satisfaction more prone to contribute to low level of job involvement, which is referred to as the degree to which individuals identify with their jobs. Employees' dissatisfaction with the organisation leads to low organisational commitment (Joo, 2010).

Eisinga, Teelken, & Doorewaard, (2010) argue that lack of commitment among educational staff in the universities leads to low levels of performance, raises the intention of turnover among employees and lowers organisational citizenship behaviour. It has been observed in the literature that the majority of studies on determinants and consequences of organisational commitment were conducted in advanced industrial societies such as North American, Western European countries, Japan and South Korea (Adeleke, 2002 as cited in Tongo, 2006). Therefore, it is imperative that attention is provided to the level of organizational commitment among staff in universities in the South African context, as job performance and intention of the academic and support staff to quit is influenced by the level of organisational commitment (Nyamekye, 2012).

## **1.2 Problem Statement / Justification of the Study**

The core problem which study addresses revolves around the influence organisational commitment has on the job satisfaction and productivity of academic staff at the selected institution of Higher Learning in South Africa. The higher education industry is valuable for students to do research. According to Kiggundu (1988) as cited by Tongo (2006), African organizations (including those in Nigeria) have serious employee commitment predicament, and these dilemmas stems from different channels and little is understood on commitment due to little research literature on the issue. Therefore, it is essential that research be done in an attempt to fully understand organisational commitment in African organisations. This study assessed organisational commitment among academic staff in the university institution in the South African context.

Arnolds and Bashoff (2004:2) state that human capital such as lecturers in higher learning institutions encompassed with great degree of knowledge are uppermost essential compared to

other organizations “as the development, transfer and reception of knowledge cannot be achieved without the inputs of the educators”. It is therefore imperative that academics and supporting staff are committed to their tasks and their institutions to achieve a high quality of output (Arnolds & Bashoff, 2004). Moreover, the vision, mission and goals of the Higher Education Institutions (HEIs) can be difficult to achieve with the significant contributions of academic and support staff.

According to Mbona (2012)’s study on the effect of organizational image on talent management within a higher education institution, attracting and retaining competent and committed employees is a challenge not only in South African universities. This dilemma is perceived as a threat beyond the boundaries of South Africa. Mbona (2012) further points out those foreign universities are advantageous to some extent because of their strong currency. This indicates that they are able to attract South African academics away from local institutions, thus reducing scarce skilled human resources locally.

### **1.3 Purpose and aims of the study**

Every organisation wants to be successful hence; it is essential that employers recruit and retain skilled and competent employees. Higher education institutions face pressure to produce competent students and to increase research outputs (Mbona, 2012). Moreover, to achieve high outputs of academic research and competent individuals in preparation to enter the workforce, academic staff need to be committed to work.

Academic staff play an important role in the success of students in higher learning institutions. Hence, it is imperative that academic staff are committed to their work - to execute lecturing effectively and produce competent and knowledgeable workers. Moreover, organizational commitment is an essential part in ensuring the transfer of good quality education to students.

Several studies have been conducted on organizational commitment among employees in the business context (Olivier, 2011), e.g. in Call Centres (Tissong, 2012) and the South African Police Services (Zincume, 2012). However, there is little empirical research on organizational commitment among academic staff in universities. Therefore, the study attempts to address the gap in the literature. The information obtained in this research study will help employers to know

different factors that contribute to organizational commitment and effective ways to attract and retain academic staff in higher learning institutions.

The main aim of the research study is to assess the organizational commitment of academic staff in UKZN.

#### **1.4 Research Objectives**

1. To determine the effect of continuance commitment on organisational commitment among academic staff in the UKZN.
2. To assess the influence of affective commitment on organisational commitment among academic staff in UKZN.
3. To determine the influence of normative commitment on organisation commitment among academic staff in UKZN.

#### **1.5 Research Questions**

1. What is the effect of continuance commitment on organisational commitment of academic staff in the University of KwaZulu-Natal (UKZN)?
2. How does affective commitment influence organisational commitment among academic staff in UKZN?
3. How does normative commitment influence organisational commitment among academic staff in UKZN?



## 1.6 Significance of the study

It is vital that tertiary institutions employers are able to attract and retain competent and qualified academics because they serve as a means of production of knowledge (Kinnear & Sutherland, 2000). High level of commitment among university staff may lead to an increased performance and quality of work. According to Lew (2011), teaching quality is imperative to create higher quality and competitive graduates. Consequently, the university will be able to attract foreign students and the academic staff will be able to produce skilled and competent graduates who will be able to fulfil the labour demand of various organizations. It is evident that committed employees associate themselves with their organizational objectives and they are motivated to do their job exceptionally well.

Moshoue (2011) postulates that when employees terminate their employment contract, they leave with their abilities, experience, and expertise. This notion has a negative influence on the organisational recruitment process such as hiring, selection, induction and training procedures. This means an employee creates a gap and thereafter; executions of functions become disrupted and as a result, unnecessary organisational cost are incurred. This includes costs associated with recruiting, selecting and training new candidates and this process can be costly and time consuming (Maqbool, Murtaza, & Rehman, 2012).

Organizational commitment is a dominant factor that is affecting the level of accomplishment in many institutions (Chong et al., 2017). The major issues that can be seen today are that staff experience low level of job satisfaction, commitment and not satisfied with their salaries, not congruent with the expectations of the organisation, which may inevitably contribute to poor organisational outcomes and turnover (Jamal, 1997).

Academics will be satisfied with their job and exhibit high level of commitment when they recognize that the salary schemes and promotion opportunities are provided at the university institution (Siddique, Aslam et al., 2011). Moreover, when the overall job satisfaction of academics is improved, a lower turnover rate is anticipated and as a result this will improve the ability of the institution to attract new competent staff to join the university and fulfilling national demands (Hafiz Iqra, Sadaf, & Azeem, 2014).

The findings of this research will contribute to the body of knowledge and help to understand the phenomenon of organisational commitment in the Higher Education context. This research will be beneficial to the managers, Human Resource (HR) practitioners and academic leaders to ensure that effective mechanisms are implemented in order to circumvent low levels of commitment among employees and the retention of academic employees. Janz and Prasamphanich (2003) state that managers will be able to manage academic staff more effectively hence; reducing the cost associated with replacing human resources, increasing employee transience and competent knowledge workers.

## **1.7 Theoretical Framework**

This study used the three-component organizational commitment to assess the organizational commitment among staff at the University of KwaZulu-Natal. The three-component of organizational commitment model has been used substantially in research. In the educational context, the three-component model has been endorsed by many researchers studying diverse cultural context including North America (Gutierrez et al., 2012), Europe (Eisinga, Teelken, & Doorewaard, 2010), Africa, (Mohammed, Othman, & D'Sliva, 2012) hence, it is considered to be a sound theoretical model.

## **1.8 Chapter outline**

This paper comprises of five chapters. The first chapter entails a brief introduction overview of the study. This chapter also stipulates the problem statement, rationale of the study, the questions and objectives of the study and most importantly the significance of the study.

Chapter two begins by outlining the theoretical framework that was be used in this study. It explains the relevant commitment model or the theoretical framework which is the three-component of organizational commitment model by Allen and Meyer (1990) and its appropriateness for this study. It also provides a detailed literature review of the study, aiming to

explain the nature of organisational commitment constructs its significance and draws to the past research and empirical evidences of other studies of the same construct.

The third chapter is concerned with the methodology utilised in this study. It also consists of the research design, sampling technique, and data collection tools, procedural steps followed by the research and the data analysis.

The fourth chapter reports the findings and the statistical analysis of the research. The discussion includes a link between past findings and the findings in the study and also highlights any new and contradictory findings.

The final chapter consist of discussion of the study findings, recommendations, implications of the study and areas in the study that needs further research. The conclusion of the study is also included in this section.

## **CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.0 Introduction**

The purpose of chapter two is to provide an overview of general academic literature on organisational commitment. The chapter begins by providing a discussion of organisational commitment and definitions from academic literature. In the end of the chapter the theoretical framework was discussed of the present study and a summary of the chapter.

### **2.1 Organizational Commitment**

Many scholars and researchers have given attention to organizational commitment because it has been perceived as a significant element that influences employees work behavior in organisation (Yahaya and Ebrahim 2016). Additionally, Krishna & Marquardt (2007) point out that commitment is an imperative component in organisations to increase organizational effectiveness and survival. Mukulu and Sakwa (2014) allude that organizational commitment is a factor that attach employees to the organisations.

Organisational commitment has been found to be positively correlated to different desired work outcomes namely; high level of motivation, job satisfaction and performance Yahaya et al., (2016). Contrary, organisational commitment is negatively correlated to the level of absenteeism and turnover among employees (Allen & Meyer, 1990). It has been noted that an individual's psychological attachment towards the organisation illustrates organisational commitment of an individual (Meyer & Allen, 1991; Gormley & Kennerly, 2010).

### **2.2 Definition of Organisational Commitment**

#### **Academic staff**

Higher Education Statistics Agency (HESA) (2009) defined academic staff as academic specialists who're liable for planning, directing and challenge academic educating and research within Higher

Education Institutions. Additionally, comprise of vice-chancellors, clinical practitioners, dentists, veterinarians and different health care gurus who undertake lecturing or research activities.

### **Organisational commitment**

According to Lee and Peccei (2007) organisation commitment can be perceived as the degree which an employee find synergy in the organisational goals and values and willingness to contribute significantly towards the organisations goal.

### **Normative commitment**

Normative commitment is the belief enacted in employees that they have a responsibility to remain their organisation (Meyer & Allen, 1997).

### **Continuance commitment**

Meyer and Allen (1991) noted that continuance commitment is exhibited by employees based on their feeling towards their organisation as a result of the costs associated with leaving the organisation perceived to be greater. Therefore, the choice of employee's involvement and engagement on the organisations activities is based on the employee's awareness of the cost associated with discontinuing the activity (Rego & Cunha, 2008).

### **Affective commitment**

Affective commitment is perceived as the employee's identification with the organisation and the employee's attachment and sense of involvement in the organization (Mowday et al., 1979) (as cited in Field & Buitendach, 2011).

McDonald and Makin (2000) points out simple understanding of the multi-dimensional construct of commitment and argues that employees remain the organization as a result of psychological attachment (affective), because they feel obliged to do so (continuance), or because it the right thing to do (normative).

Kanter (1968) opines different dimensions of organisational commitment and alludes that these commitments are a consequent of behavioural requirement of employees by the organisation. This model imposed three types of commitment:

- Continuance commitment: is perceived as the feeling of employee that is associated with deciding to retain their organisational membership because of the cost associated with leaving the organisation is greater it is more beneficial to remain.
- Cohesion commitment: based on the social relationships that are developed through organisation ceremonies that enhance group cohesion.
- Control commitment: is referred as the emotional attachment of employees with the organisational culture, morals and norms, which act as a guideline to shape the employee's behaviour in the workplace.

Madigan, Norton, and Testa (1999) argued that highly committed employees to their organisation, work diligently and promote the success of the organisation by producing good quality of products or providing adequate services to its consumers and intents to continuously improve the organisation. It is a norm for employees to expect a reciprocal relation from their employers/organisation. Furthermore, Olivier (2011) and Taduvana (2017) note that employees expect a conducive workplace to work in and an organisation that will foster growth and development, autonomy, empowerment, provides education and training so that they develop their skills and contributes effectively in satisfying the costumers. This illustrates that academia are motivated by the degree of autonomy and the significance of their work (Capelleras; 2005).

Committed employees go beyond their loyalty, and job description to actively contribute towards attaining the organisational goal. Employees' commitment is associated with going beyond workplace attitude compared to job satisfaction, hence this implies that commitment is exhibited throughout the overall organisation, regardless of the department or functions one belongs to in the workplace rather just to do the job. Olivier (2012) argues that commitment tend to have a high degree of stability compared to job satisfaction due to the fact that day to day tasks in the workplace merely changes.

Employees with high levels of commitment, as well as those who demonstrate loyalty towards the organisation are noted to do their work better, compared to employees that lack commitment.

Moreover, organisations with highly committed workforce are more likely to do well towards contributing financially to the organisation compared to organisations with employees with low level of commitment (Bragg, 2002; & Cohen, 2014).

Employee commitment is the extent which an employee identifies with the organisation and the willingness to partake in the organisations activities (Newstrom & Davis, 2002). Olivier (2011) notes that employee's commitment is demonstrated towards an organisation when an employee understands, identifies and believes in the mission, vision, and values of the organisation thus will exert effort towards the organisation with the intention to reach the organisational goals. Commitment is perceived greater among employees who have a long tenure and the long years of working experience and have developed a sense of attachment as they have witnessed and experienced the personal success while working within that specific organisation (Olivier; 2011).

Meyer and Allen (1997) argue that committed employees stay in the organisation, pitch to work regularly, protects the organisational assets and reputation and enacted to the goals of the organisation. Hence, a committed employee contributes positively to the organisation (Olivier; 2011). This implies that commitment is an attitude of an employee towards an organisation which comprise of employee's loyalty towards the organisation to see the end goal/ success of the organisation and its wellbeing. There are a number of key determinants of organisational commitment attitudes such as personal aspects (age, tenure, internal and external control attributions) and the organisational variables (Job design and managerial leadership style) (Hellriegel, Slocum & Woodman, 2001).

## 2.3 Theoretical Framework

Meyer and Allen (1991) argue that organisational commitment is a multidimensional construct and point out the three organisational commitment dimensions namely;



**Source:** Meyer and Allen (1991) and Dunham et al (1994)

**Affective commitment:** occurs when an employee identifies with the organisation and becomes involved in the organisation's activities thus, this is inclined with emotional attachment towards an organisation (Lin, 2018). This psychological attachment enables an individual to identify with the organisational values and goals (Dixit & Bhati, 2012). According to Bargraim (2003) as cited in (Zincume, 2012), affective commitment is developed among employees when an organisation



meets the employee's expectations and their needs. For instance, if individual feels appreciated in their workplace, they are more likely to be emotionally attached to their respective organisation.

Affective or cohesion commitment is the psychological bond between the employee and the organisation, hence the employee identifies and enacted with the cultural values of the organization (Singh & Mohanty, 2011). This implies that the employee adheres to the ethical standards of the organisation and demonstrates loyalty towards the organisation as these factors perpetuate the decision of the employee to remain associated with the organisation (Robbins, Judge, Odendaal & Roodt, 2009). Furthermore; Putranta (2008) argues that affective commitment is when the employee's values and belief systems are congruence with the organisational values thus employee will be more likely willing to assist to achieve the organisational goals. Therefore, it is imperative that organisations recruit individuals that have similar values as the organisations to perpetuate high level of commitment among employees.

**Continuance commitment:** this type of commitment is associated with the cost of leaving an organisation. Meyer and Allen (1991) alluded that continuance commitment is developed among employees when they perceive investment accumulated in the company to be greater (such as skills, time and compensation) than what will be lost if the employee were to depart from the current employment. This factor is concerned with the cost associated with leaving an organisation, employees with high level of continuance commitment retain their organisational membership because they need to do so (Việt, 2015; Karim & Noor, 2017).

Continuance commitment is referred as the feeling of an employee that is associated with deciding to stay in the organisation because of the cost of leaving the organisation is greater it is more beneficial to remain (Chowwen, 2012). Therefore, the employee maintains the relationship between him/ her and the employer because the salary of the potential employee does not match the employee expectation. Additionally, employees may decide to stay with the organisation as result of personal investment such as close relationship obtained at work, friendship at work, retirement benefits, skills acquired in the organisation, duration of employment, sense of comfort in the organisation and the community involvement and other factors that makes leaving the organisation costlier compared to other employment opportunities (Chowwen, 2012).

Continuance commitment is the perceived cost associated with leaving the organisation hence; the employee stays committed to the organisation because the cost incurs when leaving the organisation is higher. Woods and West (2010) point out that the employers are less likely to enhance this type of commitment because the employee has made significant contribution and investment towards the organisation. Additionally, salary benefits also play a fundamental role in employee's decision to stay in an organisation (Adeniji & Osibanjo, 2012).

According to Putranta (2008) research study on academic staff in the University of Notre Dame Australia revealed that their attachment was based on continuance commitment therefore, they stayed in the institution because they did not want to lose the privileges attained in the university during their tenure. When they depart from the organisation and they perceived less favourable job opportunities compared to the current job (Lumpur, 2010).

**Normative commitment:** can be defined as the workforce internal belief to retain their organisational membership. According to Bagraim (2003) cited in (Zincume, 2012) normative commitment workforce tend to be loyal to their companies as they feel that it is their responsibility to do so. It is when an employee feels obligated to stay within the organisation (Meyer & Allen, 1991). Normative commitment has further been found to have a positive impact on organisational citizenship behaviour (OCB), whereby employees go beyond their normal duties and engage in helping behaviours that assist the overall organisation (Bakhshi et al. 2011). Some employees stay in an organisation because they feel that they should be loyal to their employer (Chong et al., 2017). For instance, employee may remain in the organisation even it may no longer be beneficial for them but stay anyway because may feel the obligation to stay with their respective organisation during its time of need because they fear the potential disappointment in their teammates or employer .

Normatively committed employee's feels obligated to stay in the company. Robbins et al (2009) argues that this obligation stems from the morale of the employee and the ethical standards of the employee towards the organisation. Puntranta (2008) points out that when employers offer greater benefits beyond the employee's expectation and beyond the benefit that usually employer's offers to their employee, such as training, and pay for university fees to advance their career, therefore the employee may feel obligated repay the employer by choosing to retain their organisational membership because of the investment the employer has done for the employer. Additionally;

Dubazane (2015) argues that employees who are normatively committed put the interests of the organisation first before their personal benefits.

For the purposes of this research, organisational commitment is defined as a psychological bond of employee toward the organisation, characterised by a strong identification with the organisation and desire to contribute toward the attainment of organisational goals.

## **2.4 What is Organisational Commitment?**

Organizational commitment is a multidimensional concept that entails three dimensions namely: affective, continuance and normative thus this conceptualization is also known as the Meyer and Allen (1991) three-component model of organisational commitment (OC). Furthermore, it is when an employee identifies with the organization, committed to the organization and give off their best to contribute to the organization's wellbeing. Therefore, commitment can be viewed as an element that an individual reflects an affective orientation towards the organisation, recognizes the expense of leaving the organisation and enacted with moral obligation to remain with the organisation.

All three components of organisational commitment by Allen and Meyer (1991) are very imperative to the employees work life and the degree at which each individual experience them varies. Previous researches have drawn too much attention on affective commitment as being the most prevalent type of commitment (Rhoades, Eisenberger & Armeli, 2001). Additionally, Allen and Meyer (1996) support Rhoades et al., (2001)'s findings, and note that affective commitment is more crucial compared to the other types of commitment.

According to Martin and Roodt, (2008) employee commitment is when an individual give all of oneself while at work. Committed employees use time efficiently, pay attentions to detail, try to attain organisational goals, cooperate with others, pride in abilities, and seeks to improve the organisation. Employees in today's organisations are keener to stay in a company that goes beyond meeting their expectation (Olivier; 2011).

According to Olivier (2011) the initial employee's commitment towards an organisation is influenced by employee's attributes such as attitudes and if their experiences at the workplace

match with their expectation. Later, employee's commitment is influenced by ones job experiences, and moreover attributes that contributes to job satisfaction also contributes to organisational commitment or lack of commitment (pay, relationships with supervisors and co-workers, working conditions and opportunities to advance) (Taduvana, 2017). Eventually, after a period of time, employee commitment increases because of the deeper ties and attachment the employee has developed towards the organisation and developed valuable friendship in the workplace (Hellriegel et al., 2001).

Watson (2010) defines organisational commitment from the traditional paradigm and argues that it is the strong belief of an employee to an extent that the employee identifies with the values and the goals of the organisation. Hence, committed employees are willing to put extra effort to do their tasks and with the intention to stay and retain their organisational membership.

Noe et al. (2005) postulates that OC is the degree to which an employee is enacted with the organisation and it is characterised as the determination and effort of employees exerted towards the organisation. Similarly, Dubazane (2015) points out that there is a common characteristic of organisational commitment, thus Allen and Meyer (1997) highlight that organisational commitment is about the willingness of the employee to act on behalf of their company and going beyond the employer expectation to ensure that the organisational goals are attained. Conversely, employees with low commitment are not likely to remain in an organisation when better job opportunity is perceived.

In the same notions, many authors agree that affective commitment is associated with attitudinal commitment which relates to the emotional bond between the employee and organisations (Lumley et al., 2011), interest in employee's organisational membership and extent at which employees identifies with the organisations (Culpepper, Gamble, & Blubaugh, (2004).

#### **2.4.1 Approaches to Organisational Commitment**

There are various approaches at which organisational commitment can be perceived. Stevens, Beyer, & Trice, 1978) suggests that diverse definitions of organisational commitment can be classified into two categories namely; exchange approaches and psychological approaches.

Exchange approaches perception of commitment is an outcome of a transaction that occurs between the organisation and the employee. It has a clear mandate of instrumentalising membership as the primary determinant of the member's accrual of advantage/ disadvantage in the ongoing process of exchange. This is however, in contrast to the psychological approach viewpoint of commitment.

#### **2.4.2 Psychological approach**

The psychological approach originates from Porter and Smith (1970) and is more active and positively orientated towards the organisation. The psychological approach is associated with the process of an employee identifying and devoting their energies to accomplish the organization's goals. However, an organisation needs to provide a platform at which an employee would feel that it is essential to be committed to their workplace and to the values and objectives of the organisation (Steers & Porter, 1985). The psychological approach perspective emphasizes on the notion of commitment based on an attitude that an individual has towards to their work. It consists of three essential commitment components:

1. The attachment at which the individual has towards the organisation to an extent at which the employee identifies with organization's values and goals,
2. The individual exerts efforts and high involvement to engage in the activities of organisation and;
3. A strong desire to maintain membership in the organisation (Porter et al., 1974).

Meyer & Allen (1997) argue that organisational commitment comprises of two categories namely; behavioural and attributions approach. This means that the concept of organisational commitment is integrated and derived from employee efforts and devotion to exert their energies towards accomplishing the goals of the organisation.

#### **2.4.3 Behavioural Approach**

The behavioural approach came from Becker (1960)'s work. This is known as the exchange-based/ side bet theory. Becker (1960) argues that employees remain committed to their

organisation if they accumulate better benefits and still hold their positions. Furthermore, employee's probability of staying in the organisation will be higher, when greater opportunities are foreseen as compared with the cost of leaving (Blau & Boal, 1987). Therefore, in this essence it can be said that commitment is a result of inducement or contribution transactions between an organisation and its members (Blau & Boal, 1987).

#### **2.4.4 Attribution Approach**

This approach looks at the attitude that results in the attribution of commitment. Johnston and Snizek (1991) argue that these attributions are to maintain consistency between one's behaviour and attitude. In this perspective, employee's behaviours are guided by emotions or affectual value rationality (Johnston & Snizek, 1991). This notion is further elaborated when an individual actively and effectively participates to attain the goals of the organisation. Hence, organisational commitment can be defined as a state at which an individual identifies himself/ herself with the organizations' goals and with the intention to maintain membership in the organisation in order to facilitate its goals (Blau & Boul, 1987).

Steven et al., (1978) states that a limitation of exchange-based measures of commitment comes from a lack of empirical evidence that they are, in fact related to an ongoing behavioural outcome with the organisation. Buchanan (1974) argues that the combination of these psychological approaches constitutes to a positive, high intensity orientation towards the organisation.

Coetzee and Rothmann (2005) found that university academic staff were committed to their work, however they perceived lack of commitment from their employer. Additionally, Brown (1996) states that lecturers perceived low-level of commitment from the institutions compared to other 20 organisations. Furthermore, Tytherleigh, Webb, Cooper, and Ricketts (2005)'s study findings indicated that all academic staff and support staff in tertiary institutions reported low level of commitment from and to their organisations.

