

**ORGANIZATIONAL COMMITMENT AND EMPLOYEE PERFORMANCE OF
NON - ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN WESTERN
REGION, KENYA**

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**A Research Thesis Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Science (Human Resource Management) of
Masinde Muliro University of Science and Technology**

SEPTEMBER, 2023

DECLARATION

I declare that this thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

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DEDICATION

To my parents, Mr. and Mrs. Malietso, who have continuously loved and supported me, my siblings, Cynthia, Elizabeth, Diana and Mitchel who fueled my desire to learn, read and write, my nephews Wyatt and Clem: May you grow up with the thirst for knowledge.

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God bless you all.

ABSTRACT

Currently, organizations' interest to have committed employees has increased because there is a significant difference between the performance of committed employees and the rest of the employees. Committed employees perform well in the organization and help the organization to achieve a competitive edge over its competitors. Hence the purpose of this study was to establish the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya; the study was guided by the following objectives: To examine the relationship between affective commitment and employee performance; to assess the relationship between continuance commitment and employee performance: to ascertain the relationship between normative commitment and employee performance and to determine the moderating effect of demographic factors on the relationship between organizational commitment and employee performance. Research hypotheses was; there is no significant relationship between affective commitment and employee performance; there is no significant relationship between continuance commitment and employee performance; there is no significant relationship between normative commitment and employee performance; demographic factors has no significant moderating effect on the relationship between organizational commitment and employee performance. The study scope was limited to the six (6) Chartered Public Universities in Western Region, Kenya, that is; Maseno, Masinde Muliro, Jaramogi Oginga Odinga, Kisii, Kibabii and Rongo. For the conceptual framework, the independent variable was organizational commitment measured by; affective, normative and continuance commitment; the dependent variable was employee performance and the moderating variable was demographic factors. The theoretical framework was underpinned on the social exchange theory, behavioral approach, and the attitudinal commitment approach. Descriptive and correlational research designs were adopted in this study, the target population comprised of 3,574 non - academic staff currently working at the six (6) Chartered Public Universities in Western Region, Kenya. The sample size was 97 respondents determined through Nassiuma's (2000) formula. Stratified sampling was employed to group the respondents into strata and simple random sampling was applied to select the respondents. Data was collected through the use of a structured questionnaire. Data collected was analyzed using both descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) version 26.0 was used for data coding. Descriptive statistics was employed to summarize data into percentages, frequencies, mean and standard deviation, while inferential statistics was applied when comparing two or more variables; Correlation analysis by means of Pearson Product Moment Correlation (r) coefficient was employed to determine the nature and magnitude of the relationships between variables while multiple linear regression was conducted to establish the statistical significance of the respective hypotheses. Hierarchical regression analysis was used to check for the moderating effect of demographic factors on employee performance. The major findings of this study indicated that there exists a significant positive relationship between affective commitment and employee performance ($p=0.04<0.05$); a positive significant relationship also exists between continuance commitment and employee performance ($p=0.0000>0.05$) similarly, a positive significant relationship was indicated by normative commitment ($p=0.0000>0.05$) in relation to employee performance. The study also revealed that demographic factors has a moderating effect on the relationship between organizational commitment and employee performance ($p=0.037<0.05$), thus the general finding established a significant positive relationship between organizational commitment and employee performance. Thus, the following recommendations were made; that universities management should endeavor to enhance their staff organizational commitment through promoting their personal and career development and creating positive employee relations through organizational support programs.

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ABBREVIATIONS

CUE: Commission for University Education

HR: Human Resource

HRM: Human Resource Management

IERC: Institutional Ethics and Review Committee

JOUST: Jaramogi Oginga Odinga University of Science and Technology

KIBU: Kibabii University

KUSU: Kenya University Staff Union

PSUWC: Pennsylvania State University World Campus

MMUST: Masinde Muliro University of Science and Technology

NACOSTI: National Commission for Science, Technology and Innovation

SPSS: Statistical Package for Social Sciences

SHRM: Society for Human Resource Management

UK: United Kingdom

UASU: University Academic Staff Union

TVETs: Technical and Vocational Education Institutes

OPERATIONAL DEFINITION OF TERMS

In this section the following terms and concepts were operationalized as follows;

Affective commitment - The inclination of university personnel to maintain their affiliation with the institution is evidenced by their tenure inside the organization.