Organisational commitment is an imperative component in the study of employee's behaviour as employees can be prone to tardiness and absence if it lacks. Mclaggan et al., 2013 states that committed employees possess attributes such as high productivity and willingness to assume responsibility towards their work.

## **2.5 Importance of Employee Commitment**

Organisations with committed employees enjoy several advantages compared to their competitors (Olivier, 2011). These organisations are able to respond to the volatility, uncertainty, complexity and ambiguity of general conditions and situations. Volatility, Uncertainty, Complexity and Ambiguity (VUCA) parameters and are flexible enough to respond effectively to the changing global market and external pressure. They have made their reputation in the market thus they attract and retain competent key personnel. Therefore, it is possible that committed employees demonstrate attributes such as loyalty, integrity, support co-workers and are prepared to go beyond the organisations expectations (Olivier, 2011). This implies that organisations with highly committed employees benefit as they value their organisations and consists of the following characteristics (Crawford, 2009:6):

- Persistence- less likely to be absent from work, longer tenure, perceived with less stress
- Citizenship- ethical towards the organisation, promote and protect the organisations image, asset and reputation, support co-workers hence; willing to share knowledge to others
- Performance-improves the quality of services; strive to satisfy the customer, more productivity.

According to Abu-Shamaa, Al-Rabayah, and Khasawneh, (2015) organisations perceive committed employees as a valuable commodity and vital human resource because commitment directly influences employee's productivity and performance. Every organisation values employees regardless of the function they perform in their work and are essential as they contribute towards the success of an organisation (Olivier, 2011).

On the revenue aspect of the balance sheet, highly committed and loyal employees are likely to go beyond expectation to meet the demands of the customers and willing to go an extra mile to perform their work with the best of their ability (Olivier, 2011). These traits are fundamental in an organisation for customer strong relation, satisfaction and increase the organisations revenue and growth.

On the cost aspect, it is noted that committed employees have longer tenure, are less likely to accept external job offers, not actively looking for other alternative employment and endorse their current organisation as a great workplace (Hsu & Wang, 2008). The cost element on the balance sheet will look great because of such positive attributes as they serve as indicators of employee retention. High retention of key personal reduces cost associated with replacing human capital (Olivier, 2011).

### **2.5.1 Factors that Influence Employee Commitment**

Many studies have shown evidence that job satisfaction is correlated to organisation commitment of employees. Research depicted that job satisfaction influence the behaviour of employees thus increases commitment of employees, productivity, reduce absenteeism, contributes to organisational success and moreover reduces turnover (Lumley, 2011).

### **2.5.2 Employee Satisfaction and Commitment**

Mayer and Botha (2004) note that majority of South African organisations are encompassed with employees with low level of job satisfaction as a result, this contributes to low commitment towards performance and attainment of the organisational objectives. Furthermore, Grobler, Warnich, Carrell, Elbert, & Hatfield, (2006) point out that human resources managers argued that job satisfaction and productivity is one of their preliminary concerns. The level of job satisfaction among employees can influence performance and their level of commitment.

Zeinabadi (2010) notes that job satisfaction is an antecedent of organisational commitment. Commitment is regarded as a global response to organisations whilst job satisfaction is perceived to be responsive towards a specific job. It was noted that extrinsic and intrinsic satisfaction increase in public sector working environment as the sector is associated with bureaucracy, traditional and standardised protocol. This influences employees to be affectively and normatively committed compared to employees in a private sector. Private sector organisations are characterised by a workplace environment that consists of employees with rational employment attitudes, beliefs and choices, and expects a reciprocal relationship with the management for their hard work (Khojasteh (1993) as cited in Willem, De Vos & Buelens (2010).



Lumley et al. (2011) study findings reported a significant relationship between job satisfaction and affective and normative commitment. This positive correlation indicates that a satisfied workforce is more likely to be emotionally attached to their organisation. Positive correlation was also depicted between job satisfaction and the three forms of organisational commitment namely; affective, continuance and normative commitment (Aydogdu & Asikgil, 2011).

Yavas & Bodur (1999) and Yousef (2001) postulate that job satisfaction has a positive correlation with all types of organisation commitment namely; affective, continuance or normative commitment. Lack of job satisfaction among employees is associated with high rate of turnover, absenteeism and strikes. Additionally, it has been noted to lead to poor product quality, disciplinary problems, employee's theft, and low performance (Chong et al., 2017). On the other hand, high level of job satisfaction contributes to reduced absenteeism and turnover (Norizan, 2012).

Previous researchers have concluded that there is a significant relationship between job satisfaction and organisational commitment. Lumley (2011) points out that job satisfaction factors positively associate with affective and normative commitment. In contrary, other research studies reported that job satisfaction was an imperative predictor of organisational commitment (Busch et al, 1998; Chiu-Yueh, 2000).

Numerous authors argued that job satisfaction influences workplace behaviour and attitudes of employees, which inevitably influences the performance of the employee (Abraham S (2012a). Outcomes such as turnover, level of quality and quantity output, level of absenteeism, level of commitment exerted towards the organisation are also determined by the attitude of employees in the organisation. Employee's satisfaction in the workplace will enhance positive attitude towards the organisation and reduces negative behaviour towards the organisation (Dubazane, 2015).

According to Stankovska, Angelkoska, Osmani, & Grncarovska, (2017) states that academic staff plays a crucial role in the pursuit of the vision and mission of the university hence, in promoting and producing graduates of great calibre, competent and talented. Therefore, it is pivotal that job satisfaction is paid attention to, as it can perpetuate organisational commitment of employees. The three types of commitment by Allen and Meyer (1991) namely; affective, normative and continuance commitment have been noted to have a significant positive relation with job

satisfaction. Additionally, job satisfaction has been noted to be significantly correlated with organisational commitment (Mohammed & Eleswed, 2013).

### **2.5.3 Employee Commitment and Job Performance**

Many scholars view commitment as an independent variable that influences many work-related outcomes (Suliman, 2000) such as reducing level of turnover and increasing job performance (Jaramillo, Nixon, & Sams, 2005); Ahmadi, 2009; Khan, Ziauddin, & Ramay 2010). It is noted that satisfied and committed employees are highly motivated in their work, they are hardworking compared to dissatisfied employees in their work. The effectiveness of an organisation is dependent on its employee's efforts to go beyond their job requirements and duties to achieve the organisational objective. Hence, employee's satisfaction and commitment are crucial as they contribute to high job performance (Kreitner & Kinicki, 2006).

According to Akintayo and Tumwesigye (2010) commitment has attracted researcher's attentions because they understand the importance of organisational success, hence it is through commitment of employees and superior performance that they can create and maintain competitive advantage of the organisation.

Rothmann and Coetzer (2007) allude that employees who have an emotional bond with their organisation are perceived to perform better than other employees. It is imperative that leaders and employers are able to influence organisational commitment and job performance as it may positively motivate employees to work towards the attainment of the organisational objectives (Yeh & Hong, 2012). Previous studies by Yukl (2012) and Lee (2011) indicated that transformational leadership influences organisational commitment positively as a result good job performance is achieved. Recent study conducted by Khan et al., (2010) on the impact of employee's commitment among Pakistan workforce reported that there is a positive correlation between the level of commitment of employees and their level of performance. This implies that employees' commitment is an essential factor used to predict performance of employees, absenteeism and other work-related behaviours.

Payne, and Morrison (2002) note that performance is associated with reward systems as they have the potential to have a positive influence on employees' commitment and performance. These findings are also supported by Porter, Steers, Mowday & Boulian (1974) and Khan et al. (2010). When employers try to develop and enhance the level of commitment among employees, positive work-related outcomes prevail such as job performance and reduced employee turnover rate.

#### **2.5.4 Employee Commitment and Reward**

According to Hsu et al. (2015) incentive is one of the factors that organisations use to motivate employees to comply with the norms, practices and regulations of the organisation to attain the organisational objectives. Reward can also influence potential employees to decide to seek employment or become attracted to that specific organisation. The rewards and benefits of the employees must be inclined with the abilities and skills of the employees as well as their experiences and performance (Riggio, 2009).

Hospital institutions tend to attract, motivate and retain nurse professionals with monetary rewards (Bratton & Gold, 2003). In similar veins, Danish and Usman (2010) note that rewards are fundamental in organisations as they contribute to job satisfaction of the workforce. In contrary, (Klopper, Coetzee, Pretorius, & Bester, 2012) argue that there is a significant negative correlation between job satisfaction and wages, thus this implies that low salaries can negatively impact job satisfaction of employees. Interestingly, Milnes (2007) point out that reward positively influenced job satisfaction among employees.

#### **2.5.5 Employee Commitment and Self-efficacy**

One of the vital elements that have significant impact on the organisational commitment among employees is self-efficacy, which is the individual belief that one can perform a specific task. According to Bandura (1997) self-efficacy is the intrinsic belief that one has on his/her capabilities to organise and perform the tasks required to achieve the end goal. Self-efficacy is more interested in the belief of the individual rather than the skills required to perform a specific task, hence it is based on one's judgement whether he/she believes that they are capable and have the competency to perform the task at hand (Capellaras, 2005).

According to Luthans, Zhu, & Avolio, (2006) employees with greater self-efficacy and job satisfaction are more likely to exhibit high level of commitment towards their organisation and their turnover rate are lower compared to employees that exhibits lower level of self-efficacy. Another element that has a potential to influence employee's attitudes, behaviour and outcomes of the organisation positively is emotional intelligence.

Rathi and Rastogi (2009) empirical findings depicted that emotions can be constructive and can contribute significantly to better organisational performance and decision making in the workplace as well as one's private life. A study conducted by Rathi and Rastogi (2009) on the relationship between Emotional Intelligence (EI), occupational self-efficacy and organisational commitment in India depicted that there is a significant positive relationship between emotional intelligence and occupational self-efficacy whilst on the other hand a non-significant positive correlation was found between EI and OC. An individual with high level of emotional intelligence will not solely comprehend, manage and accommodate other people's emotions but have the capability to reduce any emotional disturbances and anxieties, as a result high productivity and performance is more likely to occur in both the personal domain and organisations parameters (Tsai, Tsai & Wang, 2011). Similarly, (Carmeli, 2004; Akomolafe & Olatomide 2013) study reported a significant correlation between emotional intelligence with organizational commitment.

Furthermore, a low correlation between occupations self-efficacy and OC was depicted. The research findings imply that emotional intelligent and occupational self-efficacy is associated with many desirable outcomes for the organisation (Chovwen, 2012). Employees that exhibits high self-efficacy are more likely to be committed to the organization than those with low self-efficacy.

## **2.6 Antecedents of Organisational Commitment**

According to Zincume (2012) biographic aspects which include age, gender, tenure, marital status, qualification and job level have an influence on the level of commitment among employees. Popoola (2006) notes that biographical factors influence the OC among staff members in Nigerian state universities. Contrary, Weidmer (2006) as cited in (Iqbal, 2010) indicated that biographic factors did not significantly contributed to employees' commitment.

### **2.6.1 Age and Organisational Commitment**

It is noted a significant positive relationship between age and organisational commitment and it is more associated with affective commitment (Zincume, 2012). Past research studies have depicted that older workforce are more emotionally attached to their employment compared to young employees because of less perceived employment alternatives that are available to them (Muthuveloo & Rose, 2005; Smeenk, Eisinga, Teelken, & Doorewaard, 2006; Mathieu & Zajac, 1990). Recent studies have also noted similar findings that older employees are more likely to exhibit high levels of commitment (maturity explanation) and older workforce perceives greater benefits when they retain organisational membership compared to young employees (experience explanation) (Meyer & Allen, 1991; Xu & Bassham, 2010).

### **2.6.2 Tenure and Organisational Commitment**

Many researchers have alluded that there is a positive correlation between tenure and employee's commitment (Zincume, 2012). Newstrom (2007) argues that employees with longer tenure were affectively committed. Other studies noted a positive significant relationship between employee's tenure and the three types of commitment (Normative, Affective and Continuance) (Bull, 2005; Salami, 2008; Muthuveloo & Rose, 2005; Iqbal, 2010). Another variable found to be correlated with employee's level of commitment is age, thus older employees are prone to be committed in their organisation as they perceive less employment opportunities and greater investment accrued in their current employment repetition. In similar veins, Iqbal (2010) findings concluded that there is a significant relationship between tenure and affective commitment and alludes that employee's long service is associated with maturity.

According to Siew, Chitpakdee, and Chontawan (2011) study on factors that perpetuated the three forms of organisational commitment (affective, normative and continuance) and years of experiences of nurses in the state hospital in Malaysia. The findings depicted a positive correlation between the two variables; reasons may be more work experience was inclined with factors such as high salary, increment, greater annual leave, greater pension fund and bonus. Additionally, nurses with more experience are more likely to hold higher positions and responsibility, which provide them opportunities to be involved in the workplace as well as in decision making

(Zincume, 2012). Career development and growth is associated with a feeling of achievement among nurses. Hence, they become affectively committed towards their organisations compared to nurses with less tenure (Zincume, 2012).

On the other hand, some research findings depicted that there is no significant relationship between tenure and employees level of commitment. According to a study by Singh (2008) there was no positive correlation between these variables. These finding were further supported by Dex and Scheil (2001) that there is no significant correlation between tenure and organisational commitment.

### **2.6.3 Gender and Organisational Commitment**

Previously some studies on the relationship between gender and organisational commitment by Mathieu and Zajac (1990) depicts that women exhibited high levels of commitment compared to men. Opayemi (2004)'s study depicts that gender and employee's organisational commitment are positively correlated in the public-sector organisations, moreover women were more affectively committed in their workplace compared to their counterparts. Zincume (2012) concluded that this finding resulted because it is difficult for women to climb the corporate ladder therefore, women valued and adhered to the gender equity policies in the organisation.

### **2.6.4 Marital status and Organisational Commitment**

According to Akintayo's (2010) study findings there is a significant correlation between marital status and organisational commitment among industrial employees in Nigeria. Interestingly, the findings reported a significant correlation in levels of organisational commitment between single and married workforce. The research revealed that this may be due to the mere fact that married employees are more likely to be committed towards their maternal family responsibilities rather than devoting their commitment towards achieving organisational goals.

Suleyman and Bahri (2012) findings revealed that there is a statistically significant difference between single teachers compared to their married counterparts from both the state and private higher learning institutions. Suleyman and Bahri (2012) point out that married academic staff from

the state universities exhibited negative attitudes towards organisational commitment than single academic staff.

Joiner and Bakalis conducted a study in 2006 on the antecedents of OC among casual academics in Australia and Asli (2011)'s study conducted in Turkey on involvement of employee's findings depicted that both gender participants demonstrated similar perceptions of commitment in the workplace. However, the findings of the previous studies depicted that married employees preferred stable employment due to family responsibilities and remained in an organisation due to financial factors (Mathieu & Zajac, 1990).

### **2.6.5 Level of Educational and Organisational Commitment**

Many research studies have shown a significant relationship between the level of education and organisational commitment construct. The reason for this relationship is that employees that hold managerial position in the upper managerial hierarchy with higher educational qualification are involved in decision making activities of the organization. Many scholars allude that employees who are significantly involved in decision making are more prone to be affectively committed in their organisation (Salami, 2008 & Onn, 2012). Similar findings were found in research among nursing homes, which stipulates that nurses with high qualifications, occupying high position are more likely to exhibit greater affective commitment than less educated nurses (Zahra, Hadi & Hossein, 2012).

On the contrary (Uygur & Kilic, 2009; Asli, 2011) study's findings indicated that the level of education did not have an influence on affective commitment and further noted that academics that hold high qualifications require substantial rewards and benefits which an organisation may struggle to meet the demands and expectations of such employees. Highly educated exhibited lower affective commitment compared to academic staff that are less qualified. This implies that employees with high qualifications are less committed; because they perceived themselves as valuable and marketable, hence have option employment opportunities.

### **2.6.6 Job level and Organisational Commitment**

According to Ferreira and Coetzee (2010) employees are committed while employed in an organisation. It is believed that employees develop affective commitment when they become more involved in organisational decision making and when they are recognised and valued by their organisation. Ferreira and Coetzee (2010) study results indicated that there was a positive relationship between job level and commitment. These findings suggest that employees that hold managerial positions were normatively committed compared to employees at the staff level. Similarly, Meyer et al. (1998) argue that when organisations provide employees with opportunity to influence decision making and contribute towards the attainment of the organisational objective, they tend to make employees feel a sense of obligation to continue their employment in a specific organisation (normative commitment).

Ferreira and Coetzee's (2010) results indicated that when employees are in a managerial position, they feel a sense of responsibility and accountability; hence they devote their commitment and demonstrate loyalty towards their organisation to ensure that the organisational goal is achieved. Additionally, highly committed employees have a strong sense of career purpose and value job security, stability, job comfort and organisations that develop their career expertise.

### **2.7 Antecedents of Affective Commitment**

#### **Affective commitment**

Many studies define organisational commitment as an emotional bond that employees have with their company in such that they exert extra energy towards attaining organisational objectives and demonstrate greater involvement in their work (Allen & Meyer, 1998). Employees that exert high level of commitment have a strong sense of identification with their organisation and tend to be psychologically connected with the organisation (Lee & Peccei, 2007). Moreover, affectively committed employees stay in the organisation because they want to (Allen & Meyer, 1996).

Ahmed and Islam (2011) study reported a strong positive relationship between affective commitment and job involvement. Interestingly, majority of researcher's findings illustrated that



there is a weak correlation between continuance commitment and job involvement (Ahmed & Islam, 2011).

Meyer and Herscovitch (2001) state that affective commitment is more likely to strongly relate with elements that comprises of the focal behaviour. The concept of organisational commitment is based on the psychological ownership and more concerned with the feeling of possession of an employee and the psychological attachment towards the whole organisation such as; the culture of the organisation, organisational climate, senior management attitude, the organisational objective and vision, the reputation of the organisation as well as the policies and procedures of the organisation (Mayhew, Ashkanasy, Bramble, & Gardner, 2007). Additionally, to develop affective commitment among employees in the organisation, one should emphasize on the work experiences and job characteristics of the organisation, which includes, autonomy, task identity, task significance, feedback from the supervisor as these factors are perceived as the fundamental components of affective commitment (Noe et al., 2005).

### **2.7.1 Organisational Characteristics**

Martin and Fellenz (2010) state that organisational cultures are a system of beliefs, values and organisational procedures that act as a guidance of employee's behaviours in the workplace. Dubazane (2015) states that employees with a psychological bond with an organisation share that has similar values and belief systems or when employees perceive that they are able to adapt to the organisational culture.

### **2.7.2 Work Experience**

Putranta (2008) argues that employees work experiences has strong correlation with all dimensions of commitment, however it is noted that there is a stronger correlation with affective commitment. When an employee has attained a lot work experience in an organisation, a sense of emotional attachment towards the organisation increases and the bond between the organisation and the employee becomes stronger, hence the decision to leave the organisation is perceived difficult. Dubazane (2015) states that employees work experiences enables an employee to develop

a psychological comfort in their feelings. Additionally, affective commitment and work experience of employees are found to have a negative correlation, which comprises of ambiguity, ethical conflicts issues and role stress.

### **2.7.3 Personality**

Meyer et al. (2002) noted a positive relationship between the employee personal attributes and the demographic factors and affective commitment are neither consistent nor strong. Highly committed employees are likely to perform well in the organisation and willing to stay in the organisation as their position in the workplace enables them to attain more knowledge in a short duration of time (Woods et al., 2010). According to Martin and Fellenz (2010) personality is an attribute of behaviour that is visible and consistent across various situations over a period of time, however some aspects of behaviour serve as substantial indicators of personality than other behaviours.

## **2.8 Antecedents of Continuance Commitment**

### **2.8.1 Alternative**

When an employee perceives greater employment opportunity compared to the current job, this is perceived as the primary antecedent of continuance commitment. Therefore, the current employer will offer more benefits to the employee to tempt them to be committed in their workplace. However, these benefits vary per employer/organisation.

### **2.8.2 Internal and External Interest**

An employee might develop other personal interests in their company due to various reasons such as; unstable relationship with management, reduced mentorship programmes and limited career support programmes which can decrease the level of commitment of employees in the workplace. Patrick and Kumar (2011) point out that career development is an effort from both the employee and the organisation which requires both parties to work to enhance their knowledge, skills and abilities. Organisations that provide career development initiatives are more likely to have

committed workforce in their organisation that enjoys organisational membership (Dubazane, 2015).

Employees are satisfied and stay longer within an organisation when they perceive greater career opportunities that will benefit them as a results exhibits high level of commitment towards organisation. However, if these support programmes are provided by external organisations, employees are noted to develop an interest in that external company thus this can negatively affect the commitment of the employee in the current workplace (Dubazane, 2015).

### **2.8.3 Economic Reasons and Fringe Benefits**

Employees may leave an organisation due to their economic needs arising. Hence, if the employer cannot help the employees meet their needs, the employee therefore leaves the organisation to seek better employment opportunities that can offer better incentives so that the employee can minimize their economic pressure. Amantha and Arokiasamy (2013) state that a fringe benefit is referred to as the indirect reward accrued from the employee's organisational membership. These benefits are perceived imperative because they influence an employee to stay in the organisation. Moreover, employees prefer organisations that will give them better benefits for future investments (Amantha et al., 2013).

## **2.9 Antecedents of Normative Commitment**

### **2.9.1 Socialisation**

Putranta (2008) argues that personal predisposition and the organisational intervention plays a crucial role in perpetuating normative commitment among employees. According to Moore (2012) job satisfaction and work ethic of employees also contributes to normative commitment through organisational socialisation. In addition, Woods et al., (2010) note that sometimes employees are dissatisfied with their jobs merely because they do not agree with the unethical decisions taken by the organisation; hence an employee may feel that the organisation is taking wrong decisions. In the mist of this implication, employees may retain their organisational membership because they feel obliged to do so.

### **2.9.2. Investment of organisation**

According to Dubazane (2015), when employees feel that the organisation has made a significant investment by contributing towards their career and personal development, an individual may feel the obligation to remain in the company regardless of the financial and social performance of the organisation as they are normatively committed. Furthermore, Putranta (2008) alludes that it is difficult for an employee to be normatively committed towards the organisation if they do not have a strong emotional attachment with the organisation. Therefore, from this notion or perspective one may conclude that there is a significant positive correlation between normative and continuance commitment.

### **2.10 Organisational Commitment and Turnover**

Employees turnover negatively affect the efficiency of an organisation and the morale of employees (Olivier, 2011). Hence, the capability of an organisation to retain quality employees that can produce quality goods and services to their customers is a competitive advantage. Additionally, Alavi and Leidener (2001) noted that knowledge workers usually depicted high rate of turnover and to circumvent this issue, it is fundamental that employers can keep their employees happy as a result more employees would be keen to remain in the organisation. Promoting organisational commitment among employees can lead to decreased organisational employee's turnover rate (Nyamekye, 2012).

On the other hand, job satisfaction plays an imperative role in promoting organisational commitment, thus through satisfying employees, employee engagement can be enhanced, and that will evitably increase productivity in organisations and higher intention to remain in that organization (Abraham, 2012a). Moreover, Nyamekye (2012) points out that high level organisational commitment of employees can improve team performance, level of productivity, decreases level of absenteeism, and turnover rate.

### 2.10.1 Types of Turnover

Voluntary Turnover: According to Amantha and Arokiasamy (2013) voluntary turnover is when an employee withdraws from an organization that they currently working in. There are various elements that contribute to employee's turnover such as job dissatisfaction, workplace stress and perceived better alternative employment opportunities (Rita-Negrin & Tzafrir, 2004).

Involuntary turnover: Involuntary turnover is determined by the employer thus; the employer is the one that decides to terminate the employment contract of the employee. Amantha et al. (2013) allude that involuntary turnover may result from retirement, death, immediate dismissal, and when employee needs to solve family matters that may be difficult to solve if the employee is permanently employed. Dubazane (2015) points out that involuntary turnover does not have a major impact on the company. Furthermore, Ut Lon (2011) argues that if the involuntary turnover is due to the management, it is therefore imperative that the management ensures that the operation of the business continues without any hindrance and negative impact.

### 2.11 Effects of Employee Turnover

- *Increased workload:* Thomus (2015) conducted a survey on turnover among employees, and his study depicted that employee's turnover leads increased workload for those remaining in the organisation. This means that when employees leave the organisation, those employees that continues their employment relation with the employer are left to fulfil the work, this implies that they have to work harder and exert extra effort to ensure the same productivity is produced and the customers are serviced as usual with no gaps, even after new employees are employed to replace those who have left the company (Dubazane, 2015).
- *Training and development costs:* Kuria, Alice and Wanderi (2012) employee's turnover can negatively impact the costs of the organisation such as the costs of job training for newly recruits and they may produce poor production and quality. Thomas (2015)'s study on training among construction industry depicted that new employees in the organisation take more time to develop into skilled engineers.

- *Low Productivity:* High level of employees' turnover cause low productivity. According to Thomas (2015), expert employees are more aware of policies, organisational goals and have a direction on how to attain the organisational objectives. It is noted that new employees need time to adjust in their new roles and inevitably organisations have no choice but to recruit new employees to replace the experienced employee, and this results in lower productivity.

### **2.11.1 Effects of Human Resources (HR) Practices and Turnover Intention**

Many studies have depicted that there is a significant relationship between Human Resource (HR) practices and turnover intentions (Gould-Williams & Mohamed, 2010). Juhdi, Pa'wan, & Hansaram, 2013) note that it is possible for employees to stay in an organisation, given that there is a good management tangled with employment benefits and welfare.

According to Buck and Watson (2002), HR practices and organisational commitment are significantly correlated, hence high level of commitment among employees can reduce intention to quit and turnover among employees. According to Kay (2000), the cost in advertising and recruiting new employees, new workforce orientation and training expenses may decrease the level of productivity until the new workforce are able to work efficiently and effectively. Moreover, it requires a lot of work and energy to try and gain the trust of regular customers that were loyal to the employee that departed from the organisation. The biggest concern of most organisations relative to these costs mentioned is productivity. When an organisation experiences high rates of employee turnover, this means that there will be more employees in the entry level of production; hence the production will inevitably decrease (Nyamekye, 2012).

### **2.12 Talent Management and Organisational Commitment**

The ability of employers to be able to attract and retain talented workforces seems to be a prevalent issue for human resource management at universities (Kubler & DeLuca, 2006). University employers are not the only organisation that seeks and compete for talented pool of workforce, moreover recent studies indicated that academic disciplines are already victims of the epidemic shortage of qualified personnel in some countries (Ward, 2011; European Commission, 2011)

Karodia (2016) notes that the global market is increasingly becoming talent-driven; hence talent has become an essential competitive asset in many organisations. Qualified and talented academic staff is imperative for education quality and academic research output, organisational reputation as well as to gain a competitive edge in the university institution community (Bentley et al. (2013); Gordana Stankovska, et al., 2017))

In today's organisation, talent management is fundamental more than ever before; it has become part of the organisational strategies to gain a competitive edge with the talented, competent workforce to achieve organisational effectiveness (Juhdi et al., 2013).

Silzer and Dowell (2010) indicate that organisations are more interested in implementation of talent management programmes and process so that they can be able to attract, select, develop, deploy, engage, and retain talented pool of individuals who can contribute towards attainment of the organisational goal.

Nevertheless, organisations are often faced with the risk of losing talented pool of employees who depart from their current employment for better prospect in other companies (Juhdi et al., 2013). Employers are trying their best to circumvent the issue of losing talented and skilled employees, by implementing talent management programs that can help to develop talent as well as retain employees.

Karodia (2016) alludes that organisations have now realised that human capital is significantly imperative in any organisation as they are drivers of the economic growth and the success of the organisation. Currently, a highly driven workforce is an essential physical asset and a talented workforce is associated with high mobility in the organisation (Karodia, 2016). Ready, Hill & Conger (2008) noted that developing markets such as China, India, Russia and Brazil are in demand of talented pool of employees and faced with challenges such as retaining competent key personnel in the organisation.

According to Karodia (2016) challenges faced by corporate business companies are merely not distinctive to the challenges of Higher learning educational institution in terms of the human capital. Majority of tertiary institutions are able to produce good students, however; they lack in helping their faculty improve their skills (Lavana et al., 2011).

It is fundamental that University institutions are able to attract and recruit academic staff that are qualified, talented and committed. HEIs are faced with a challenge of recruiting and retaining competent academic staff, and this challenge is more prevalent in the business studies modules, as some academics are keener to be in the corporate world, where revenues and remuneration are perceived to be greater (Karodia; 2016).

Gratton and Ghoshal (2003) argue that organisations often make a mistake of treating highly educated academics and professional workforce as malleable resources. It is essential that these employees are treated as “mobile investors” in their own intellectual, social and emotional capital. This implies that talented workforce needs their employers to invest in their talents and help them nourish and enhance their talents so that their talents and skills do not become obsolete in the market. The mobile investors understand and know their value to the organisation; therefore, they will make decisions which will take a career direction they wish to embark on and often they do not conform to the traditional management approaches.

It is essential to manage talented employees because if left unattended, employers will then need to train new pool of employees. It is a loss in terms of the organisational investment towards the employee because probably the company has trained the employee and developed the employee, therefore when employees leave the organisation and they leave with their skills, talents, competencies and experiences to another organisation (Judhdi et al., 2013). Moreover, when an organisation lose good employees, it indirectly negatively affects the competitive advantage of that organisation because it may reduce productivity and quality due to lack of good and skilled workforce.

### **2.12.1 Defining Talent Management**

According to Nyamekye, (2012) talent is defined as an individual’s skill and capabilities that he/she can contribute to the organisation. In a group perspective, talent can be referred to as a workforce who possesses exceptional skills and ability. Furthermore, Silzer & Dowell (2010) point out that the concept of talent management is defined distinctively by scholars and it is often associated with Human Resource Management.



According to Lawler (2008), talent management is referred to as a system that attract talented workforce and helps them to understand what is expected in their workplace. Talent management can be perceived as the recruitment processes, development, promotion and retention of employees, planned and executed in congruency with the present and future organisational goals (Wellins, Smith, & McGee, 2006). In a similar vein, Silzer and Dowell (2010) note that talented management is a range of organisational activities that enable to attract talented workforce, develop and deploy and retain them.

### **2.12.2 Talent Management in Higher Education Institutions**

HEIs operates in a global, complex, dynamic and highly competitive global market. Globalisation, increased mobility of academics and high rate of retirement of the baby-boom generation resulted in talented academic staff becomes scarce in several school disciplines (Verhaegen, 2005).

Human Resources are imperative in any organisation as they are the drivers of success in most organisations. Additionally, according to Lynch (2007), HEIs know how to develop students' skills needed by the global market in the business context, but the concern is, are they able to manage their own talent. One would presume that the knowledge institutions like universities and tertiary institutions would understand the essence and value of talent management more than other organisations, even gain competitive edge in that realm. According to research, university institutions were depicted low in the lag in developing and retaining its own talent workforce (Lynch; 2007).

### **2.12.3 Talent Identification**

According to Nyamek (2012), internal pipeline of talented workforce is imperative in the short, medium and in the long term of the company. Factors such as internal promotion of employees and external sourcing/hiring can be utilised to facilitate this need. Some organisations have a policy that perpetuates the notion of promoting internal workforce. However, one cannot deny that outside talent is also needed in the organisation to meet the organisational strategic needs and to be congruent with the current trends. It is the organisational decision to hire or promote internal employees depending on the availability of the talented pool (Avendon & Scholes, 2010).

## **2.12.4 The effects of HR Practices on Organizational Commitment**

### ***2.12.4.1 Role of Job Satisfaction among Academic Staff***

Academic staff plays a fundamental role in ensuring the success of the vision and mission of the tertiary institution (Stankovska et al., 2017). Additionally, Bentley, Coates, Dobson, & Meek (2013) agree that the success of the tertiary institution is determined by the academic staff. It is therefore imperative that the academic staff needs are fulfilled and supported to ensure quality of service (lecturing). Khalid et al. (2012) argue that universities institutions create and transmit knowledge to students so that they become competent and skilled in their respective fields in the workplace. Furthermore, Stankovska et al., 2017) point out that it is essential that higher education is taught in a healthy atmosphere to increases job satisfaction among academic staff. This is supported by Noordin and Jusoff (2009)'s study results that depicted that healthy atmosphere constitutes to several positive outcomes such as health working conditions, co-worker's relationships, support in research and teaching, salaries, promotion. Moreover, the overall productivity that is fostered in the HEI is increased.

It is imperative that organisations invest in the best human resources practices that include career-development support as it has been seen to harness organisational commitment to employers (Spiegel & Schultz, 2003) as well as job and career satisfaction (Barnett & Bradley, 2007; Kuijpers & Scheerens, 2006).

HRM practices comprise of various activities such as recruiting, selection, training, career management, performance appraisal and compensation and these activities are perceived to have a significant influence on employee's organisational commitment. These activities are used to shape and influence employees' behaviour, attitudes and perception. Furthermore, if these HR practices are formulated and implemented effectively, organisations will be able to attain the organisational goals, and this can be achieved through human capital. Human capital is one of the essential asset in an organisation and it is crucial that one manage them in a way that is able to make them behave, act and think in the manner that employers want is pertinent.

According to Whitener (2001), good management of employee's performance, career, training, compensation, and selection has positive influence on employees as they reciprocate with level of commitment towards the organisation. OC is about employee's loyalty, determination towards the attainment of the organisational goal (Mowday et al., 1979).

Whitener (2001) points out that performance appraisal and compensation are two factors that contributes significantly to perpetuate organisational commitment among employees. Juhdi et al. (2013) argue that if performance evaluation is not designed properly and administered effectively, employees are less likely to see the significance of the performance appraisal exercises.

Human capital is an essential resource of the organisation; hence employees are enacted with their knowledge, experience, talent, competencies which are implicitly valuable in any organisation to achieve its competitive (Abu-Shamaa, Al-Rabayah, & Khasawneh, 2015). They further point out that loss of key personnel leads to a loss of competitive advantage of an organisation. Organisations always concerned about gaining competitive edge over their competitors, improve their performances at the same time being able to retain their key talented pool of employees (Allen et al., 2010). Highly committed employees, who are loyal towards their organisation, satisfied with their work become motivated to retain their organisational membership (McShane & Von Glinow, 2010).

Organisations fear losing valuable workforce, and this is one of the main reasons why career-development support practices are essential in employees and need to be made accessible (Baruch, 2006). Many authors have argued that lack of organisational commitment can negatively affect various organisational such as financial status, thus low level of organisational commitment is more likely to perpetuate lack of job satisfaction among employees (Blegen, 1993; McNeese-Smith & Van Servellen, 2000).

According to Hughes & Half (2009), commitment and loyalty of employees towards the organisation is dependent on how employees perceive their psychological needs are met, respected and recognised by the organisation as well whether their career predictions are congruent to the reality of the organisation (Baruch, 2006; Holbeche, 1997).

Organisations are appreciative of employees who demonstrate commitment and loyalty towards their organisation. This implies that committed employees deserve both the extrinsic rewards

(compensation and benefits) and psychological benefits (job satisfaction and co-workers' relations). It is noted that organisational commitment is more likely to decrease abandonment behaviours among employees such as turnover and tardiness (Ferreira et al., 2010).

It is not sufficient for organisational success to be dependent merely on employees that have enough knowledge and skills. The organisational success is also dependent on employees' reflection of their knowledge and skills in their workplace (Karakaya, 2013). Furthermore, Bolat & Bolat (2008) point out that employee' positive attitudes, strong dependence and feeling/perception towards their organisation plays a crucial role. Therefore, organisational commitment of employees is an imperative factor that enables an organisation to reach its objectives (Karakaya, 2013).

Institutions always strive to increase the level of commitment of their faculty staff members. Employers do so by making an employee feel important, valuable, empower them to partake in decisions that might affect the organisation as well as them, also enhance health communication channels so that the desired organisational commitment among employees can be achieved (Karakaya, 2013). Similarly, employees perceive that organisational commitment is beneficial to both the organisation and themselves.

Employees that exhibit high levels of commitment are perceived to be productive and are characterised as hard working and creative (Bakker and Demerouti, 2008). The concept of organisational commitment has received attention among nurses as it is perceived as the determinant factor that contributes to job engagement and for attainment of the organisational objectives (McNeese-Smith, 2000). According to Liou and Cheng (2010)'s study, organisational commitment alleviated intention to leave among nurses.

It is evident that organisations that provide personal growth and development opportunities for employees to enhance their career development will enable employees to recognise how to manage their careers (Coetzee et al., 2010).

## **2.13 Challenges of Developing Organisational Commitment**

The world is constantly changing as well as organisations (Olivier, 2011). Individuals are faced with job security as lifetime employment no longer exists, and predictable career path are erratic (Patterson, West, Lawthom & Nickell 2003). Higher learning institutions produce and cultivate knowledge to build a better world. Hence, as the world is constantly changing and becoming more technically intelligent, universities are responsible to produce individuals that are highly talented, educated and skilled to compete successfully in the global economy. Tertiary institutions should promote job satisfaction and organisational commitment so as to influence positive work behaviour among employees in institutions and that will inevitably contribute positively to the institution (Dormann & Zapft, 2001).

Janz and Prsamphanich (2003) state that there are various challenges in terms of managing academic staff, perceived cost of replacing human resources, increase in employee transience and shortage of competent knowledge workers. Moreover, it is vital that employers in organisations are able to attract and retain competent and qualified workers. Alvesson (2004) state that this issue is amplified for academics because they own the means of production (Kinnear & Sutherland, 2000).

Academics are perceived to exert high levels of commitment towards their occupation rather than the organisation. According to Dem (2009) academics commitment is more orientated towards the academic unit and discipline clusters, not really on the overall university institution. One of the challenges that employers and academic leaders are often faced with, is the ability to enhance the development and retain academic staff due to the complex nature of their job; and lack of time to learn new tasks because of the high level of administration responsibilities (Siegall & Mc Donald, 2004; Winter & Sarros 2002). According to Jones (2007), the university is bureaucratic in its nature, and this notion hinders academics to adopt learning and develop their needs regarding to each academic. Retention of employees is an important factor in an organisation especially for organisational success. One of the factors that organisations find challenging is retaining competent employees, as replacing of human resources is costly and training of new staff members (Van Dyk & Coetzee, 2012). Additionally, it is essential to note that there is a significant relationship between job satisfaction, organisational commitment and the retention of satisfied

employees (Ismail, 2012). High retention rate in the organisation can benefit the organisation as high level of job satisfaction is directly proportional to high organisational commitment among employees (Darus et al., 2016).

Ashari et al. (2005) conducted a study among academic staff and the study results reported that there is relationship between work stress and commitment, where role conflict and role ambiguity are noted to be contributing factors. Another study on university staff in South Africa reported that stress at work plays a significant role in contributing in decreasing organisational commitment (Khairuddin & Makhbul, 2011). Furthermore, Michael, Court, and Petal (2009) note that work stress negatively impacts the level of affective commitment among employees. This indicate that there is significant negative correlation between work stress and affective commitment, hence as the level of AC increases, the work stress level decreases.

Additionally, majority of scholars found that job creation and economic growth remains an enormous challenge in South Africa (Bhorat, & Lundall, 2002; Rasool & Botha, 2011). Skill shortage in South Africa seems to be a dilemma that affect many South African organisations, therefore it is fundamental to gain more knowledge about the employees' organisational commitment as well as how distinctive factors such as gender, race, age and tenure affect employees and the degree at which it influences their commitment. This knowledge can help organisations management and Human Resource practitioners to come up with effective solutions and strategies to retain talented pool of employees within the South African borders (Van Dyk & Coetzee, 2012).

Many changes and developments have occurred in HEI, which imposes challenges to the educational system such as new demands from society which are altering the scope of academic staff (Wangenge-Ouma, 2010). According to Terry & Harvey (2010), one of the challenges that academic staff is subjected to in tertiary institutions is indirect proportionality of student to staff; Students to staff ratio has doubled with the ratio currently standing at 39:1, while on the other hand South Africa and other countries across the globe are faced with challenge of recruiting qualified and competent academics and capability of retaining academic staff (Barkhuizen, Roodt & Schutte, 2014).

The most widely endorsed organisational models in the literature are that of Allen and Meyer (1990), Cohen (2007) as cited in Chovwen, (2012). Their models comprise of three fundamental components of organisational commitment by Allen & Meyer (1991). Continuance commitment is when the employee sees the importance and the obligation of staying in the organisation due to the high costs associated with departure from company (Chovwen, 2012). Normative commitment is more of the feeling of attachment of the employee because the employee has perceived a sense of responsibility and loyalty towards the organisation (Allen & Meyer, 1990). Affective is perceived as the employee's identification with the organisation and the emotional bond and sense of involvement in the organization.

## **2.14 Strategies for Increasing Employee Commitment**

It is a common challenge for employers to develop energised and committed workforce. Organisation commitment among employees and trust in management leadership can affect the organization positively. The potential of an organisation is realised when the productivity of all employees from all functions in the organisation are aligned and employees are committed towards attaining the overall objectives of the organisation.

There are various ways that can be done to enhance organisational commitment of employees in an organisation and often employers do not realise effective ways of motivating, sustaining competent employees and these mechanisms can cost far less than expected or nothing at all (Olivier, 2011). Nelson (1999) proposed five essential's which are explained below:

### **➤ Interesting work**

Employees dislike jobs that require repetitive tasks day after day. Even though any job requires a routine task, however there should be some interesting and challenging parts/functions of the job.

### **➤ Information**

Information is power, and employees want information that will enable them to do their work effectively and efficiently. Employees want to keep track on how their jobs contributes to the business and how the organisation is performing as a whole. This implies that the employers need

to have open channel of communications to enable employees to be empowered with knowledge and be informed.

➤ **Involvement**

Employees appreciate an organisation that values their involvement therefore they reciprocate by being committed to see the business success. The speed at which the businesses are operating has drastically changed, hence companies are now characterised as fast paced environment as the amount of time to make decision decreases. It is therefore, imperative to involve employees in decision making so that they can feel valued and part of the organisation especially when decisions to be made would directly affect them. As employer's increases involvement among employees, it inevitably increases their commitment thus implementation of new strategies and change becomes much easier.

➤ **Independence**

Majority of employees enjoy flexibility at work and self-management whilst few want their actions to be monitored. When employers give their employees autonomy and flexibility in their work, this enables employees to perform as they desire, to bring creativity, ideas and innovations as well initiatives in the organisations hence increasing responsibilities.

### **2.15 Channelling Employee Commitment**

Employers always strive to enhance and build employees organisational commitment, nevertheless it is not always sufficient. This implies that employees can be highly committed in their work but still be ineffective in the workplace (Olivier, 2010). It is imperative that employers are able to harness and integrate commitment of employees to ensure that the organisational commitment is achieved effectively. Hence, there are certain things that need to be implemented and executed by the organisation to ensure that their employees' commitment is directed towards attaining the organisational goals (Crawford, 2009).



➤ **Appropriate talent pools**

It is imperative that the HR department recruit and select talented candidates that are fit with the organisational culture, norms and values.

➤ **Clarity of direction**

Employees should be clear of what is expected of them, and how it fits to the overall organisation's vision. This means a dual/ reciprocal communication needs to be implemented and utilised effectively, sharing of the organisational information such as the organisational strategy, performance and for employers to provide feedback to employees regarding the task done for future improvement and to increase employee's level of commitment.

➤ **Capability**

Organisations should have initiatives to build employee skills that are relevant to the recent century and global market, moreover competencies that enable them to work effectively so that they can make substantial contribution towards attainment of the organisational objectives. This comprises of training opportunities, self-directed learning, formal learning, implementation of team work and flexibility required to enable the company to be responsive and adaptive to external pressures.

➤ **Effective deployment and support**

Employee's roles must match their skills, talent, strength and expertise (Job-Fit) however, this implies that employers should equip employees with the relevant tools, techniques and necessary information that is relevant to execute their roles effectively and efficiently.

## **2.16 Trends from the Literature: Organisational Commitment**

Organizational commitment is defined as the psychological strength of the organizational employees (Ajibade & Ayinla, 2014), or employee involvement in their work. Greenberg and Baron (2010) cited in Mclaggan, Botha, & Bezuidenhout (2013) note that the level of organisational commitment correlates with the degree of willingness to share and make sacrifices.

The concept of organisational commitment is multi-dimensional, and it is complex in its nature. The three dimensions of organisational commitment coincide; hence it is possible that an employee can develop one dimension of commitment more than the others or the combination of the three types of the commitment. Morgan (2012) states that attachment perspective, affective commitment indicates the strength of the relationship between the employee and the organisation, continuance commitment is concerned with the duration, and lastly normative commitment is associated with responsibility.

Organisational commitment is an essential component of the organisation; hence studies have revealed that commitment could contribute significantly to increase the level of organisational performance Nehmeh (2009) cited in Mclaggan *et al.* (2013). It is important that employees feel a sense of job security so that they may be willing to exert extra effort to ensure that the organisation's objective is attained. There are certain determinant factors of organisational commitment that are not solely dependent on the managers' sphere of control, hence it is imperative that employers provide opportunity platforms to enhance organisational commitment among staff. For instance, when job opportunities are plenty in the labour market, organisation is predicted to decrease due to a variety of job options thus lower continuance commitment (Cortez, 2008 & Taduvana, 2017).

Organisational commitment among employees can be achieved by enriching employees' jobs thus empowering employees, autonomy, contribute to effective decision-making (Mclaggan *et al.*, 2013). Onn (2012) postulates that employee's commitment can be elevated by giving them opportunity to exercise some degree of power and to contribute to decision making, responsibilities and to encourage job involvement in the workplace. Employees will feel empowered when given the responsibility and opportunity to be entrusted with challenging tasks and the opportunity to make decision (Chen & Chen, 2008) as cited in Darus *et.al*, 2016). As a result, they will be keener to retain their organisational membership and motivated to work harder (McShane & Von Glinow, 2010).

Thirdly employers should ensure that the interest and values of the organisation are congruent to those of the employees (Wellin, 2007). Commitment is a force that enables an individual to perpetuate a certain course of action or behaviour, a dynamic process of interaction between

individuals and their environment, and as employees become more involved in their organisation, the nature of their commitment changes (Liou, 2008 as cited Mclaggan et al.,2013).

The need to promote healthy work is vital as it promote organisational commitment among employees (Turner, & Chelladurai, 2005). Tissong (2012) points out that positive psychology understands the importance of role clarity and its association with organisational commitment in the work environment. Furthermore, it is essential that employees know what is expected of them in the workplace and have a clear understanding of their job roles. This helps employees to be confident in their work and to have a sense of direction to know where they are heading to. The concept of role clarification is also inclined with the job-fit dimension because it is important that employee's fits with organisation as a result they are willing to devote their commitment towards the organisation and attaining the organisational goals.

Promoting, developing and maintaining organisational commitment among employees is essential for the effectiveness of the organisation as it contributes to a positive impact of the workforce behaviours such as their level of performance, absenteeism and creativity (Torka, 2004) as cited in Tissong, 2012).

## **2.17 Review of Related Empirical Studies**

According to the research study conducted by Malik et al. (2010) assessing the impact of teacher's satisfaction with job dimensions on perceived organisation commitment in public sector universities in Pakistan, teacher's job satisfaction which includes quality of supervision and pay satisfaction contribute positively towards organisational commitment.