Chartered Public University - a Higher Learning Education Institution established, maintained or assisted out of public funds

Commitment - The psychological immersion experienced by a university employee within their company is characterized by a profound sense of belonging, a strong identification with organizational goals, and a readiness to embrace and tackle obstacles.

Continuance commitment - The costs incurred by university workers upon their departure from the institution need their commitment to remain, considering their personal commitments in the organization, such as time.

Demographic factors - Personal statistics of staff, including age, educational attainment, and length of tenure.

Employee performance - The successful completion of particular tasks entrusted to university workers within a specified timeframe.

Non - academic staff - The individuals accountable for the crucial daily functions of a university are the staff.

Normative commitment - The perceived obligation of university employees to remain in their current organization is influenced by the tangible and intangible benefits they have got or continue to get from their organization.

Organization - A consortium of university personnel who collaborate and synchronize their efforts to accomplish both personal and institutional objectives.

Organizational commitment - The level of organizational identification and staff retention inside a university is contingent upon the duration of an individual's tenure within the institution.

Performance - The measure of university staff's job achievement is determined by their performance in fulfilling their given obligations and responsibilities, following their exerted effort.

Western Region Kenya - Comprises of Kisumu, Kakamega, Bungoma, Vihiga, Busia, Homabay, Migori, Kisii, Nyamira and Siaya counties

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Commitment is a multifaceted and intricate construct that manifests in several forms. Individuals may experience a sense of commitment towards an organization, its top management, supervisors, or a specific work group. According to PSUWC (2013), organizational commitment is a frequently examined job attitude in the field of organizational behavior. This concept holds significance for all types of organizations, as it allows enterprises to assess factors such as employee turnover in the face of changing economic conditions. As noted by Ekienabor (2019), there is currently a large body of research proving the advantages that companies get from having a highly committed workforce because these workers are more likely to perform well, are good corporate citizens, and are less likely to leave.

Vance (2006) argues that in today's economy, where organizations are expected to do more with fewer resources, it is critical for organizations to retain their highly productive employees who are engaged in their work and committed to their organizations, as such employees give companies crucial competitive advantage including higher productivity and lower employee turnover.

Ekienabor (2019) adds that in today's competitive world, every organization is facing new challenges related to sustained productivity and creating a committed workforce, so it's

clear that, in order to succeed, modern businesses require employee buy-in to the company's goals more than ever. According to Dixit and Bhati (2012), it is crucial to comprehend the notion of commitment and its potential consequences due to this rationale.

Numerous investigations have been conducted pertaining to the relationship between organizational commitment and employee performance. Clarke (2006) conducted a study in the United Kingdom (UK) that examined the correlation between organizational commitment, its precursors, and network performance. The study utilized empirical data collected from formal healthcare networks within the UK. The study discovered that both affective and normative kinds of commitment have a statistically significant impact on performance. However, it was observed that continuation commitment exhibited a negative association with work performance.

Boehman (2006) conducted a study in New York on the affective, continuance, and normative commitment of professionals working in student affairs. The research revealed that a supportive work environment is positively associated with higher levels of affective and normative organizational commitment. In a similar vein, the study conducted by Planer (2019) examined the correlation between organizational commitment and organizational citizenship behaviors within the public and private sectors in Poland. The research employed a sample of 323 employees, and the results indicated that the affective dimension of organizational commitment exhibited the strongest positive correlation with organizational citizenship behaviors.