Noor and Harun (2010) investigate the impact of the five work-related factors (role conflict, role clarity, job autonomy, job performance feedback, employee's involvement) on organisational commitment and job satisfaction among Malaysian university librarians. The findings depicted that three of five work-related dimensions (role clarity, job autonomy and job involvement) were found to be statistically correlated with organisational commitment whilst two dimensions (role conflict and role clarity) were revealed to have a significant correlation with job satisfaction.

Moreover, it was concluded that the impact of the five work-related dimensions are more correlated with organisational commitment compared to job satisfaction.

Suki and Suki (2011) conducted a study on the effect of gender on employees' perception of job satisfaction and organisational commitment in Labuan. The research findings allude that both genders exhibited the same level of perception of job satisfaction and employees' commitment.

In the recent study on the relationship between job satisfaction and organisational commitment among 86 employees in four Information Technology companies in South Africa by Lumley et al. (2011), found that there is a positive relationship between job satisfaction and organisational commitment.

In 2004, Torka conducted a qualitative study to examine the degree at which employee's flexibility can be committed to the human resource policies. The aim of the study was to examine the employee's perceptions on human resource policies and commitment. The research findings depicted that there were congruencies in the commitment level among atypical and typical employees. The level of commitment among employees was not only depended on the contracts of workers, however it was also influenced by the organisational human resource policies and practices which comprised of the workplace systems, rewards and human resource flow. In this study, it was noted that employees were more concerned with the human resource policies that affected them personally.

A study was conducted on call centre personnel in Pakistan to investigate the impact of organisational commitment and citizenship behaviour on the turnover intentions. The findings of this study depicted that turnover intention of employees at call centres is associated with employees' commitment. This research provided solution for human resource department to circumvent turnover dilemma by creating a workplace environment that is feasible and that contributes positively to influence commitment among employees (Ahmad et al., 2010).

## **2.18 Conclusion**

The chapter reviewed literature on organisational commitment, and provided a substantial definition of employee's commitment, different types of commitment proposed by various authors, importance of organisational commitment, factors that affect organisational commitment, antecedents of commitment, and strategies of commitment and challenges of developing organisational commitment. It is imperative that employers strive to build a sustainable commitment among employees. Furthermore, human capital is fundamental as they contribute to the success of the organisation. This chapter also included essential components that contributes to organisational commitment. In the next chapter, three the focus will be on the research design and methodology used within the study.

## **CHAPTER 3: METHODOLOGY**

### **3.0 Introduction**

The research methodology and research methods adopted by this study are explained in this chapter. This include a detailed explanation of the research design, study area, sampling of participants and data collection method. This chapter also includes a brief discussion on the ethical consideration.

### **3.1 Research Design**

Sekaran and Bougie (2010) note that research design serves as a blueprint that the researcher utilises to help collect, measure and analyse data. This process helps the researcher to gather empirical evidence of the study to address the research problem effectively.

The quantitative research is used as an approach for test the objectives of theories by examining the correlation among variables; so that quantified data can be analyzed using statistical procedures Creswell (2014). This research study utilised the quantitative research design is a method to gather data or information about an issue that they want to explore, and it primarily uses the post positivist philosophical world view to develop knowledge. Quantitative designed was time efficient and cost effective. The study was conducted using a cross-sectional design which was a design in which participants were only assessed at a single time period in their lives by the researcher and the researcher did not go back to conduct the research on the participants again in other time period hence; the cross-sectional design was adopted in this research because it was cost effective and time efficient (Mendenhall, Beaver, & Beaver, 2009). These advantages therefore related to the researcher because they faced time and budget constraints.

### **3.2 Sampling Method**

Mncwango (2015) alludes that the sampling plan comprises of activities that the researcher will do to select a sampling technique that is relevant to the study. The sample is drawn from the study population and this enables the researcher to reduce time and cost constraints.

The sampling method comprises of probability and non-probability sampling method. This study adopted convenience sampling which fall under non-probability sampling. According to Neuman (2011) convenience sampling is when the researcher chooses participants based on their availability and willingness to participate in the research study. This study adopted the convenience sampling method to select the UKZN academic staff in the College of Law and Management based on their availability. The advantage of this type of sampling is that participants in the study are easy to reach, convenient and data is obtained quicker.

### **3.3 Population and Sample Size**

Population refer to the entire subjects/ participants that the researcher is interested in studying (Sekaran, 2010). The population of this study comprised of 66 academic staff at the College Law and Management, School of IT, Management and Governance. According to Sekaran (2010), a sample is a subset of the population. The sample size of this study was 50 academic staff members with an average age range of 25-60. The participants were chosen in terms of their availability and based on their voluntariness to participate in study.

### **3.4 Study Site**

This study was conducted in the University of KwaZulu-Natal (Westville campus) located in the city of Durban in KwaZulu-Natal Province, South Africa. The study was conducted at the College of Law and Management faculty.

### **3.5 Sources of Data**

There are two types of sources at which researchers can use to collect data from, namely; primary and secondary source. Primary data refers to first-hand information obtained by the researcher.

Primary data can be defined as the data collected by the researcher from the research sample/participants (Struwing & Stead, 2013). According to Driscoll (2011), primary data is data gathered from the study respondents usually through questionnaires/ interviews. Examples of primary data include getting responses directly from the respondents, could be focus groups or interviews. The primary data was collected using questionnaires as the main data collection method in this study. On the other hand, Rabianski (2003) defines secondary data as the information obtained from other research projects/sources. Habermann (2003) points out that secondary data is categorized into three groups namely; raw data (for instance, data collected through observation); summaries of figures (population statistics) and written treatises (for instance, books, magazines, articles and theses). Examples of secondary data include (articles, journals, textbook, internet and magazines).

### **3.6 Data Collection Method**

In this study questionnaire survey was used to collect data. This type of research method does not manipulate nor control any variables, but measures the variables involved in the research study and test their effect through statistical methods. In cross-sectional field surveys, independent and dependent variables are measured at the same point in time (e.g. using a single questionnaire), while in longitudinal field surveys, dependent variables are measured at a later point in time than the Independent variables.

According to Mann (2015) cross-sectional survey are mainly used to identify the prevalence and the likelihood of a phenomenon. They are also used to infer causation. Bhattacharjee (2012) argues that in cross-sectional field surveys, both the dependent and independent variables are measured at the same time (e.g., using a single questionnaire). The study participants are examined to confirm if they were exposed to appropriate mediators and whether perceived outcomes are achieved. The advantages of the cross-sectional survey are that the subjects are not deliberately exposed to any experiments therefore ethical implications are seldom (Mann, 2003). This research study aimed at assessing the organizational commitment among academic staff in the University of Kwa-Zulu Natal (Westville campus). A cross-sectional survey was relevant for this study because it is endorsed by many researchers as an approach to determine prevalence, it is also quick and have the ability to study vast outcomes (Mann, 2003).



### **3.6.1 Justification of Using Questionnaires**

The questionnaires were used to collect data with the intention to generalise the findings obtained from the sample of the population. The organizational commitment questionnaire (Mowday et al., 1979) was used to measure the three-component of organizational commitment.

### **3.6.2 Advantages of Questionnaires**

One of the advantages of using questionnaires is that it can be used when the participants are geographically dispersed. This enables the researcher to collect information more easily (Sekaran, 2010). A questionnaire allows researchers to relatively collect a vast number of data within a short space-time. According to Neuman (2011), questionnaires produce high response rate and produces reliable results if it is well standardized and validated. Taduvan (2017), opines that questionnaires are less costly compared to other methods of data collection because they can cover a wide geographical area and provide high quantity of data. Questionnaires also reduces bias of the researcher because it contains standardised questions.

- Additionally, Denscombe (2010) notes several advantages of using questionnaires which includes; pre-coded answers that enables the researcher to do the data analysis quicker, easier to arrange than other methods of collecting data such as personal interview, and answers obtained from the questionnaires are standardised in a sense that the scope of the data is less likely to be affected by interpersonal factors.

### **3.6.3 Administration of the Questionnaire**

According to Mbhele (2014), there are few essential things the researcher needs to consider when designing the questionnaire. The choice of words and language the researcher use should be understandable and at the intellectual level of the participants. Sekaran & Bougie (2010) made a

typical example to illustrate the statement above that even when English is the medium language of communication, one should understand that certain words might be alien to other respondents. Hence, it is imperative that the wording is relevant and appropriate to the population the researcher is studying and; should tap into their attitudes, perceptions and feelings.

The length of the questions should be considered very carefully; hence, they should be simple, short and cover the content of the research. Furthermore, the construction of the questions should be aligned with the research objectives and the researcher should eliminate question that arouse social desirability answers from respondents (Sekaran & Bougie, 2010). A questionnaire should utilise the funnel approach by Festinger & Katz (1966) whereby the researcher starts with questions of a general nature and progress to more specific and difficult questions (Sekaran & Bougie, 2010). The sequence of the questionnaires can influence the response rate of the participants. For instance; if the participants are annoyed and irritated with the initial questions, which may decrease the respondent's willingness to continue to the next questions (Mbhele, 2014).

#### **3.6.4 Construction of the Questionnaires**

The questionnaire comprised of instructions to be read by respondents as a guideline to know on how to complete the questionnaire. The questionnaire for this study consisted of four sections and twenty-four items on organisational commitment. The Sections were as follows:

- **Section A-** Consists of biographical questions for the respondents
- **Section B-** This part of the questionnaires comprises of the affective commitment, Continuance commitment and normative commitment survey.

#### **3.6.5 Measurement**

The sections two, three and four were constructed using a five point likert scale ranging from strongly disagree (1), disagree (2), Neutral (3), agree (4) and strongly agree (5). The Likert scale ranges from 1= strongly disagree to 5= strongly agree. For instance; items included in the questionnaire e.g. I find my values and the organizations values similar. According to Mowday et al. (1979), 15 item Organizational Commitment Questionnaire (OCQ) is a relevant measurement instrument that can be used to measure participant's degree of commitment in their work aspect.

The respondents use the 5-point Likert scale to indicate their level of agreement and disagreement with the items that have been stipulated in questionnaire. Meyer & Allen (1991) argue that OCQ is generally used to measure the degree of the attachment of an employee in their organization and it is also intended to assess the aspiration of an employee to decide to remain with the organization and willingness to put effort so that the organization remain sustainable.

### **3.7 Data Analysis**

Bernard (2012) defines data analysis as a manner that researchers intend to make their data collected meaningful. In essence, data analysis enables the researcher to analyse the data collected and interpreted to answer the research questions and meet the research objectives (Mbhele, 2014).

Statistical Package for the Social Sciences (SPSS) was released in 1968. It is a programme that is widely used in Social Sciences for Statistical analysis. Furthermore, market researchers, health researchers, education researchers, government, survey companies and others have endorsed it. The data analysis was conducted using the SPSS programme, version 18 (IBM SPSS Inc., 2009).

Descriptive statistics (mean, mode and median and standard deviation) is concerned with quantifying the data collected from the participants (Render, Ralph, Stair, & Hana, 2012). Its main objective is to summaries information about sample based on the data collected. Sekaran and Bougie (2013) point out that data collected should be statistically analysed to disapprove or approve the hypothesis of the study. The study results were presented in bar graphs to ensure clear understanding.

### **3.8 Procedure**

Ethical clearance and permission was obtained from the UKZN and thereafter, organizational access was granted to the researcher to conduct the study at UKZN. The questionnaires were administered to academic staff thereafter; the respondents were informed about the study, its

purpose, and their rights as participants. Questionnaires that were distributed to the academic staff comprised of biographic items, which were used to acquire the demographic information of the participants. In this study, the questionnaire was accompanied with the consent form and the information supplied by respondents in the study was confidentiality kept.

### **3.9 Ethical Considerations**

The ethical clearance letter was obtained from the University of KwaZulu-Natal Research Ethics committee for the approval of the study, and a gatekeeper's letter from the University of KwaZulu Natal. The letter stipulated the extent of the time, potential impact and intended outcome of the research.

#### **➤ Informed consent**

According to Sarantokas (2005) the consent form comprises of information such as the purpose of the study, the benefits for participating in the study, the type and level of participant involvement, guarantee of confidentiality, privacy and autonomy of participants and an assurance that the participants have a right to withdraw from the study. In this study, the academic staff were asked to voluntarily participate in the study and required to sign a consent form if they agree to participate in the study.

#### **➤ Right to voluntary participation**

Melville and Goddard (1996) allude that researchers should be considerate, and respect human rights thus not treat participants as objects to pursue their research agenda to an extent that the researcher exposes respondents to harmful environment/substances. Furthermore, Neuman (2011) expresses the importance of voluntary participation from respondents as a form of agreement to partake in the study; respondents are required to sign the consent form.

#### **➤ Anonymity and confidentiality**

It is imperative that researchers respect anonymity of the respondents. Bell (2010) postulates that researchers should not be able to identify which responses come from which participants. For this

study the questionnaire does not comprise any column for respondents to disclose their names. All information obtained from the respondents was treated confidential, even information obtained incidental should be seized confidential except where disclosure deemed necessary to avoid harm to the third party (Mbhele, 2014).

### **3.10 Reliability and Validity**

#### **Psychometric properties of the questionnaire**

Instruments are devices that are used to measure data. All instruments must fulfil significant psychometric properties, that is, reliability and validity.

##### **3.10.1 Reliability**

is defined as the consistency of the measurement instrument, in measuring that specific concept, thus if one repeatedly assesses the organizational commitment of an individual one will get the same number each time she/he measure regardless of external forces, assuming the person's attitude does not change or are stable (Cooper and Schinder, 2001). This implies that the reliability of the measure is judged by its consistency and accuracy of the item over time, hence eliminating biasness (Sekaran and Bougie, 2010). The questionnaire were designed in a manner that is not biased and ambiguous so that authentic information can be captured.

##### **3.10.2 Validity**

Validity addresses the issue of measurement tool appropriateness to measure a certain construct, hence it is concerned if a score on one measure is similar to that on a different measure of the same attribute. It is concerned about the interpretation of what a scale assesses. Yona and Inanga (2014) state that validity test is to ensure that the measure of the cause-and-effect relationship between constructs is legit. Moreover, validity is a multidimensional concept hence; it consists of content validity, construct and criterion-related validity. Content validity is concerned with authenticity of the content; hence it needs to be a true representation of the items in the study (Cooper and Schinder, 2001). According to Sekaram & Bougie (2013), criterion related validity is the ability of the measure to make predictions of some of the internal variables. White and Mcburney (2012) argue that construct validity is when the test measure, really measures what is intends/claims to measure.

### **3.11 Summary**

The chapter illustrated the research methodology adopted in the study. It outlined the research design, instruments that were used to collect data, how the data was analysed. Relevant measures were highlighted to ensure ethical consideration. In the next chapter, four the focus will be on the data analysis and interpretation of the results followed within the study.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This study assessed the effect of organizational commitment (affective, normative and continuance) among academic staff in UKZN. Recommendations and suggestions for further research are also provided in this chapter. The objectives of the study are stipulated below:

1. To determine the effect of continuance commitment on organisational commitment among academic staff in the UKZN.
2. To assess the influence of affective commitment on organisational commitment among academic staff in UKZN.
3. To determine the influence of normative commitment on organisation commitment among academic staff in UKZN.

#### Research questions

1. What is the effect of continuance commitment on organisational commitment of academic staff in the University of KwaZulu-Natal (UKZN)?
2. How does affective commitment influence organisational commitment among academic staff in UKZN?
3. How does normative commitment influence organisational commitment among academic staff in UKZN?

The data collected was coded and analysed using SPSS 21 statistical programme. Descriptive, inferential, and central tendency techniques were utilized to analyse the constructs in the study namely; affective commitment, continuance commitment and normative commitment.

## 4.1 Descriptive Statistics

This section highlights the similarities and differences of the variables in the study. Percentages are used to illustrate the relationships that emerged from the data collected.

The research design that was used is the quantitative analysis and were used to determine if significant relationship exist between organisational commitment dimension and each biographical variables (gender, age group, marital status, qualification, length of service and occupational level).

**Figure 4.1: Respondent gender group**

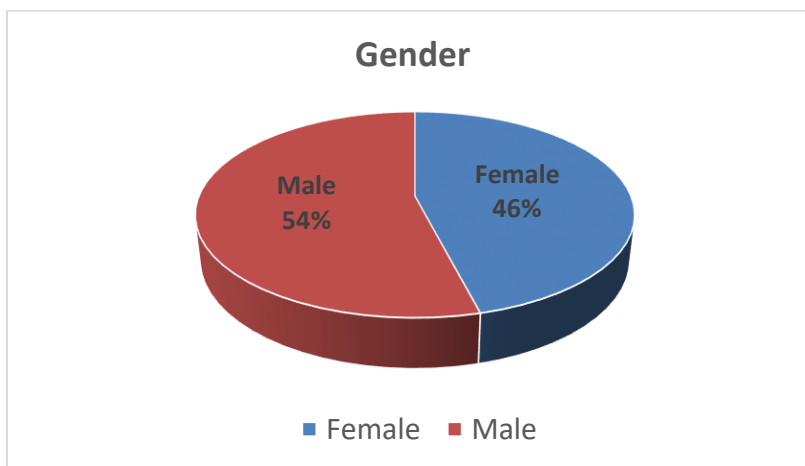
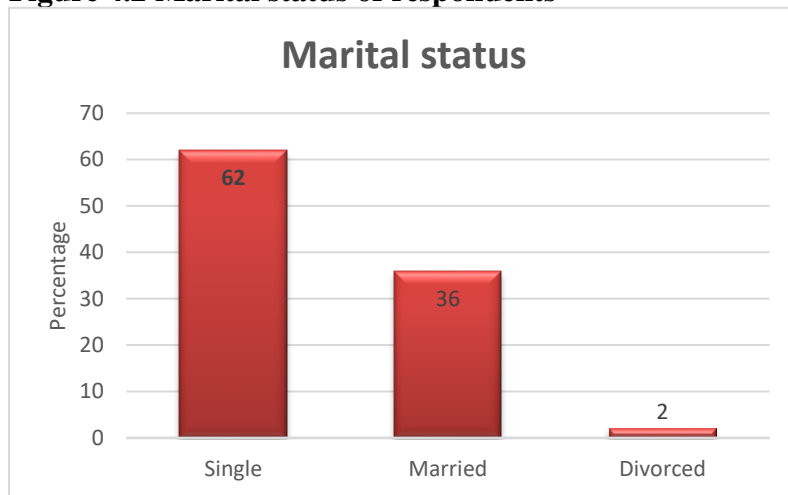


Figure 4.1 indicates gender graphs. There are more male responses at 54% compared to female respondents, which is represented by 46%.

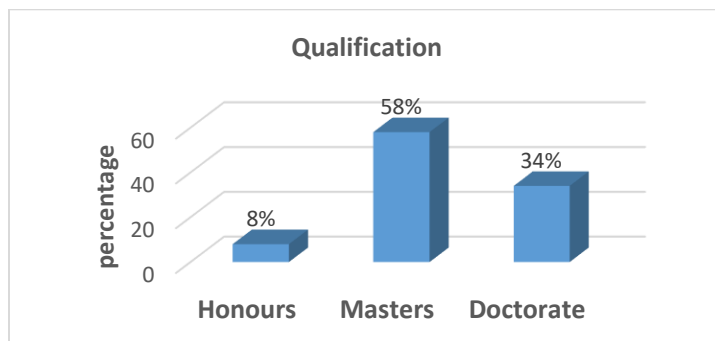


**Figure 4.2 Marital status of respondents**



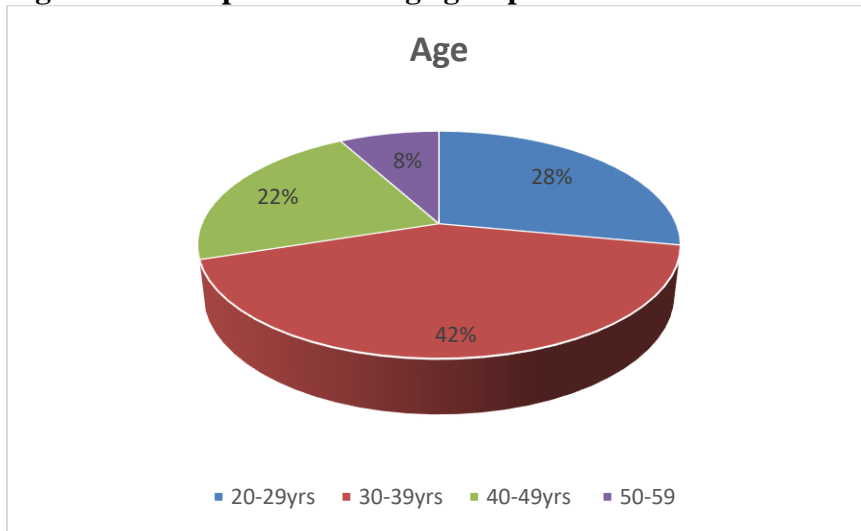
The marital status of respondents is split between married and single, with a relatively higher rate 62% consisted of single participants and 36% of the respondents were married participants. This indicates that there were more single respondents compared to married respondents.

**Figure 4.3 Qualifications of respondents**



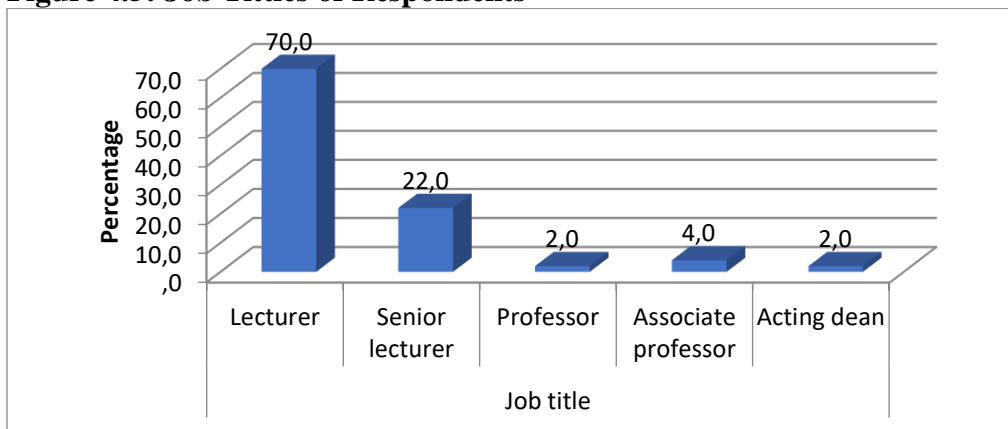
The qualifications of respondents varied but majority (58%) hold Masters Degrees, followed by 34% with Doctorate and the minority (8%) have honours degrees.

**Figure 4.4: Respondents of age group**



**Figure 4.4** reflects that the majority (42%) of the respondents ranged from 30-39 years; 28% were aged between 20-29 years; 22% were aged 40-49 years and 8% fell into the older group 50-59 years.

**Figure 4.5: Job Tittles of Respondents**



**Figure 4.5**, indicates that majority of respondents are lecturers 70%, followed 22% are senior lecturers, followed by 4% who are Associate professors. The minority is 2% of Professors and Acting dean.