Suliman and Iles (2000) conducted a study in the Middle East to investigate the characteristics of organizational commitment within three industrial units in Jordan. The researchers examined the relationship between employees' job performance and five demographic variables. The study revealed that organizational commitment is a multidimensional construct, and the results further revealed a favorable correlation between commitment and job performance. In their study, Qureshi et al. (2019) investigated the relationship between employees' commitment, job satisfaction, and job performance within the fast-moving consumer goods industry in Pakistan. The research specifically focused on the influence of normative, affective, and continuous commitment on job performance. The findings of the study suggest that normative commitment holds the highest level of influence among the various forms of organizational commitment, whereas continuation commitment exhibits the lowest level of influence.

Rafiei, Amini, and Foroozandeh (2014) conducted a study in the Islamic Republic of Iran to examine the influence of organizational commitment characteristics on employee performance. The study comprised a sample of 244 individuals who were employees of the co-operative labor and social welfare department in Markazi Province, Iran. The findings of their study demonstrated that affective, continuance, and normative commitment exhibited a favorable impact on employee performance. In a study conducted by Dixit and Bhati (2012), the focus was on investigating the impact of organizational commitment on employee performance within the Auto component industry in India. The research findings indicated a positive correlation between affective, continuance, and normative commitments and the performance levels of employees in this particular industry.

Umamaheswari and Joyce (2020) did a study examining the antecedents and effects of organizational commitment among employees in the ceramic industries of India. The research specifically investigated the influence of career growth, work environment, and work-life balance on organizational commitment.

The results of the study indicate that corporate commitment has a significant impact on employee retention. Additionally, it was found that the aforementioned characteristics play a crucial role in fostering commitment among employees. Research on organizational commitment and performance in Africa has been carried out, specifically in South Africa. Mguqulwa (2008) conducted a study in which the relationship between organizational commitment and work performance was examined in an agricultural company. The Allen and Meyer's organizational commitment questionnaire was utilized, and the findings revealed a positive correlation between these two constructs.

In their study, Osei, Acquah, and Acheampong (2015) conducted an investigation into the correlation between organizational commitment and variables such as gender, age, qualification, and marital status in the context of Ghana. The researchers selected a sample of 206 employees from 10 branches of a commercial bank in Ghana using a random sampling technique. The findings of the study revealed that a significant proportion of the employees shown a moderate to high level of commitment. Consequently, it is imperative to implement measures aimed at enhancing employees' commitment in order to improve their overall performance.

Folorunso, Adewale, and Abodunde (2014) investigated how organizational commitment characteristics affected academic staff members' job performance at tertiary institutions

owned by the state of Oyo. A total of 197 participants were selected from two tertiary institutions for the purpose of this study. The findings of the study indicate that the dimensions of organizational commitment have a significant impact on the performance of academic staff in Oyo State Owned Tertiary Institutions in Nigeria, both collectively and individually.

In a similar vein, the research conducted by Ekienabor (2019) examined the impact of employee commitment on organizational performance within the context of Nigeria. The results of the study revealed that emotional commitment, normative commitment, and continuation commitment exerted a noteworthy influence on organizational performance.

Sukanebari and Konya (2020) examined the relationship between continuing commitment and organizational performance within the manufacturing enterprises located in Port Harcourt, Nigeria. The study reached the conclusion that the level of commitment to continue working for an organization is a notable factor in predicting the performance of manufacturing enterprises located in Port Harcourt, Nigeria. This study examines the case of Makerere and Kyambogo universities. The findings of the study indicate a substantial correlation between the organizational commitment of staff members at Makerere and Kyambogo universities and the professional development practices of academic staff members. Mbithe (2012) conducted a study in Kenya that examined the factors influencing employee performance within the academic division at the main campus of the University of Nairobi (UON).

The findings of the study suggest that businesses should prioritize the implementation of various compensation strategies, such as competence-based pay, payment by result,

organization-wide incentives, profit-related pay, and merit pay, in order to promote and enhance high levels of performance. In their study, Wainaina, Iravo, and Waititu (2014) examined the relationship between workplace spirituality and occupational commitment among academic staff in private and public institutions in Kenya. The results of their investigation revealed a favorable correlation between workplace spirituality and occupational commitment.

Kivindu (2015) investigated the factors that non-instructional workers at the University of Nairobi believed had the greatest impact on their loyalty to the institution, and he concluded that all of the non-instructional workers there showed signs of all three types of commitment—affektive, perseverant, and normative—to a lesser or greater extent. Koskei, Kimutai, and Bogonko (2018) conducted a study at the University of Eastern Africa in Baraton, Kenya, on employee performance and continuing commitment. They recruited 106 respondents from the university's teaching and non-teaching personnel.

The research findings indicated a limited inverse correlation between continuation commitment and employee performance, suggesting that continuance commitment does not exert a substantial impact on employee performance at the University of Eastern Africa Baraton in Kenya.

Drawing upon a comprehensive analysis of prior research, it is evident that employee performance holds significant importance in bolstering the overall success of an organization. Consequently, fostering organizational commitment among employees

emerges as a crucial element for improved performance, as heightened levels of commitment are likely to yield a range of favorable outcomes for the organization. The objective of this study was to establish the relationship between organizational commitment and employee performance among non-academic personnel in public universities in Western Region, Kenya.

1.2 Statement of the Research Problem

Higher Learning Education Institutions worldwide are currently encountering various difficulties arising from limited financial resources, the effects of globalization, and the rapid generation and application of new knowledge. Consequently, the commitment of staff members within these institutions has become crucial, as their dedication is essential for mitigating the negative consequences such as the costs associated with staff turnover and disrupted work. These consequences, in turn, hinder the realization of the government's objective to cultivate a knowledgeable society that can sustain economic growth and enhance competitiveness (Kipkebut, 2010).

The role of universities in Kenya's economic and social development is becoming prominent. According to Ngambi (2016), it is crucial to attract and retain individuals who possess the necessary qualifications, knowledge, and competence at these institutions. Nevertheless, educational institutions encounter various obstacles like an increase in student enrollment, rapid institutional growth, inadequate infrastructure, a diminishing workforce, inadequate remuneration, insufficient financial resources, and limited research productivity, among other issues. Wasyanju, Kindiki and Kali (2012) affirm that staffs in these institutions have formed unions like the University Academic Staff Union (UASU) which represents the lecturers and the Kenya University Staff Union (KUSU) whose

members are mainly administrative and technical staff, to fight for their welfare. For instance, due to a delay in reviewing their salary and working conditions, teaching and nonteaching personnel in public universities went on strike in October 2011 and September 2012, 2013 respectively.

Further, for instance, in Maseno University's strategic plan (2017-2022), as noted by Alogo (2021) the institution underperforms due to the following reasons; inadequate infrastructure, inadequate staff numbers, inadequate external visibilities, low research output, low level of income generating activities and inadequate information and knowledge management data.

Similarly, in Masinde Muliro's University of Science and Technology (MMUST) strategic plan (2019/2020-2022/2023) it is outlined that as a growing institution, it is facing a challenge of attracting and retaining qualified staff due to increased competition, from the private and long serving public universities. According to Koskei et al. (2018), organizational commitment is a crucial factor in enhancing employees' performance. However, numerous Higher Learning Education Institutions in Kenya encounter the issue of low commitment among their employees. This is evident as staff members in these institutions display behaviors such as tardiness, absenteeism, high turnover rates, and subpar service delivery. Consequently, the delivery of services within these institutions is adversely affected. Therefore, the organizational commitment of staff members in public universities in Kenya remains a significant challenge.

According to Ismail (2012), organizational commitment holds significant importance for institutions due to the substantial expenses associated with recruiting and training new

employees. Therefore, it becomes imperative for organizations to strive for a stable workforce, as this not only mitigates the risks of service deterioration but also aids in maintaining consistent service quality for customers. Moreover, Wainaina (2015) asserts that organizational commitment holds significance for both researchers and organizations due to the imperative of maintaining a highly skilled workforce. This applies to public and private universities in Kenya as well, making it essential to conduct research on staff commitment. Such research would contribute to the universities' understanding of how to effectively acquire and retain committed personnel.