**Table 1 Descriptive Statistics for length of service**

	N	Minimum	Maximum	Mean	Std. Deviation
Service	50	.4	25.0	6.506	5.9728
Valid N (listwise)	50				

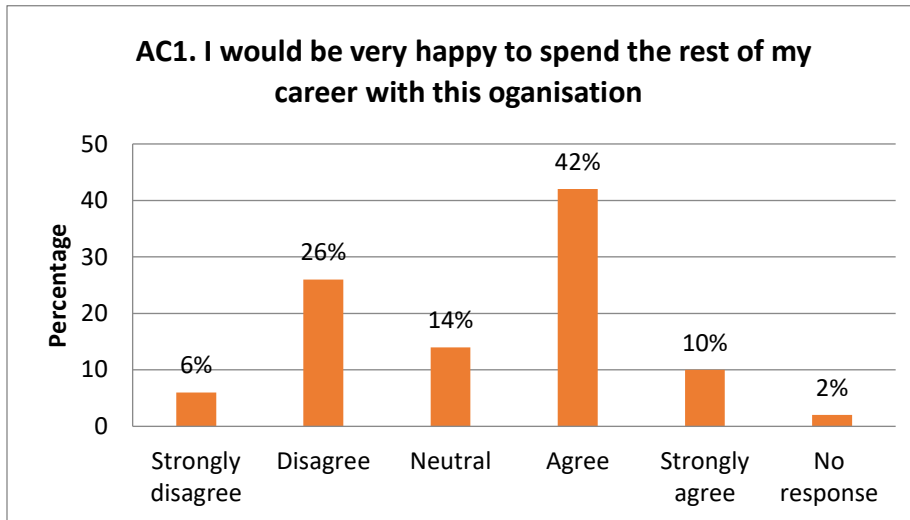
The results indicate that the mean and standard deviation for services of the respondents are 6.506 and 5.9728, respectively. The mean score of 6.506 of tenure indicates that respondents show respondent worked for the organisation for a quit number of years. The standard deviation (std. dev =5.9728) shows there is some variation in the service. This is confirmed by examining the minimum and maximum scores. The minimum score of 0.4 shows a lowest number of years the academic has worked for UKZN, while the maximum score of 25.5 indicates a highest number of year of services among academic staff.

### ***Section B***

Section B of the questionnaire addressed each item of commitment construct namely affective, normative and continuance commitment construct. The statistical information is presented in graphs. One sample t-test was used.

## 4.2 Affective commitment

**Figure 4.6: I would be very happy to spend the rest of my career with this organisation**

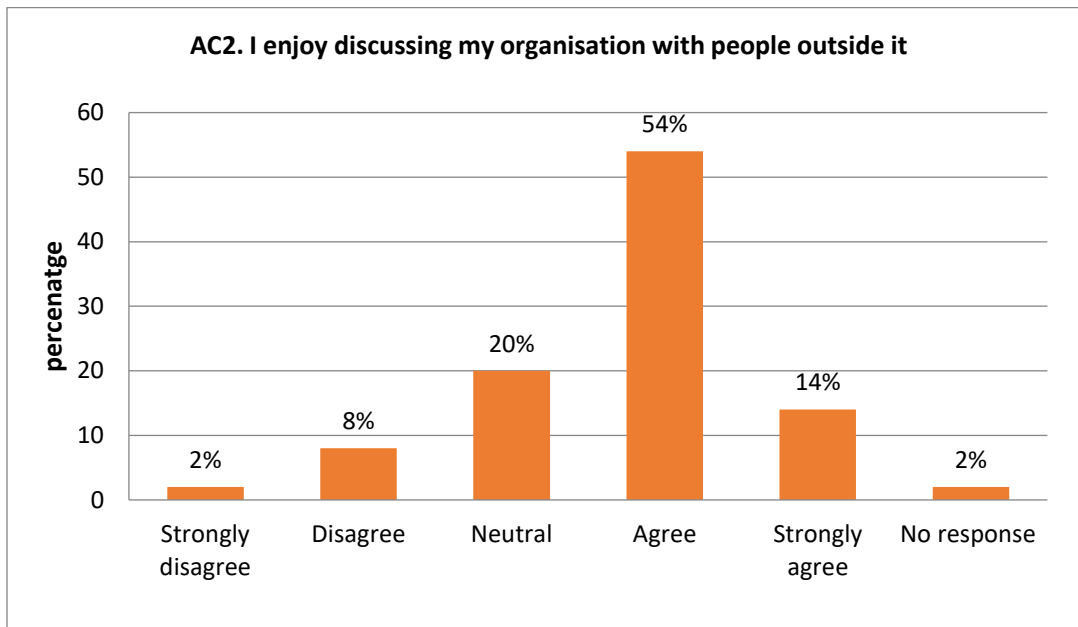


From **Figure 4.6** it was evident that 6.0% of the respondents strongly disagreed that they do not feel emotionally attached to UKZN, 26.0% agreed to the statement, 14 % had neutral response, 42.0% agreed and 10.0 % strongly agreed, only 2% did not respond this statement. The majority of the participants were noted to be happy to spend the rest of their career at UKZN. Similarly, (Fisher, 2002; & Tissong, 2012) noted that happiness is a fundamental aspect that contributes to several organisational benefits such as work engagement and job enjoyment that can leads to high level of commitment among employees and life satisfaction.

Educators are primary role models of happiness but unfortunately, they often experience high levels of job stress, which inevitably impact their meaningfulness and work engagement negatively in their workplace (George et al., 2008). Furthermore, Gavin & Mason (2004) stated that working conditions of employees are imperative because if they are not conducive for the employee they may hinder employees' happiness; reduce their level of competency and self-esteem. Negative impacts can lead to stressful conditions whereby employees are unable to be fully committed to their work as a result experience job dissatisfaction, especially in the educational sectors (Gupta & Gehlawat, 2013).

They further elaborated that healthy and happy workforce is more likely to be productive in the long term and provide good services to customers or people that they directly interact with (Gavin & Mason, 2004). In similar veins, Adeoye & Torubell (2011) noted that highly committed employees are prone to be happier in the workplace, less likely to spend time away from work and therefore one can conclude that there are seldom chances that employees would leave their current organisation.

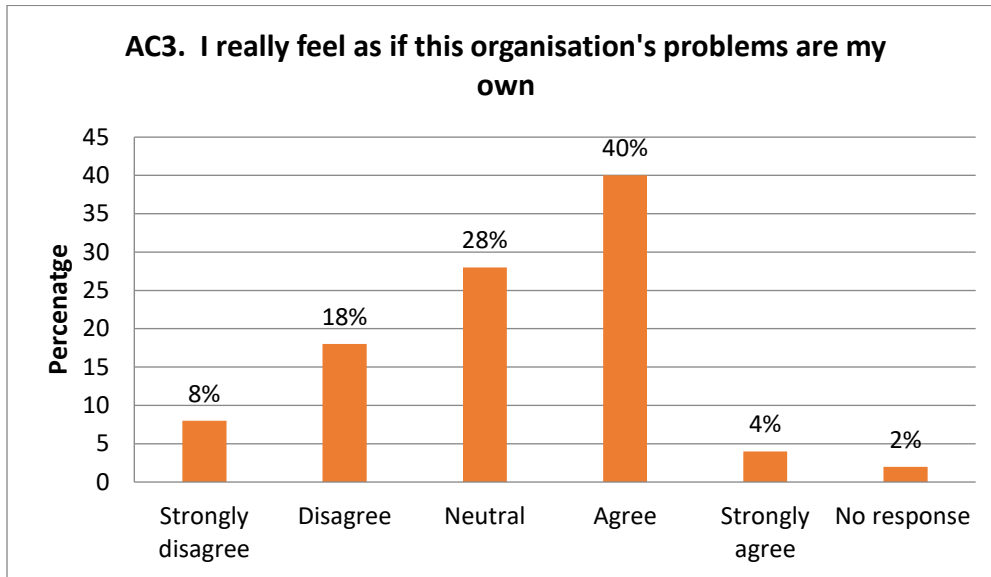
**Figure 4.7: I enjoy discussing my organisation with people outside it**



**Figure 4.7** indicates that 2.0% of the respondents strongly disagreed that they discuss the organisation with people from outside to UKZN, 8% disagree to the statement, 20% had neutral response, 54% agreed and 14% strongly agreed with this statement. Only 2% did not respond this statement.

Organisational commitment is the degree at which employees identify with their organisations” (Wagner & Hollenbeck, 2010). Therefore, one can suggest that if an employee identifies and feel emotionally attached to the organisation, employees can willingly discuss their organisation with external people because of the sense of pride enacted in them to be part of the organisation. An emotional attachment reflects the workers` feeling of belonging, loyalty, pride and recognition with the internalisation of the core values of the organisation (Tissong; 2012)

**Figure 4.8: I really feel as if this organisation's problems are my own**



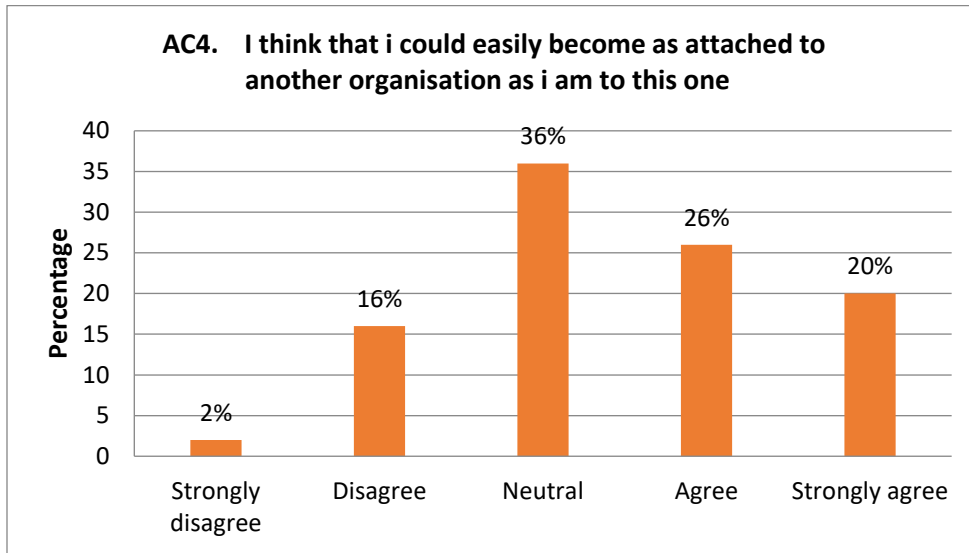
**Figure 4.8** further indicates that for the 48 respondents, 8% of the respondents strongly disagreed that they feel as if this organisation problems are their own, 18% disagree to the statement, 28% had neutral response, 40% agreed and 4% strongly agreed with this statement. Only 2% did not respond this statement.

According to Moshoeu (2011) It is imperative that organisations are able to identify factors that contributes to employees commitment to reduce intention to leave among the employees during unpleasant organisational situation Buelens and Poelmans (2004)'s study on enjoyment in the workplace depicted that job enjoyment contributes positively to the organisation and increases passionate involvement and fulfilment. Similarly; the study conducted by Aziz and Zickar (2006) results revealed that job enjoyment reduced job stress and enhanced well-being as a result employee portray positive attitudes towards co-workers, the workplace and career.

Job stress increase due to unfavourable working environment for the employees that may hinder them to elevate their level of competency and self-esteem, which inevitably hinders employees' happiness in their workplace (Gavin & Mason, 2004). Some of major stressors that are prevalent are; job specific stressors, which comprise of intense working hours, ambiguous job requirement

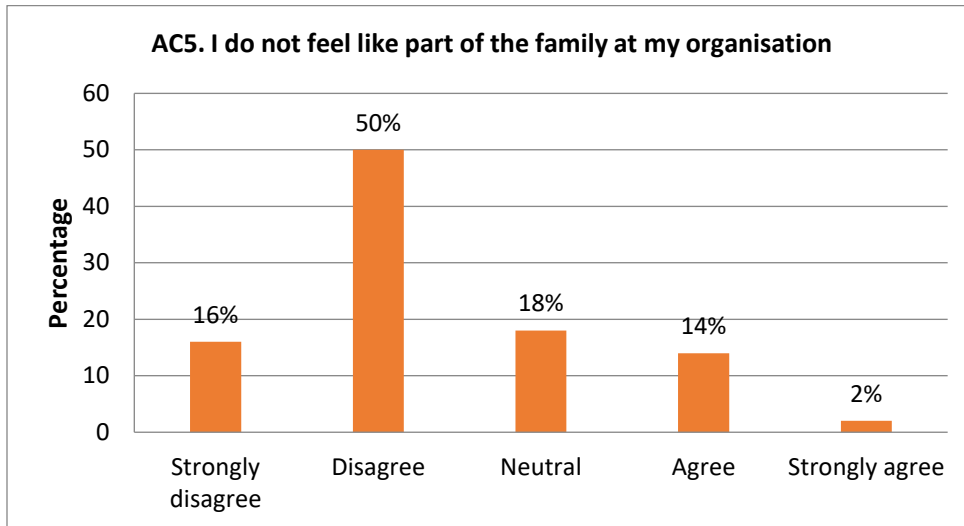
as well as work and family conflicts. Happy employees are more likely positive, and have high job satisfaction and commitment, moreover work harder (Cszikszentmihalyi & Seligman, 2000; Tisong, 2012).

**Figure 4.9: I think that I could easily become as attached to another organisation as I am to this one**



**Figure 4.9** reflect that 2% of respondents disagreed that they could easily become attached with another organisation as they are with UKZN, 16% disagreed, with majority of the respondents remaining neutral concerning the above statement (AC4), 26% agreed and 20% of the respondents strongly agreed.

**Figure 4.10: I do not feel like part of the family at my organisation**



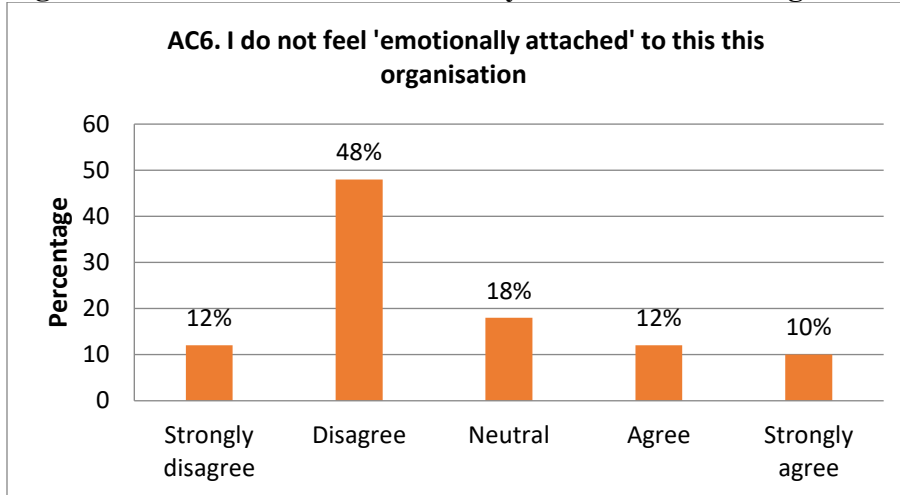
The result in **Figure 4.10** shows 16 % strongly disagreed and 50% agreed that they do not feel like part of the family at UKZN, 18% were neutral to this statement, 14% of the respondents disagreed and 2% strongly disagree with the above statement.

Employees make significant meaning of their work from their work experiences and interaction that occurs in their workplace. Contrary, Wrzesniewski, LoBuglio, Dutton, & Berg (2013) research findings depicted that individuals create meaningfulness with external components, which comprise of job, co-workers, management and organisation. This means that interaction between the internal and external factors leads to meaningfulness of work and it is formed by the transaction between the employee and the systems. Furthermore, this relationship becomes an interdependent system, where one work aspect is influenced and dependent on the other. This means that to feel part of the organisation (Family) might be influenced by both external and internal factors. Scholars have noted the importance of socialisation in the organisation, and co-worker's interaction hence; it may contribute to an individual's purpose and value of their work (Wrzesniewski & Dutton, 2001).



Hence, when one feels part of anything, one becomes involved and willingly exerts energy to ensure the objective is attained. For example; if an employee feels part of the organisation, the employee will be more than happy to share the success stories of the organisation and identifies with the organisational norms and values.

**Figure 4.11: I do not feel ‘emotionally attached’ to this organisation**



From Figure 4.11, it was evident that 12% of the respondents strongly agreed that they do not feel emotionally attached to UKZN, 48% agreed to the statement, whilst 18 % had a neutral response, 48% disagreed and 12% strongly disagreed with this statement.

Ferreira and Coetzee (2010) argue that AC is an emotional attachment exhibited by the employees and through identifying with the organisation, the employee willingly become involved in the organisational activities. There are various antecedents of affective commitment, which includes of perceived job characteristics, organisational dependability and participatory management. Affectively committed employees works with the motive to benefit their organisation thus, it becomes natural for employees to be emotionally attached to their organisation and enjoys their organisational membership (O'Reily & Chatman, 1986; Meyer & Allen, 1984).

Beck & Wilson (2000) state that affective commitment is developed when employees are aware of the worth of the organisation and therefore, internalise the organisational principals and ethical standards. The employees desire (affective commitment) is developed when individuals becomes

involved in the organisational activities and recognises the relevancy of the organisational values and develop their identity through the involvement and association of organisational activities and co-workers. Hence, employees willingly exert their energy and action to pursue the organisational objective (Ferreira and Coetzee, 2010).

Moreover, Olivier (2011)'s study supports (Ferreira and Coetzee, 2010)'s findings that revealed that employees that are highly emotionally attached to their organisation are more likely to continue their employment contract with their company.

**Figure 4.12: This organisation has a great deal of personal meaning for me**



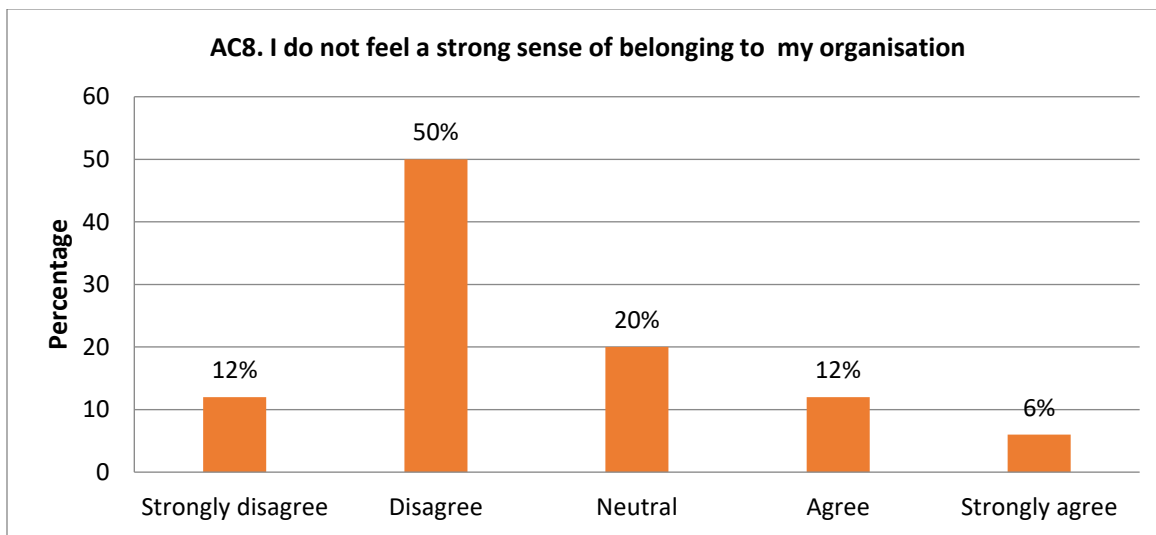
**Figure 4.12** shows that 2% of respondents strongly disagreed that UKZN has a great deal of personal meaning to them, 14% disagreed. A total of 14% of respondents were neutral to this statement, 62% agreed while 8 % of the respondents strongly agree with the statement.

In this study, the majority (62%) of the respondents stated that this organisation has a great deal of personal meaning. Individual's search for meaning is perceived as a crucial motivation component of life and individuals aims to find a concrete meaning of personal existence (Frankl, 1959). Individuals also look for meaning in the work contexts, therefore happiness and positive emotions among employees leads to individuals experiencing wok in meaningful way. (Tissong,

2012). May, Gilson & Harter (2004) note that meaningfulness at work is an essential psychological condition, which is fundamental for employees' personal growth, group, organisational commitment and organisational citizenship behaviour (Maharaj & Schlechter, 2007).

According to Wrzesniewski et al. (2013), positive meaningfulness in the workplace is represented by valued constructive activities within the associations of work. Additionally, work becomes meaningful to individuals when organisational activities are aligned with the employees' values and strengths (Peterson & Seligman, 2004). Moreover, National Health Service England (2014), alluded that employees engagement is fundamental, because those employees that finding meaning in their work, are more likely to be competent and highly committed to their work.

**Figure 4.13: I do not feel a strong sense of belonging to my organisation**



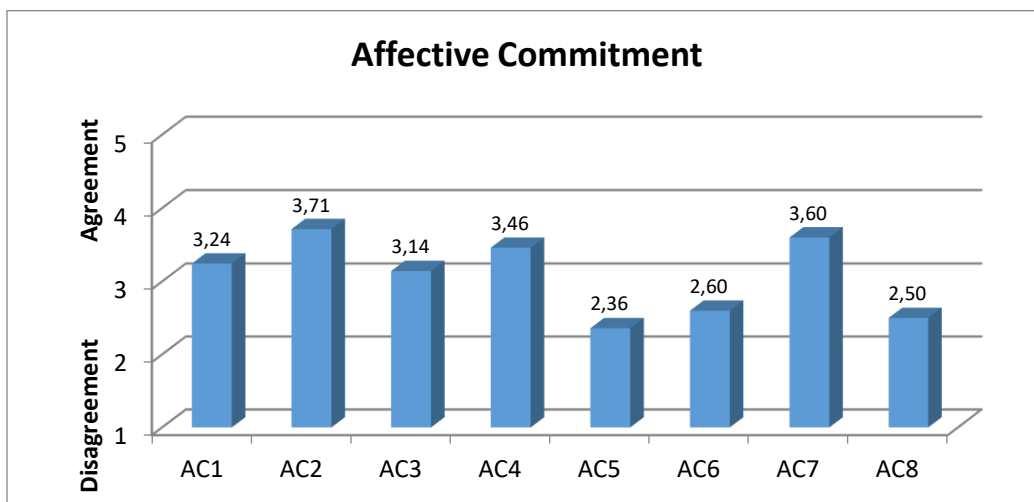
**Figure 4.13** indicates that 12% strongly disagreed, 50% respondents disagreed, 20% remained neutral were neutral to this statement, 12% agreed while 6% of the respondents strongly agree.

Highly committed employees lead to increased employee retention, and morale and reduces turnover rate. Employees view organisational commitment as an exchange commodity in a sense that employees are more likely to commit in an organisation where feel valued and fees that their organisation is committed to them (Tissong, 2012). In Tissong study findings indicated that respondents were committed with their organisation because the organisation was providing financial assistance for their education for their growth, supervisor support and meeting their

needs. This indicates that employees felt a sense of belong in their organisation, due to the fact that their organisations meet their needs.

Wim and Margriet (1998)'s study revealed that highly committed employees have several job-related characteristics such as; employee's identification with the goals and values of the organization, have a strong desire to retain their organisational membership as a result employee exhibits good organizational citizenship behaviour i.e., a willingness to go over and beyond their required job duty.

**Figure 4.14: Affective organisational commitment scale (AOCS) results**



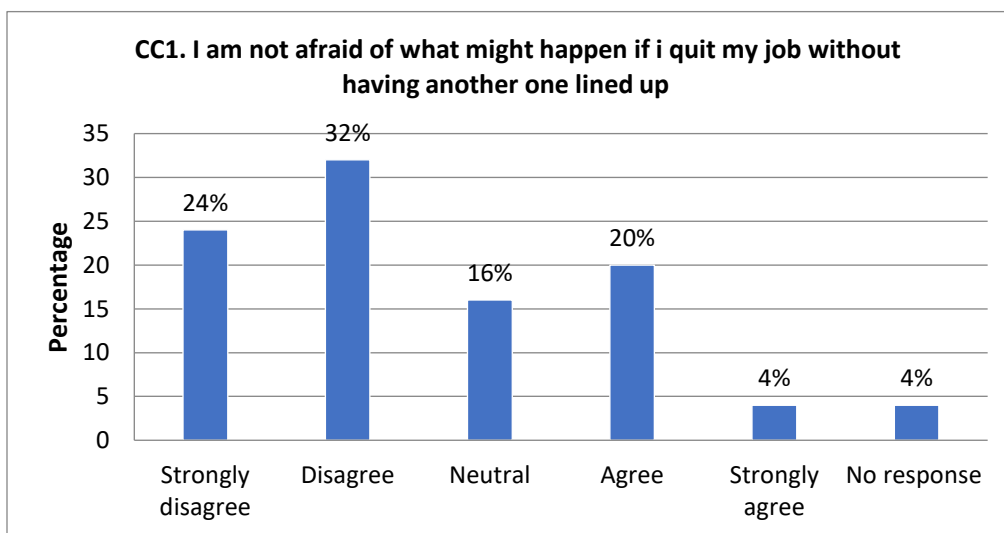
Affective commitment is concerned with the emotional attachment that occurs between the employee and the organisation. For example, when an employee is emotionally attached to their organisation because they perceive the organisational values like theirs, as a result employees sense of pride is increased and willingness to work beyond requirement is perceived (Law & Guo, 2015; Meyer & Allen, 1991).

There is significant agreement that: respondents enjoy discussing their organisation with people outside it ( $M=3.71$ ),  $t(48) = 5.620$ ,  $p<.05$ ; respondents feel they could easily become attached to another organisation ( $M=3.46$ ),  $t(49) = 3.086$ ,  $p=.03$ ; the organisation has a great deal of personal meaning to the respondents ( $M=3.60$ ),  $t(49) = 4.696$ ,  $p<.05$ .

There is significant disagreement that: respondents do not feel like 'part of the family' at their organization ( $M=2.36$ ),  $t(50) = -4.595$ ,  $p > 0.05$ ; respondents do not feel emotionally attached to this organisation ( $M=2.60$ ),  $t(49) = -2.437$ ,  $p > 0.05$ ; I do not feel a strong sense of belonging to my organisation ( $M=2.50$ );  $t(49) = -3.352$ ,  $p > 0.05$ .

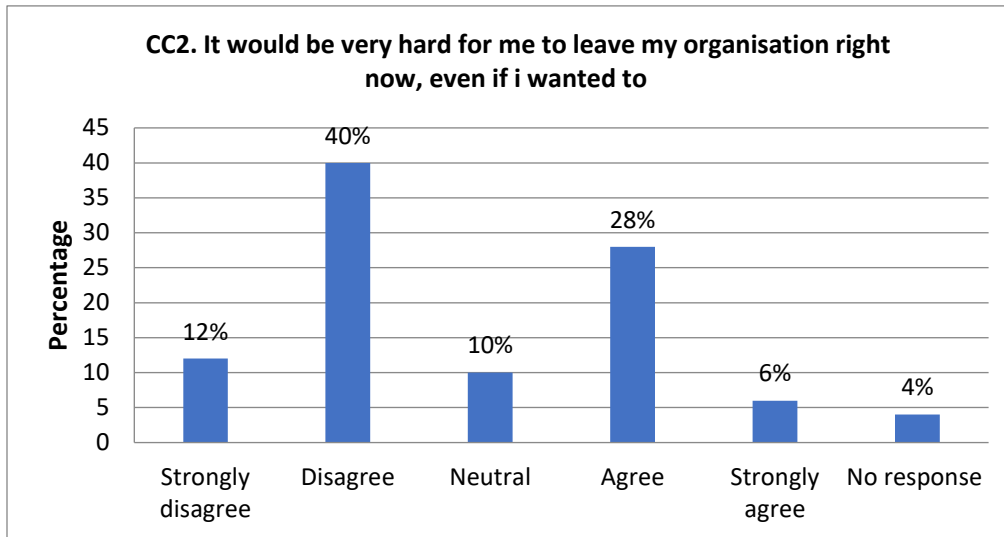
### 4.3 Continuance commitment

**Figure 4.15: I am not afraid of what might happen if I quit my job without having another one lined up**



The graph above indicates that 24.0% strongly disagree, 32.0% disagree, and 16.0% remain neutral, 20.0% agree and 4.0% strongly agree with the statement. Only 4.0% of participants did not respond to the statement.

**Figure 4.16: It would be very hard for me to leave my organisation right now, even if I wanted to**



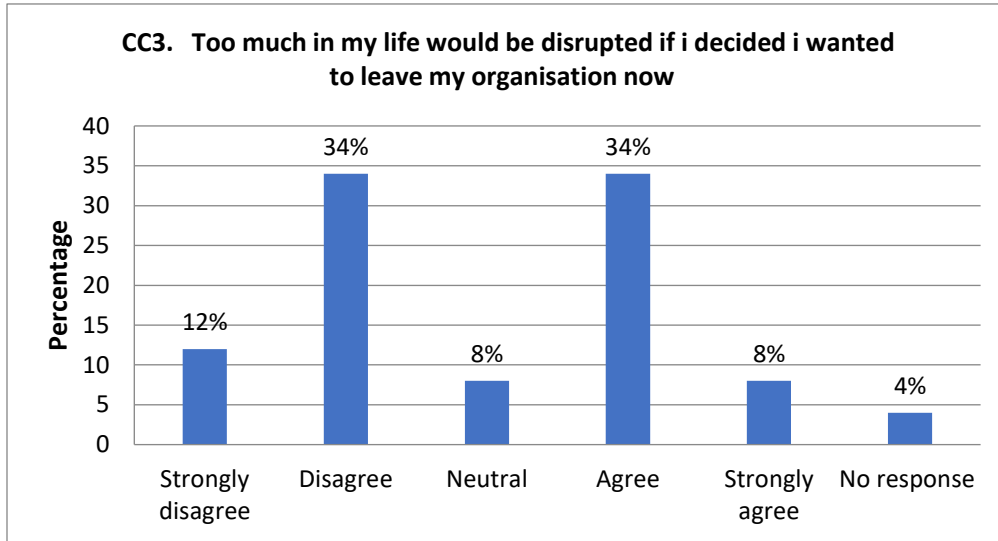
**Figure 4.16** illustrates the perceptions of participant respondents in organisational commitment. The study revealed that 12% strongly disagree, 40% disagree, 10% remain neutral, 28% agree and 6% strongly agree with statement CC2: It would be very hard for me to leave my organization right now, even if I wanted to.

Chowwen (2012) note that organisational commitment represents a psychological link between employees and their organization which makes voluntarily turnover less likely. In Continuance commitment (perceived cost of leaving), the main concern is an employee's feeling with regards to the cost associated with leaving the organisation.

This type of commitment is illustrated by employees who remain committed in their company because of not being able to match their salary expectation or benefits with a potential employer. Some employees retain their organisational memberships willingly, due to personal investments attained by the employee that are not transferable such as friendship at work, retirement and pension benefits, career advancement opportunities and skills and competencies acquired whilst working for the current employer, years of service/tenure, community outreach that may have an

emotional bond in that particular location and other beneficial factors that might hinder the employee to seek other employment opportunities (Chowwen, 2012).

**Figure 4.17: Too many in my life would be disrupted if I decided I wanted to leave my organisation now**

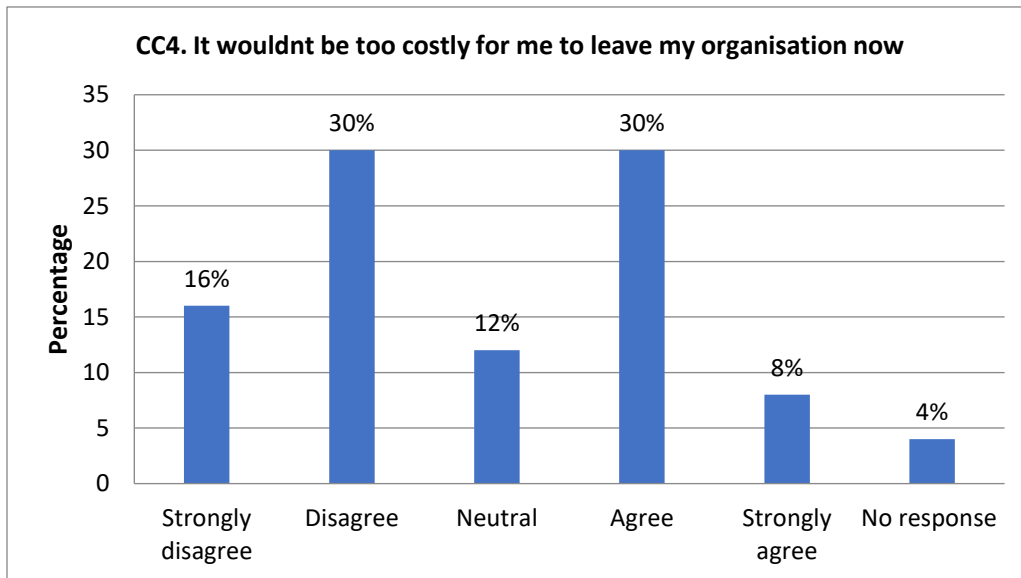


**Figure 4.17** illustrate the perceptions of respondents in this study. It depicted that 12.0% strongly disagree, 34.0% disagree, and 8.0% remain neutral, 34.0% agree and 8.0% strongly agree with the statement CC3: Too much in my life would be disrupted if I decided I wanted to leave my organization now. Employees may decide to stay with the organisation as result of personal investments such as; close relationship obtained at work, friendship at work, retirement benefits, skills acquired in the organisation, duration of employment, sense of comfort in the organisation and the community involvement and other factors that makes leaving the organisation costlier compared to other employment opportunities (Chowwen, 2012). Venturing to a new career and taking new job opportunities, employees might have to consider cost of relocation such as finding a new place to stay, the cost of living in that location, making new relationships, sometimes considering the cost of relocating with the whole family.

In a study by Joiner and Bakalis (2006) on the antecedents of organisational commitment among Australian casual academics and Asli (2011) study on involvement of employees in Turkey findings depicted that both male and female participant’s demonstrated similar perception of

commitment in the workplace. However, the findings of the previous studies depicted that married employees preferred stable employment due to family responsibilities and remained in an organisation due to financial factors (Mathieu & Zajac, 1990).

**Figure 4.18: It wouldn't be too costly for me to leave my organisation now**



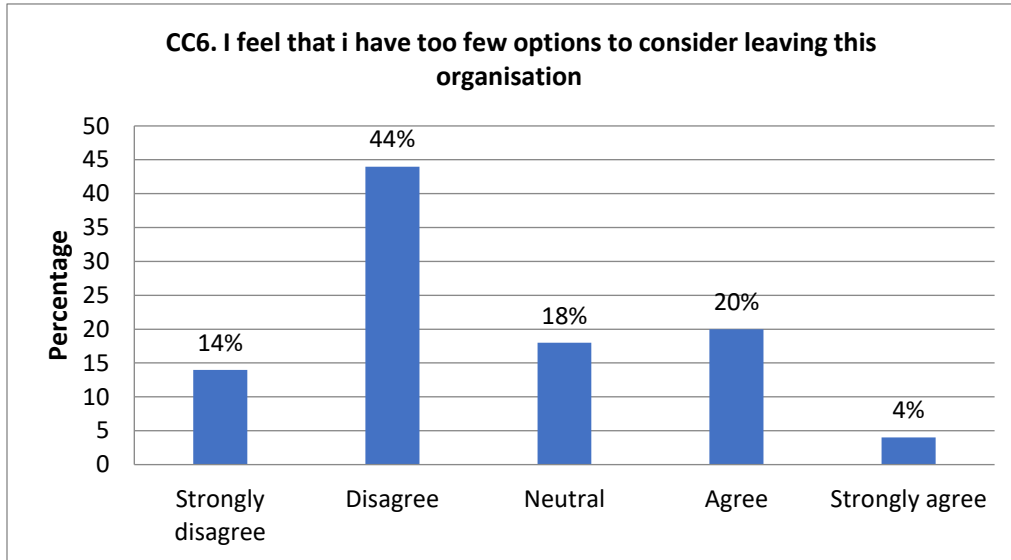
**Figure 4.18** illustrates the perceptions of respondents in this study. It demonstrates that 16.0% strongly disagree, 30.0% disagree, and 12.0% remain neutral, 30.0% agree and 8.0% strongly agree with the statement CC4: It wouldn't be too costly for me to leave my organization now. Amantha et al. (2013) state that a fringe benefit is referred to as the indirect reward accrued from the employee's organisational membership. These benefits are perceived imperative because they influence an employee to stay in the organisation. Moreover, employees prefer organisations that will give them better benefits for their future investments (Amantha et al., 2013).

Employees may leave an organisation due to their economic needs arising. Hence; if the employer cannot help the employee meet his/her needs, the employee might consider leaving the organisation to seek better employment opportunities that can offer better incentives so that the employee can minimize their economic pressure. Interestingly, in this study findings depicted that 30% agreed whilst 30% disagreed with the statement. The reason for such results might be that some academics are relatively new within the university therefore; considering cost of relocation



might be high, however employees that have worked for more than 5 years might find relocating to another organisation less costly due to their economic stability.

**Figure 4.19: I feel that I have too few options to consider leaving this organisation**

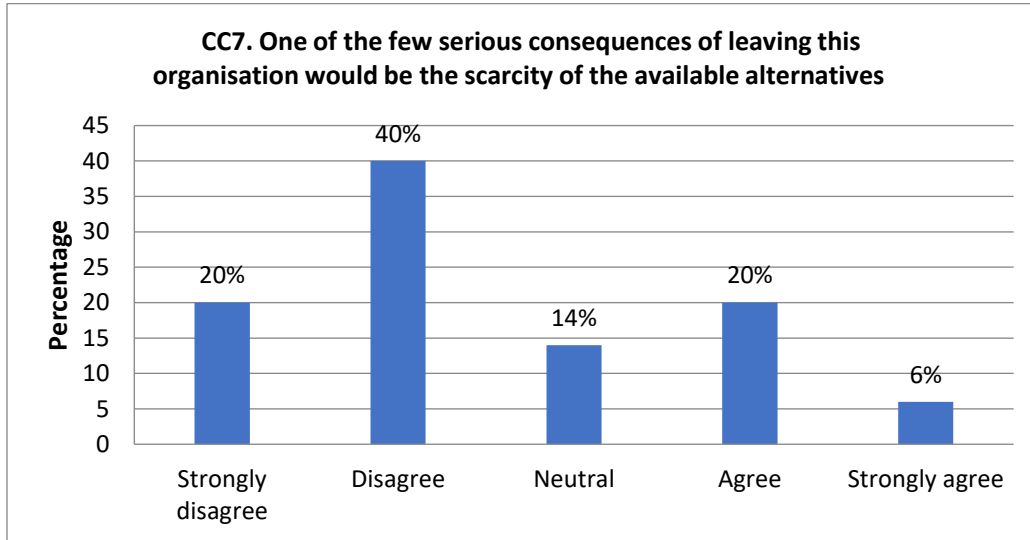


**Figure 4.19** illustrates the perceptions of respondents in this study. It shows that 14.0% strongly disagree, 44.0% disagree, and 18.0% remain neutral, 20.0% agree and 4.0% strongly agree with the statement CC6: I feel that I have too few options to consider leaving this organization.

According to Amantha & Arokiasamy (2013), voluntary turnover is when an employee withdraws from an organization that they currently working in. There are various elements that contribute to employee’s turnover such as; job dissatisfaction, workplace stress and perceived desirable employment opportunities (Rita-Negrin & Tzafir, 2004).

According to Putranta (2008) research study on academic staff in the University of Notre Dame, Australia revealed that their attachment was based on continuance commitment therefore, they stayed in the institution because they did not want to lose the privileges attained in the university during their tenure when they depart from the organisation and they perceived less favourable job opportunities compared to the current job. This study results are contrary to Putranta (2008)’s study, hence majority of the employees disagreed with the statement.

**Figure 4.20: One of the few serious consequences of the leaving this organisation would be the scarcity of the available alternatives**

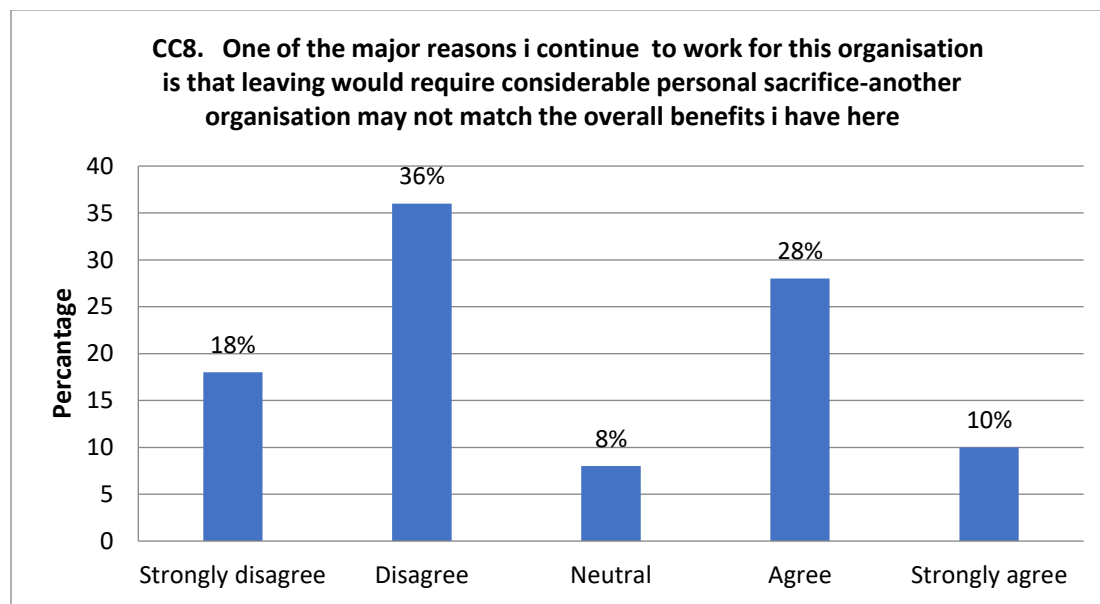


**Figure 4.20** illustrates the perceptions of respondents in this study. It shows that 20.0% strongly disagree, 40.0% disagree, and 14.0% remain neutral, 20.0% agree and 6.0% strongly agree with the statement CC7: One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.

Some studies depicted that lack of organizational commitment among employees may lead staff members to look for other employment alternatives and positions (Reed et al., 1994). Similarly, Joo (2010) study findings revealed that employees with low level of commitment are often waiting for other more favourable employment opportunities so that they can quit the current job. This finding is supported by recent studies that employees' attachments to organisations has decreased over the years because when employees become less attached to their organisations, it is due to the variety of employment opportunities foreseen and employment mobility (De Feyter, Smulders, & Vroome, 2001; Verbruggen 2012). The scarcity of employment opportunities results in continuance commitment based on membership, where employees are committed based on the financial worth of remaining with an organisation weighed against leaving it (Coetzee and Roythorne-Jacobs, 2007).

This study results reports that majority of the participants disagreed with statement, thus this means academic staff are not worried about the scarcity of employment opportunity. Additionally, this further shows that there are a variety of employment opportunities perceived by the employees in the Higher Learning Institution for academic posts.

**Figure 4.21: One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice-another organisation may not match the overall benefits I have here**

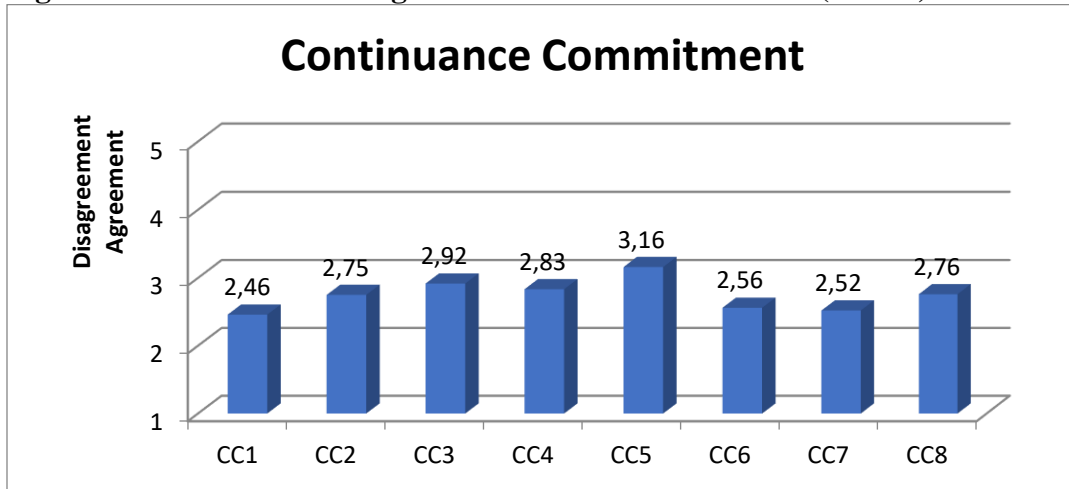


**Figure 4.21** illustrates the perceptions of respondents in this study. It shows that 18.0% strongly disagree, 36.0% disagree, and 8.0% remain neutral, 28.0% agree and 10.0% strongly agree with the statement CC8: One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice -another organization may not match the overall benefits I have here.

Organizational commitment is a dominant factor that affecting the level of accomplishment in many institutions (Chong et al., 2017). The major issues that can be seen today are that academic staff experience low level of job satisfaction, commitment and not satisfied with their salaries, not congruent with the expectations of the organisation, which may inevitably constitute to poor organisations outcomes and high turnover (Klopper, 2012). Employees remain committed in their

company because of not being able to match their salary expectation or benefits with a potential employer.

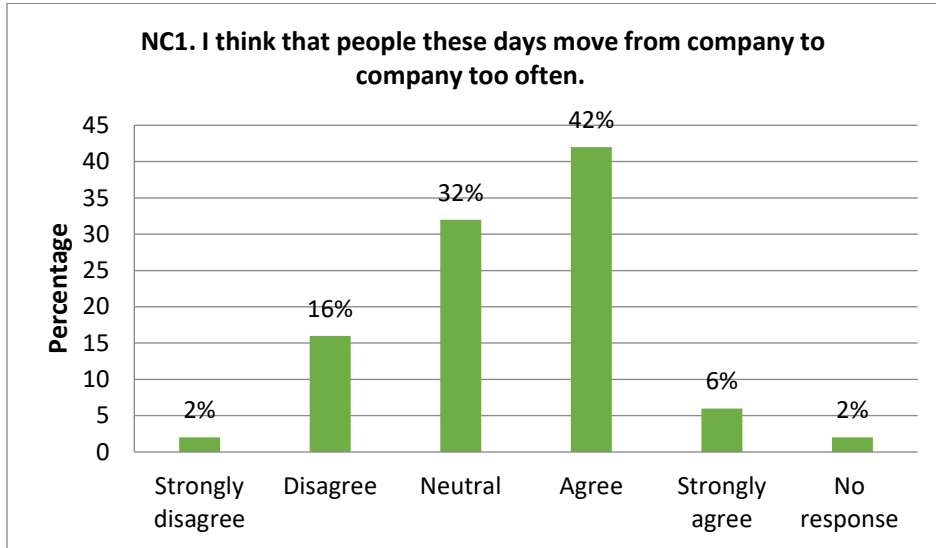
**Figure 4.22: Continuance organisational commitment scale (COCS) results**



**Figure 4.22** illustrates that there is significant disagreement that: I am not afraid of what might happen if I quit my job without having another one lined up ( $M=2.46$ ),  $t=47 = -3.122$ ; I feel that I have too few options to consider leaving this organization ( $M=2.56$ ),  $t(49) = -2.830$ ,  $p>0.05$ ; One of the few serious consequences of leaving this organization would be the scarcity of available alternatives ( $M=2.52$ );  $t(49) = -2.830$ ,  $p>0.05$ .

#### 4.4 Normative Commitment

**Figure 4.23: I think that people these days move from company to company too often**

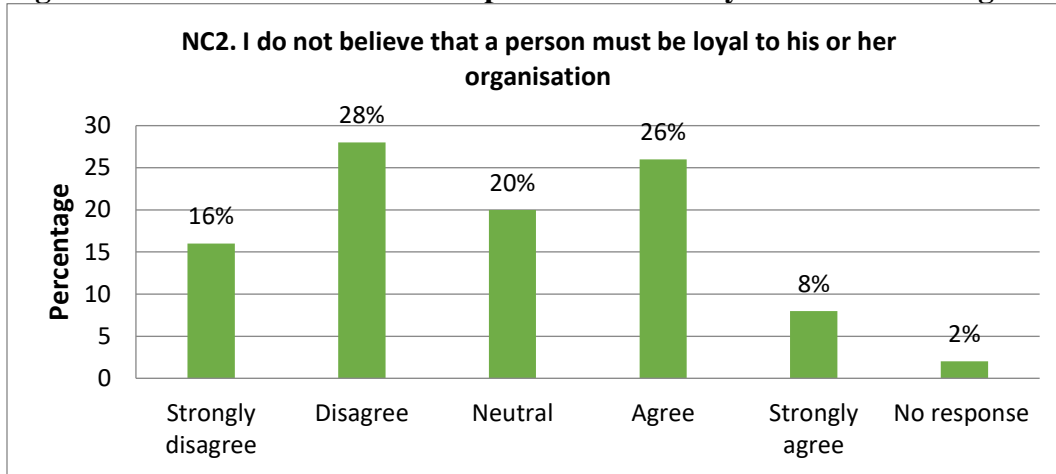


**Figure 4.23** illustrates the perceptions of respondents in this study. It illustrates that 2.0% strongly disagree, 16.0% disagree, and 32.0% remain neutral, 42.0% agree and 6.0% strongly agree with this statement. Only 2% did not respond to this statement.

Valentine et al. (2002) study findings reported that organisational commitment is positively related to person–organisation fit. Other research also depicted that some discrepancies between the employee’s characteristics and attributes of their organisations is strongly associated with job dissatisfaction, low organisational commitment, substandard job performance, job stress and turnover (Peterson, 2003; Schneider Goldstein, & Smith, 1995).

Coetzee and Schreuder (2009) note that individual’s psychological career resources are significantly influenced by their career orientations and career motives. Furthermore, Coetzee and Bergh (2009) report that psychological career resources are a significant predictor of subjective work experiences such as; perceived life and job/career satisfaction.

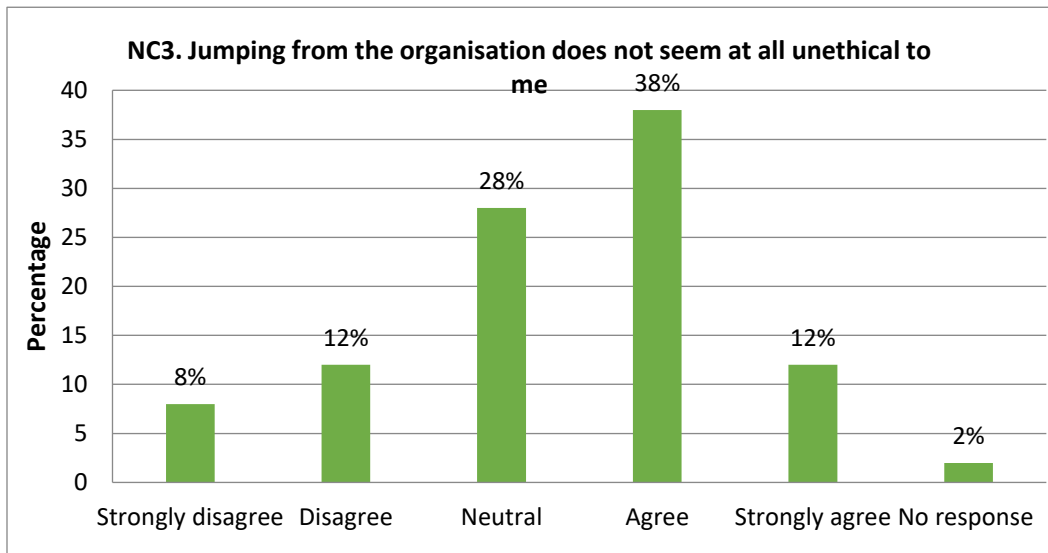
**Figure 4.24: I do not believe that a person must be loyal to his or her organisation**



**Figure 4.24** illustrates the perceptions of respondents in this study. It shows that 16.0% strongly disagree, 28.0% disagree, and 20.0% remain neutral, 26.0% agree and 8.0% strongly agree with the statement NC2: I do not believe that a person must always be loyal to his or her organization. Only 2% of the participants did not respond to the statement.

Loyal and engaged employees are more likely to exhibit high organisational performance and contribute positively towards business outcomes such as; high rate of sales, high productivity and profits (Armstrong and Taylor, 2013; Njanjobea, 2016). It important that human resources management practitioners and employers implement commitment strategies that can shape desired attributes, behaviours to forge psychological links between organisation and individuals' goals.

**Figure 4.25: Jumping from the organisation does not seem at all unethical to me**



**Figure 4.25** illustrates the perceptions of respondents in this study. It shows that 8.0% strongly disagree, 12.0% disagree, and 28.0% remain neutral, 38.0% agree and 12.0% strongly agree with the statement NC3: Jumping from organization to organization does not seem at all unethical to me. Only 2% of the participants did not respond to the statement.

According to Allen and Meyer (1990), internalised normative notion of responsibility in the organisation and commitment enables employees to continue their employment contract with their organisation as a sense of appreciation. The normative commitment is concerned with individuals' feelings of being morally obligated to remain in their organisation, regardless of the fulfilment that organisation might give the individual over the years (March & Mannari, 1977).

Ethics is about the moral courage to 'do the right thing' and comprise the ethical values and norms guiding an organisation. It shapes what people do and who they are and conform to idea of committing to the truth. Organisational ethics defines how ethical issues are addressed within an organisation through organisational policies, procedures, and practices in moral issues. Organisational ethics are intended to influence employees' behaviour.

**Figure 4.26: One of the major reasons I work for this organisation is that I believe the loyalty is important and therefore feel a sense of moral obligation to remain**



**Figure 4.26** illustrates the perceptions of respondents in this study. It shows that 10.0% strongly disagree, 24.0% disagree, and 26.0% remain neutral, 30.0% agree and 8.0% strongly agree with the statement NC4: One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain. Only 2% of the participants did not respond to the statement.

Organizational commitment refers to the extent to which an employee develops a bond and feels a sense of loyalty towards their employer (Hirschman, 1970). In this study, majority of the respondents feels a sense of loyalty towards the organisation, therefore feels morally obliged to retain their organisational membership. Other factors such as; praise and recognition perpetuate employees' commitment and loyalty (Olivier, 2011).



These findings collaborate with, Back et al. (2011)'s study results that employees stay in an organisation because they feel they should be loyal to their employer. For instance, an employee may go to an extent of remaining in an organisation even when it is no longer beneficial for them but stay anyway because they feel obliged to stay with their respective organisation during its time of need (Redmond, 2016).

Robbins et al. (2009) argue that this obligation stems from the morale of the employee and the ethical standards of the employee towards the organisation. Puntranta (2008) point out that when employers offer greater benefits beyond the employee's expectation and beyond the benefit that usually employer's offers to their employee, such as training, and pay for university fees to advance their career, in such instances, an employee may feel obligated repay the employer by choosing to retain their organisational membership because of the investment the employer has done for the employee. Additionally; Dubazane (2015) argues that employees who are normatively committed put the interests of the organisation first before their personal benefits.

**Figure 4.27: If I got another offer for a better job elsewhere I would not feel it was right to leave my organisation.**

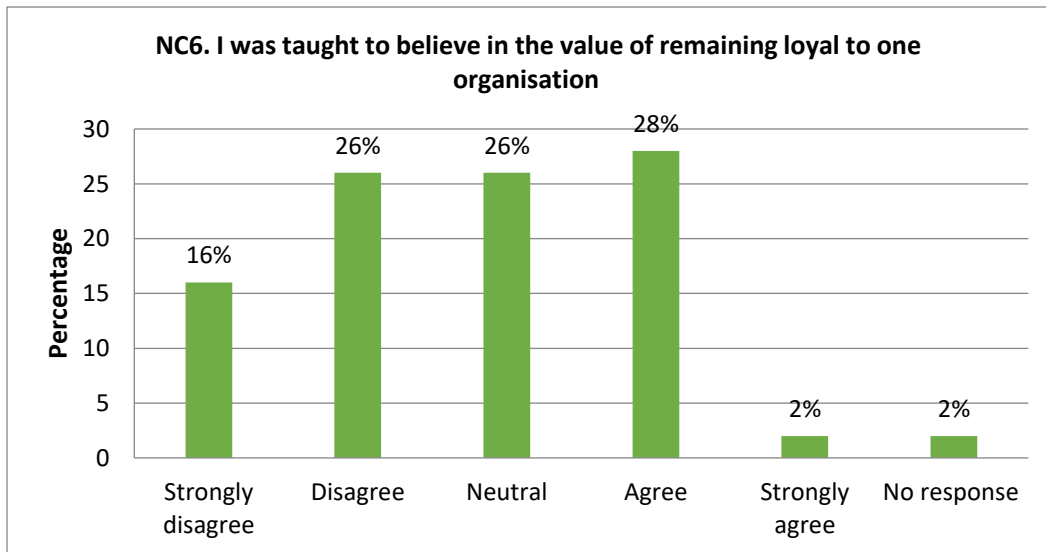


**Figure 4.27** illustrates the perceptions of respondents in this study. It shows that 22.0% strongly disagree, 30.0% disagree, and 24.0% remain neutral, 14.0% agree and 6.0% strongly agree with

the statement NC5: If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization. Only 2% of the participants did not respond to the statement.

Normative commitment is the obligation to remain with the organisation (Allen and Meyer, 1991), hence; employees feel obligated to remain with employment contract with the employer because they owe the employer and have sense of moral responsibility to remain in the organisation. These feelings may arise because an employer took a chance on the employee when nobody else would. Therefore, the employee feels a reciprocal need to remain in the organisation or indebted by the employer. Moreover, employees maintain their organisational membership due to their ethical and moral consciousness and it becomes difficult to terminate employment contract with the employer (Chovwen, 2012).

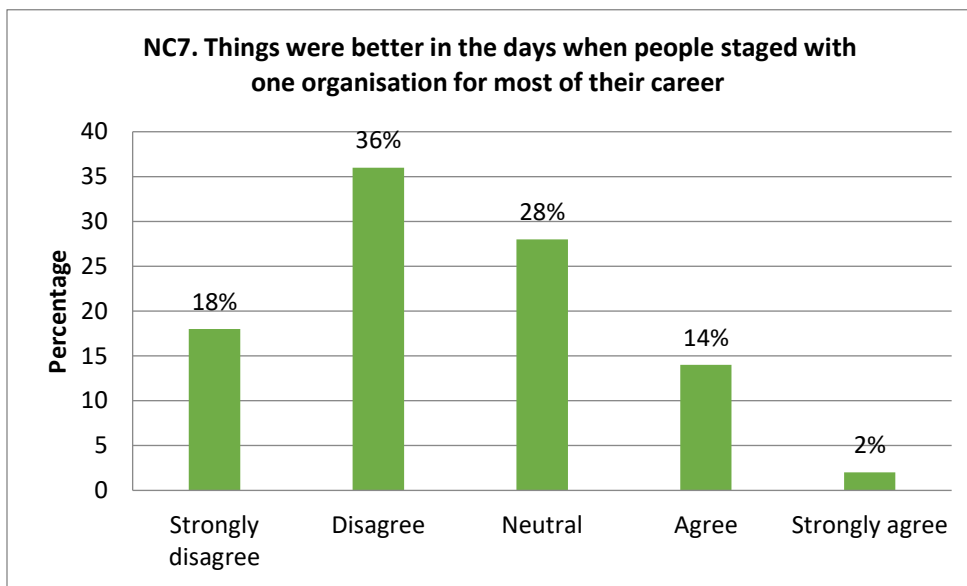
**Figure 4.28: I was taught to believe in the value of remaining loyal to one organisation**



**Figure 4.28** illustrates the perceptions of respondents in this study. It shows that 16.0% strongly disagree, 26.0% disagree, and 26.0% remain neutral, 28.0% agree and 2.0% strongly agree with the statement NC6: I was taught to believe in the value of remaining loyal to one organization. Only 2% of the participants did not respond to the statement.

Most organizations prefer to hire loyal and committed employees, because these employees will devote their full capabilities to work (Deepa et al., 2014). Hope (2003) looked at the implications of certain dimensions of behaviours on subsequent attitudes. The findings stated that employees who freely choose to behave in certain way and become committed to the chosen behaviour and thus develop attitudes consistent with their choice.

**Figure 4.29: Things were better in the days when people staged with one organisation for most of their career**



**Figure 4.29** illustrates the perceptions of respondents in this study. It shows that 18.0% strongly disagree, 36.0% disagree, and 28.0% remain neutral, 14.0% agree and 2.0% strongly agree with the statement NC7: Things were better in the days when people stayed with one organization for most of their careers. Only 2% of the participants did not respond to the statement.

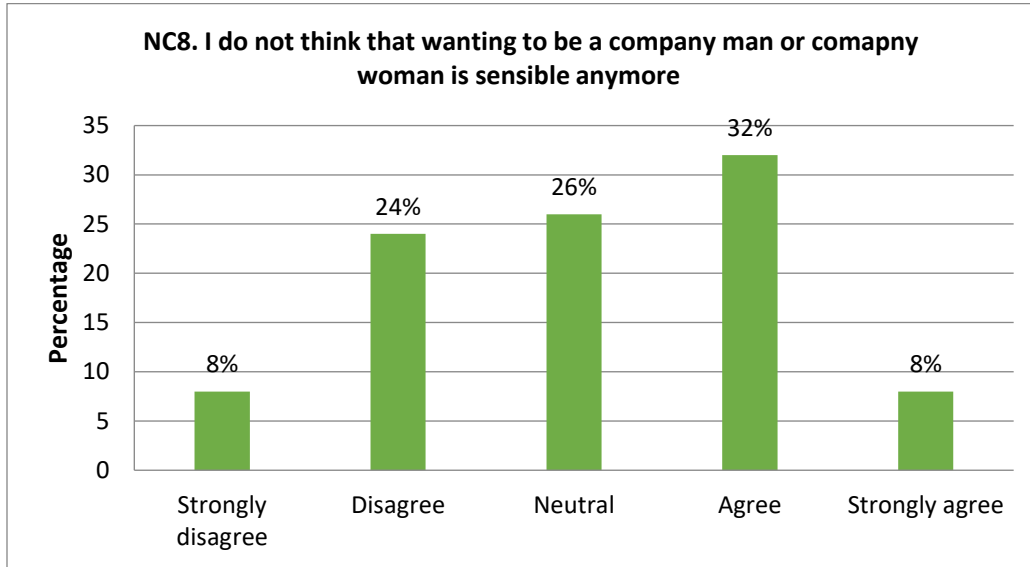
In the contemporary world of work, trends are constantly changing as a result renewed interests among employees needs to be triggered so that internal and psychological factors are perpetuated to contribute to employees' commitment in the workplace. Organisations that are interested in retaining skilled and competent key personnel need to establish favourable organisational conditions that elevate employee's careers and readdress different career needs to cater for diverse

personnel (Coetzee & Schreuder, 2008; McNeese-Smith & Van Servellen, 2000). Employees become committed towards their organisation when they perceive that their psychological needs are being met by the organisation, whether they are treated with respect and recognised for their contribution towards their organisation (Hughes & Half, 2009).

Coetzee (2008) notes various mechanisms that contribute to an individual's repertoire of psychological resources such as career preferences, career values, career drivers, career enablers and career harmonisers. Brousseau (1990) notes that career preferences guide's individual's career paths or moves while career values serves as a reference frame of motivation for career preferences.

*Career drivers* are concerned with individual's sense of career purpose, directedness and orientation towards career venturing. Individuals that are career oriented have an energetic attitude and are motivated to experiment with diverse career options and employment variety of opportunities thus individuals look at who they can become in the long term of their career and future job roles (Coetzee, 2008). Career directedness can be perceived as individual's clarity about future career plans and direction, moreover knows where to get the support system that can permit the individual to achieve career goals and venture into new job opportunities. Career venturing is the notion of individuals undertaking career risks and experimenting new career path (Coetzee, 2008).

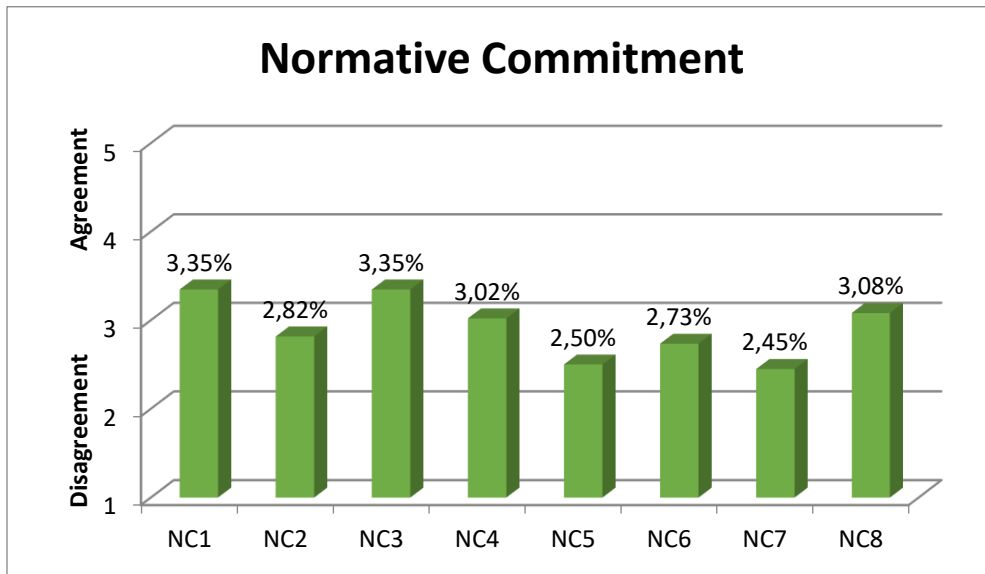
**Figure 4.30: I do not think that wanting to be a company man or company woman is sensible anymore**



**Figure 4.30** illustrates the perceptions of respondents in this study. It shows that 8.0% strongly disagree, 24.0% disagree, and 26.0% remain neutral, 32.0% agree and 8.0% strongly agree with the statement NC8: I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. Only 2% of the participants did not respond to the statement.

Research has shown that, from the perspective of the individual, the turbulent careers context has led to a growing concern for developing a range of psychological career resources or career meta-competencies that enable people to take ownership of their careers and be proactive agents in managing their careers and improving their employability (Baruch, 2004; Coetzee & Roythorne-Jacobs, 2007). Furthermore, Coetzee and Bergh (2009) findings showed that individuals' psychological career resources predict their life satisfaction, job and career satisfaction, sense of happiness and the meaning they attach to the importance of work in their lives.

**Figure 4.31: Normative organisational commitment scale (NOCS) results**



**Figure 4.31** There is significant agreement that: I do not believe that a person must always be loyal to his or her organization ( $M=2.82$ ),  $t(48) = -1.040$ ,  $p=.003$ . One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain ( $M=3.02$ ),  $t(48) = .125$ ,  $p>.05$ ; I was taught to believe in the value of remaining loyal to one organization ( $M= 2.73$ ),  $t=48 =-1.667$ ,  $p>0.05$ .

There is significant disagreement that: I think that people these days move from company to company too often ( $M=3.35$ ),  $t(48) = 2.691$ ,  $p>.05$ ; Jumping from organization to organization does not seem at all unethical to me ( $M= 3.35$ ),  $t(48) = 2.189$ ,  $p>0.05$ ; Things were better in the days when people stayed with one organization for most of their careers ( $M=2.45$ ),  $t(48) = 3.775$ ,  $p>0.05$ .

There certain items need to be reverse coded so that they all measure commitment. These items are: AC4; AC5, AC6, AC8; CC1, CC4; NC2, NC3, NC8.

#### 4.5 Reliability of the Organisational Commitment Questionnaire (OCQ)

**Table 1: Cronbach's Coefficient Alpha**

<b>Construct</b>	<b>Items included</b>	<b>Items excluded</b>	<b>Cronbach's alpha</b>
<b>Affective commitment</b>	1 2 3 4* 5* 6* 7 8*	-	.801
<b>Continuance commitment</b>	1* 2 3 5 6 7	4* 8	.738
<b>Normative commitment</b>	3* 4 6 7 8*	1 2* 5	.700

**Table 1** indicates that the reliability scores for the three dimensions of the OCQ varied between 0.801 for Affective Commitment to 0.738 for Continuance Commitment and Normative 0.700. Cronbach's Coefficient Alpha values less than 0.6 indicate a weak research instrument and above 0.7 indicates that the research instrument has a high degree of reliability (Pallant, 2011). In terms of the reliability criterion, all dimensions demonstrated high reliability scores and are considered to be more than acceptable for this study.

**Table 2: One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
AC	50	3.3420	.66623	.09422
CC	50	2.9000	.75443	.10669
NC	50	2.7720	.75052	.10614

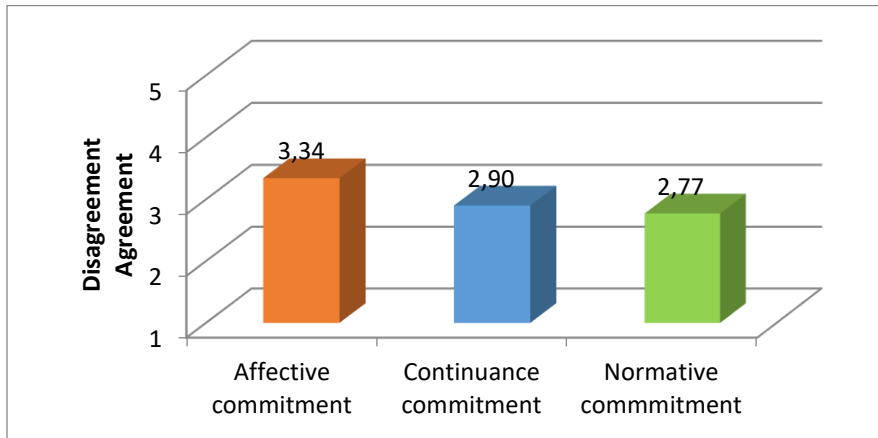
**Table 4: One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
AC	3.630	49	.001	.34200	.1527	.5313
CC	-.937	49	.353	-.10000	-.3144	.1144
NC	-2.148	49	.037	-.22800	-.4413	-.0147

**Table 4** indicates that there is significant agreement that AC ( $M=3.3420$ ),  $t(49) = 3.630$ ,  $p > .05$ ; and sig disagreement that there is NC ( $M = 2.7720$ ),  $t(49) = 2.148$ ,  $p > 0.05$ . CC reported neither disagreement nor agreement ( $M=2.900$ ),  $t(49) = .937$ ,  $p = 0.05$ .



**Figure 4.32** Friedman’s test



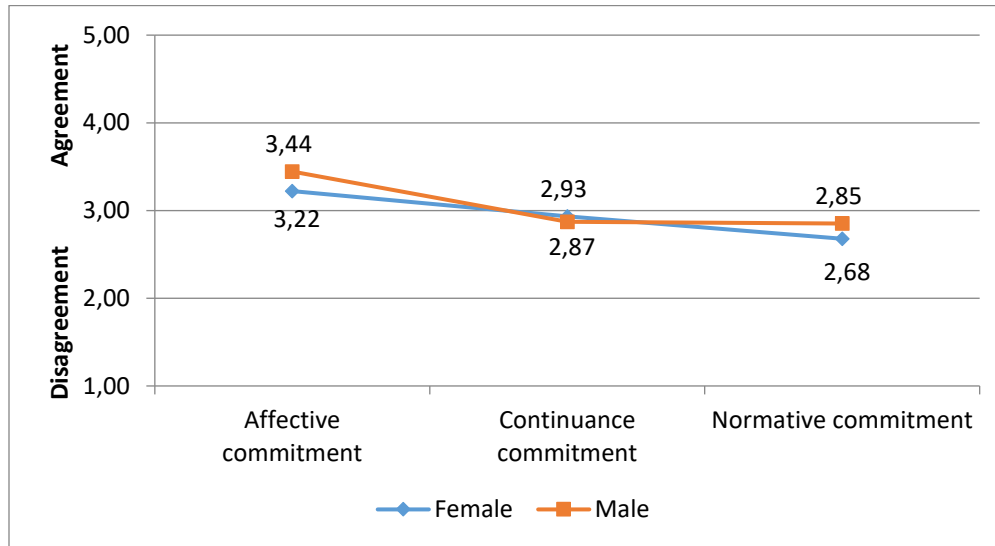
With reference to **Figure 4.32** Friedman’s test was done to test if there is a significant difference across the 3 types of commitment. The Friedman Test indicated that there is a significant difference in the level of commitment across the three types,  $\chi^2 (2) = 20.513, p > .05$ . Affective commitment is significantly higher than either continuance or normative commitment.

**The independent samples t-test is used for this.**

**Table 6: Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
AC	Female	23	3.2217	.65597	.13678
	Male	27	3.4444	.66986	.12892
CC	Female	23	2.9348	.74491	.15533
	Male	27	2.8704	.77533	.14921
NC	Female	23	2.6783	.69997	.14595
	Male	27	2.8519	.79536	.15307

**Figure 4.33: Group Statistics respondents in gender**



**Figure 4.33 findings illustrates the following results:**

- There is not a statistically significant difference in the mean AC for males and females.  $p < 0.005$  Hence  $p = .243$
- There is not a statistically significant difference in the mean CC for males and females.  $p < 0.005$  Hence  $p = .767$
- There is not a statistically significant difference in the mean NC for males and females  $p < 0.005$  Hence  $p = .421$

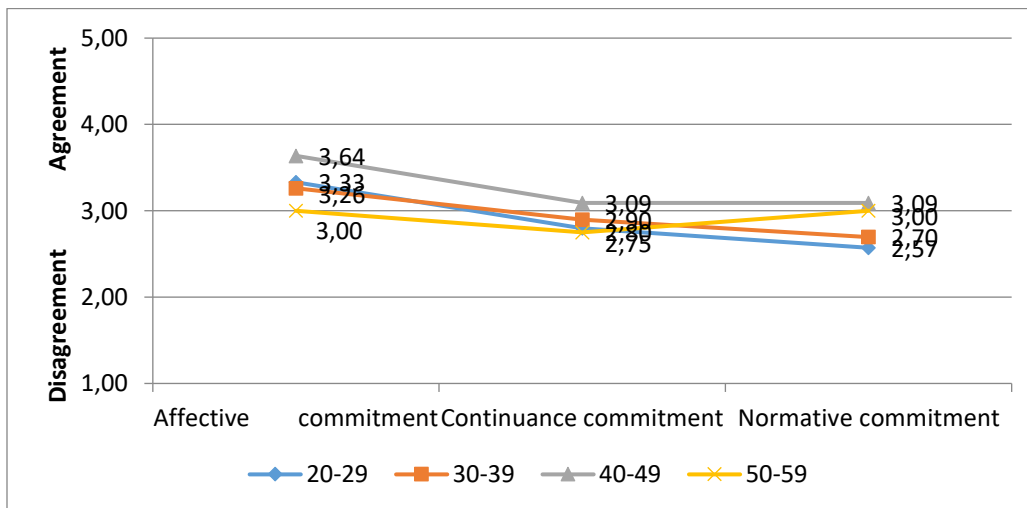
There is no statistical difference in significance in perceptions of respondents of different age groups and gender groups towards affective and normative commitment. Similar results were depicted in Zincume (2012)'s study.

Therefore, one can conclude that there is no significant difference across gender in any of these commitments.

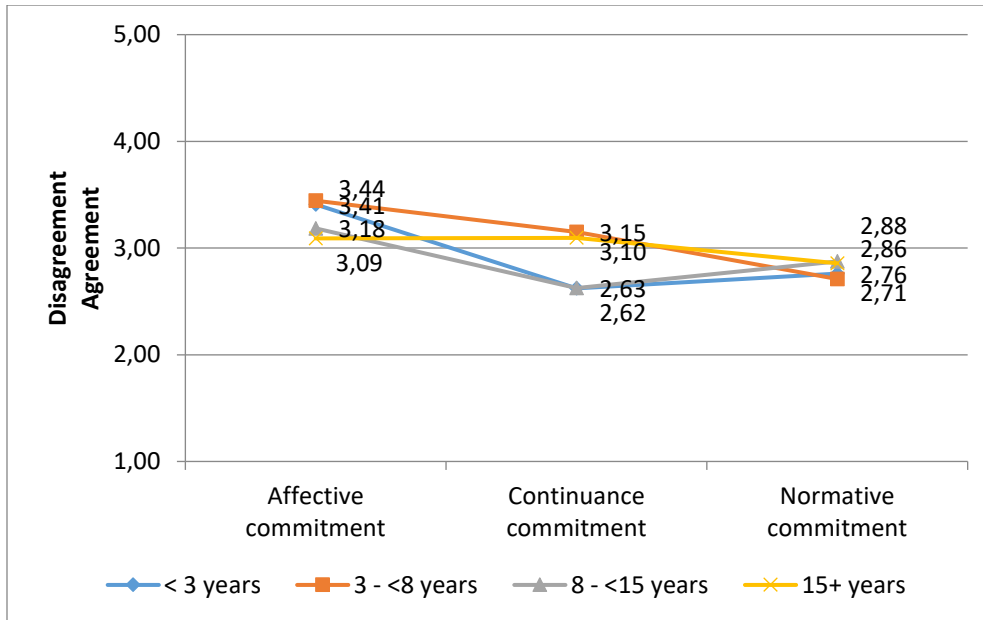
#### 4.6 ANOVA test

The Anova results indicated there is a small mean difference between the groups. Contrary, Dick (2011), Salami (2008) & Myers (2008) study results reported that age was a factor that significantly contributed to affective commitment. The study results reveal no significant difference in the academic staff age group and normative commitment and this finding yielded similar results as the previous studies (Singh, 2008). According to Singh's (2008), participants of different age groups have similar perceptions towards normative commitment. Salami (2008) & Gasic & Pagon (2004) study results are contrary with the current study findings and they indicated that staff age was an essential predictor of normative commitment. Gasic & Pagon (2004) study findings suggested that police officers in the age group between 41 and 50 years showed higher levels of normative commitment than those of the age group between 31 and 40 years.

**Figure 4.33: Respondent's for age groups**



**Figure 4.34 Respondent's Tenure**



With reference to **Figure 4.34** the current study results showed no statistical difference in significance in perceptions of academics of different tenure towards affective, continuance and normative commitment. Academic staff with tenure between 3-8 years showed high levels of affective commitment than academic staff with tenure between 15 +years. The study findings are contrary to the research findings of Paul & Anantharaman, (2004). In 2004, Paul & Anantharaman, conducted a study that depicted similar perception towards continuance commitment and study results expressed that continuance commitment was based on the costs that are associated with leaving the organization.

#### **4.7 Summary**

This chapter has provided an overview of the findings obtained from the empirical analysis of the data and the data was coded and statistically analyzed. This chapter has provided the results of the descriptive statistics, t-test conducted on the three forms of organisational commitment through the statistical analysis that was conducted using SPSS 21. The reliability of all the scales used was also examined. Chapter five will present a discussion of the research findings.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMEDATIONS**

### **5.0 Introduction**

This study assessed the effect of organizational commitment (affective, normative and continuance) among academic staff in UKZN. Recommendations and suggestions for further research are also provided in this chapter. The objectives of the study are stipulated below:

1. To determine the effect of continuance commitment on organisational commitment among academic staff in the UKZN.
2. To assess the influence of affective commitment on organisational commitment among academic staff in UKZN.
3. To determine the influence of normative commitment on organisation commitment among academic staff in UKZN.

### **5.1 Findings**

The study findings revealed that there is no significant difference between two forms of commitment (normative commitment and continuance commitment). However, the results depicted strongest impact on affective commitment and normative as compared to continuance commitment.

The study findings revealed different perceptions between participants' biographical variables and the three dimensions of organisations commitment (affective, normative and continuance commitment). The results are as follows:

- There is no statistical difference in significance in perceptions of respondents of different age groups and gender groups towards affective and normative commitment.
- There is no significant difference across service towards the three dimensional of organisational commitment.
- There is no significant difference across gender in any of the organisational commitment (affective, continuance and normative).

- There is no significant difference across age groups in any of the organisational commitment (affective, continuance and normative).

In the independent samples t-tests results showed no statistical difference in significance in the different gender towards all three dimensions of organisational commitment (affective, continuance and normative commitment).

The study findings also revealed that out of the three dimensions of organisational commitment, affective commitment was found to be the most dominant form of organisational commitment that drives the academic staff of College of Law and Management at UKZN.

### **5.1.1 Three Dimension of Organisational Commitment**

The responses from study participants indicated that there is no statically significant difference across the three forms of commitment namely affective, continuance and normative commitment. Normative commitment yielded the lowest level, followed by the continuance commitment but normative commitment depicted highest level. For the purpose of the present study, the three-component conceptualization by Allen and Meyer (1991) was adopted.

#### **5.1.1.1 Affective commitment**

The study results revealed that there is a positive significant relationship between affective commitment and the level of organisational commitment. It is evident that Affective commitment was dominant and had a strong influence on the level of organisational commitment of academic staff at UKZN compared to the other two constructs of commitment. Majority of the participants agreed that they would be happy to spend the rest of their career at UKZN. This study findings are contrary to Zincume (2012)'s study where employees expressed a low level of affective commitment because the majority do not feel that the problems and goals of Forensic Science Laboratories (FSL) are their own and they would not be happy to spend the rest of their career in FSL. Bragg (2002) refer to these type of employees as employees that have a "want to" be

commitment attitude and go the extra mile to deal with problems of the organisation and take responsibility (Zincume, 2012).

#### **5.1.1.2 Normative commitment**

The study results showed that no significant relationship between normative commitment and the level of commitment exhibited by academic staff at UKZN. The current study reported that the normative commitment of academic staff does not have an influence on the organisation commitment. Majority of the participants expressed that they will not feel guilty to leave UKZN for another Higher Education Institution. This study results collaborate with the Zincume (2012) findings that indicated majority of analysts expressed that they will not feel guilty to leave FSL for another organisation because they do not believe in loyalty and do not feel a sense of moral obligation to remain with FSL. According to Bagraim (2003), employees that are normatively commitment have internal belief and enacted feeling of obligation and responsibility towards an organisation and is based on feelings of loyalty.

#### **5.1.1.3 Continuance commitment**

In this study, participants indicated a low level of continuance commitment. Therefore, this indicates that staying with UKZN is not a matter of necessity as much as a desire nor the scarcity of alternative employment and costs associated with leaving. Bragg's (2002) study findings considered these employees as workers who are trapped. They remain with the organisation for many or different types of reasons. One of the reasons would be scarcity of employment alternatives elsewhere. According to Bragg (2002), these employees have undesirable behaviours such as absenteeism, bad attitudes towards work and their colleagues, poor performance and habits, and disobey organisational rules and regulations and instructions from management and supervisors.

It is important that organizations understand the essence of commitment among employees and relevant measures to foster a higher yield of commitment. These tools found can help organizations

to solve some of the organisational dilemmas that organizations are often face with such as absenteeism, financial crises and job-related behaviors among employees.

## **5.2. Conclusions of the findings**

### **5.2.1 Affective Commitment**

The majority of the participants were noted to be happy to spend the rest of their career at UKZN. This means happiness has a significant contribution towards affective commitment. There are other factors that also contributed toward affective commitment such as employees feelings of attachment towards the organization, to an extent that respondents feels that the university problems are also their own. This psychological notion support why 50% of the respondents noted that they feel like part of the family at their organization. These findings are similar to Coetzee Ferreira and Coetzee (2010) argue that AC is an emotional attachment exhibited by the employees and through identifying with the organisation, the employee willingly become involved in the organizational activities. Some academics alluded that UKZN has a great deal of meaning for them. This indicates that employees are more like to exhibit high level of engagement in the organizational activities, identifies with the values of the organization, as a results employees can contribute high level commitment towards their organization. This is further aligned to the findings of Maharaj and Schlechter (2007) study , that illustrated that meaningfulness at work is an essential psychological condition, which is fundamental for employees personal growth, group, organisational commitment and organisational citizenship behavior.

### **5.2.2 Continuance commitment**

In Continuance commitment (perceived cost of leaving), the main concern is an employee's feeling with regards to the cost associated with leaving the organisation. This type of commitment is illustrated by employees who remain committed in their company because of not being able to match their salary expectation or benefits with a potential employer. In this study most respondents stated that it wouldn't be very hard for them to leave the orgainsation. This means high level of voluntary turnover can be anticipated. There are various elements that contributes to employee's turnover such as; job dissatisfaction, workplace stress and perceived employment opportunities



(Rita-Negrin & Tzafrir, 2004). In this study voluntary turnover may be due to perceived favourable employment opportunities, with higher position and privileges. Interestingly, majority of the respondents stated that they are worried about scarcity of employment opportunities. This means there are many employment opportunities perceived by the employees in the Higher learning Institution for academic posts.

Some employees retain their organisational memberships willingly, due to personal investments attained by the employee that are not transferable such as friendship at work, retirement and pension benefits, career advancement opportunities and skills and competencies acquired whilst working for the current employer, years of service/tenure, community outreach that may have an emotional bond in that particular location and other beneficial factors that might hinder the employee to seek other employment opportunities (Chowwen, 2012).

### **5.2.3 Normative Commitment**

The normative commitment is concerned with individuals' feelings of being morally obligated to remain in their organisation, regardless of the fulfilment that organisation might give the individual over the years (March & Mannari, 1977). In this study majority stated that if they got another offer for a better job elsewhere, they would leave the organization. This indicates that employees are always seeking for personal growth and career options. Employees may career venture by undertaking career risks and experimenting new career path (Coetzee, 2008). These findings contradicts with, Back, Lee, & Abbott (2011)'s study results that employees stay in an organisation because they feel they should be loyal to their employer. For instance, an employee may go to an extent of remaining in an organisation even when it is no longer beneficial for them but stay anyway because they feel obliged to stay with their respective organisation during its time of need.

### **5.3 Recommendations**

This study has revealed some positive findings however, there are recommendations included in the study that are made for considerations. The implementation of the recommendation can foster and increase organisational commitment among employees. Furthermore, equip management with the skills and relevant measures that can help to retain their key personnel in the organisation.

Employers should encourage and involve employees in decision-making processes. This can also help the organization to improve thus employees can willingly take ownership of the successes and responsibility of the organization. This implies that employee's employment security is increased because this will mean employees get involved in the very critical issues that are facing employees and that are at upmost essential. These processes can be done through channel of communication between workers and management or supervisors.

#### **5.4 Suggestions for Further Research**

The current study adopted a cross-sectional design to assess the organisational commitment among academic staff in University of KwaZulu-Natal. For Future research, the researcher can adopt the longitudinal design so that participants are assessed over a period, this will enable the researcher to obtain richer data and determine changes of attitudes among participants.

The same study can be applied to different College and different campuses within University of KwaZulu-Natal so that the researcher can be able to compare the level of commitment in different campus and faculties. This is fundamental because as much as the school of IT and management belong to the college of law and management however, there are other schools that are offered within the college of Law and management in different campus e.g. it is offered in Howard College and PMB campus. Moreover, there may be different systems/method of lecturing that might be used/adopted that differs from other colleges in different campuses that might influence the level of commitment among academic staff. This will help to determine which college needs intervention the most or more attention so that there is a balance in the level of commitment throughout the UKZN staff.

#### **5.5 Limitations**

During the process of collecting data, the majority of participants were busy with the preparation with examination for students, thereafter some of the academic staff went on leave. This had a negative implication on the timeline of collecting data as a result the collection of data was delayed.

The study used a cross-sectional design to determine the relationships between the variables in the study. This design however does not determine causality between the variables. Secondly, the

study used non-probability convenience sampling whereby academic staff who were willing and available to complete the questionnaires were included in the sample. Fifty questionnaires were distributed and all questionnaires were answered however; some of the questionnaires were partially answered by the respondents.

Bias is one of the elements that can hinder the validity of the survey studies. The limitation of close-ended questionnaires is mostly rooted in measurement errors, as participants may not give authentic, and honest responses in the questionnaires. Questionnaires does not enable the respondents to give his yields in-depth information because the respondents know a lot about the topic and from that information the researcher make meaningful interpretations. For example, researchers have long recognized that social desirability bias is a persistent problem in which respondents tend to provide what they consider to be responses that the researcher wants to hear or will benefit them or society in some way (Brenner & DeLamater, 2016).

## **5.6 Summary**

This chapter provided a discussion of the study findings in congruence with the research questions and literature reviewed. The study findings indicated a significantly positive relationship among all the three dimensions of organisational commitment (affective and normative commitment). The study results also depicted no significant difference between a few biographical variables and the three dimensions of organisational commitment (affective, normative and continuance commitment).

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# Appendix 1



07 November 2017

Ms Cebile Ntuli (212509867)  
School of Management, IT & Governance  
Westville Campus

Dear Ms Ntuli,

Protocol reference number: **HSS/1935/017M**

Project title: An assessment of organisational commitment of academic staff at the University of KwaZulu-Natal

### Approval Notification – Expedited Approval

In response to your application received on 13 October 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Trishana Ramluckan  
Cc Academic Leader Research: Professor Isabel Martins  
Cc School Administrator: Ms Angela Pearce

### Humanities & Social Sciences Research Ethics Committee

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

MR SS MOKOENA  
REGISTRAR

### Office of the Registrar

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

## Appendix 2



7 November 2016

Miss Cebile Ntuli (SN 212509867)  
School of Management, IT & Governance  
College of Law and Management Studies  
Westville Campus  
UKZN  
Email: [212509867@stu.ukzn.ac.za](mailto:212509867@stu.ukzn.ac.za)

Dear Miss Ntuli

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

*"An assessment of organizational commitment of academic staff at the University of KwaZulu-Natal".*

It is noted that you will be constituting your sample by handing out questionnaires to Academic staff in the College of Law and Management Studies on the Westville Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

**MR SS MOKOENA**  
**REGISTRAR**

#### Office of the Registrar

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Telephone: +27 (0) 31 260 8006/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

**UNIVERSITY OF KWAZULU-NATAL**  
**SCHOOL OF MANAGEMENT, IT & GOVERNANCE**

**Title of the research project:** An Assessment of organisational commitment of academic staff at the University of KwaZulu-Natal.

**Consent to Participate in the Research**

Dear Respondent,

My name is Cebile Ntuli (Student number: 212509867) and I am studying Masters in Commerce (HRM) at the University of KwaZulu-Natal (Westville Campus).

You are being invited to consider participating in a study that involves research into the organisational commitment of academic staff at the University of KwaZulu-Natal. The aim and purpose of this research is to assess organisational commitment of academic staff at UKZN (Westville Campus). The study is expected to include 50 academic staff in total at the University of KwaZulu-Natal (Westville campus). The duration of your participation if you choose to participate and remain in the study is expected to be 15 minutes.

The study will provide no direct benefits to participants. However, it will inform the existing body of knowledge on the self-management techniques of students at postgraduate level. This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: **HSS/1935/017M**). In the event of any problems or concerns/questions you may contact the researcher at [212509867@stu.ukzn.ac.za](mailto:212509867@stu.ukzn.ac.za) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**Mrs Mariette Snyman**

Humanities and Social Science Ethics (HSSREC) Research Office,  
Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000  
Tel: 031 260 8350 [Snymanm@ukzn.ac.za](mailto:Snymanm@ukzn.ac.za)

**Researcher:** Ms Cebile Ntuli (079 145 3012)

**Supervisor:** Dr Trishana Ramluckan (031 260 8854)

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study. All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed. If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely,  
Cebile Ntuli

## CONSENT TO PARTICIPATE

I \_\_\_\_\_ (name) have been informed about the study entitled “**An assessment of organisational commitment of academic staff at the University of KwaZulu-Natal**” by Cebile Ntuli.

I understand the purpose and procedures of the study. I have been given an opportunity to ask questions about the study and have had answers to my satisfaction. I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to. I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

All information will be treated with the utmost confidentiality. If I have any further questions with regards to the study, I understand that I may contact the researcher at (0791453012). If I have any questions or concerns about my rights as a participant of the study, or any aspect of the research then I may contact:

### HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus  
Govan Mbeki Building  
Private Bag X 54001  
Durban  
4000  
KwaZulu-Natal, SOUTH AFRICA  
Tel: 27 31 2604557- Fax: 27 31 2604609  
Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Signature

Date

**Appendix 3**  
**SECTION A**

**Biographical information**

1. Gender

Female

Male

2. Marital status

Single

Married

Divorced

3. What is the highest qualification?

Matric certificate

Degree	Honours degree	Masters	Doctorate	Professor
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4. Age

20-29	30-39	40-49	50-59	60-Above
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5. Job title

6. How long have you work at UKZN?

## SECTION B

### The Organisational Commitment Questionnaire (OCQ)

Below are three subscales consisting of eight statements with which you may agree or disagree. Using the 1-5-point scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responses.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEITHER AGREEE NOR DISGAREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>

### Affective Commitment Scale items

1. I would be very happy to spend the rest of my career with this organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

2. I enjoy discussing my organization with people outside it

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>



3. I really feel as if this organization's problems are my own

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

4. I think that I could easily become as attached to another organization as I am to this one

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

5. I do not feel like 'part of the family' at my organization

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

6. I do not feel 'emotionally attached' to this organization

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

7. This organization has a great deal of personal meaning for me

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

8. I do not feel a strong sense of belonging to my organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

### **Continuance Commitment Scale items**

1. I am not afraid of what might happen if I quit my job without having another one lined up

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

2. It would be very hard for me to leave my organization right now, even if I wanted to

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

3. Too much in my life would be disrupted if I decided I wanted to leave my organization now

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

4. It wouldn't be too costly for me to leave my organization now

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

5. Right now, staying with my organization is a matter of necessity as much as desire

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

6. I feel that I have too few options to consider leaving this organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

**Normative Commitment Scale items**

1. I think that people these days move from company to company too often.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

2. I do not believe that a person must always be loyal to his or her organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

3. Jumping from organization to organization does not seem at all unethical to me

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

6. I was taught to believe in the value of remaining loyal to one organization

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

7. Things were better in the days when people stayed with one organization for most of their careers

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>

8. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>