Tawiah (2009) posits that it is necessary to carry out research on organizational commitment in public universities which should also cover senior and junior employees of the university. From the reviewed literature, previous researchers have left out important variables of organizational commitment like affective, continuance and normative commitment, no study has also been undertaken on moderating effect of demographic factors on employee performance, most of the existing studies have also been carried out on the academic staff.

This has created a knowledge gap regarding the organizational commitment and employee performance of non-academic personnel in Kenyan public universities. Hence, the objective of this study was to examine the correlation between organizational commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

To establish the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

1.3.2 Specific Objectives

- i To examine the relationship between affective commitment and employee performance of non - academic staff in public universities in Western Region, Kenya
- ii To assess the relationship between continuance commitment and employee performance of non - academic staff in public universities in Western Region, Kenya
- iii To ascertain the relationship between normative commitment and employee performance of non - academic staff in public universities in Western Region, Kenya
- iv To determine the moderating effect of demographic factors on the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

1.4 Research Hypotheses

H₀₁: There is no significant relationship between affective commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

H₀₂: There is no significant relationship between continuance commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

H₀₃: There is no significant relationship between normative commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

H₀₄: Demographic factors has no significant moderating effect on the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

1.5 Scope of the Study

Organizational commitment was the independent variable which encompassed the following three major dimensions of organizational commitment, ; affective (measured by employee relationship with their organization, co-workers and top management), continuance commitment (measured by alternatives, investments and economic costs) and normative commitment (measured by socialization experiences, organizational investments, benefits and reciprocity norm), whereas employee performance was the dependent variable (measured by prompt service delivery, target attainment and customer satisfaction) and the moderating variable was demographic factors (measured by employees age, education level and tenure).

The study intended to establish whether there is a relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya. The study period was between 2021 – 2022, the geographical scope of the study was limited to the 6 (six) Chartered Public Universities in Western Region, Kenya which consists of ten (10) counties namely; Kisumu, Kakamega, Bungoma, Vihiga, Busia, Homabay, Migori, Kisii, Nyamira, and Siaya. Currently, the Western Region has six (6) fully-fledged public universities as outlined;

Table 1: Chartered Public Universities in Western Region, Kenya

S/NO	COUNTY	INSTITUTIONS NAME	YEAR ESTABLISHED	YEAR CHARTERED
1)	Kisumu	Maseno University	2001	2013
2)	Kakamega	Masinde Muliro University of Science & Technology (MMUST)	2007	2013
3)	Siaya	Jaramogi Oginga Odinga University of Science & Technology (JOOUST)	2007	2013
4)	Kisii	Kisii University	2007	2013
5)	Bungoma	Kibabii University (KIBU)	2011	2015
6)	Migori	Rongo University	2011	2016

Source: Commission for University Education (CUE), 2017/2018

The table above outlines the Chartered Public Universities in Western Region, Kenya, their respective counties, the years they were established and chartered, which gains its relevance in this study and justifies why the researcher selected the aforementioned universities to be part of the study scope. This study considered Western Region to be the most convenient study area for this research because all the public universities in the region are growing universities that are facing a challenge of attracting and retaining qualified staff due to increased competition from private and long serving public universities.

1.6 Significance of the Study

University managers are expected to benefit from the resourcefulness of this study by understanding the relationship between dimensions of organizational commitment and employee performance thus designing effective human resource policies and formulating strategies aimed at fostering organizational commitment and increasing employee productivity.

The study findings will be useful to Human Resource (HR) managers in universities by shedding light on the relationship between organizational commitment and employee performance thus they will become proactive in formulating practical HR policies that will foster a committed work force hence promoting employee productivity.

Research findings can be useful to the government when formulating policies relating to organizational commitment issues and employee performance of staff in public universities in Kenya. The study is expected to contribute to the existing body of knowledge in academia hence it will serve as a guide and reference for stimulating further research in the field of organizational commitment and employee performance in other sectors of the economy by arousing new interest among scholars and students of research.

1.7 Limitations of the Study

The research was conducted exclusively in Chartered Public Universities located in the Western Region of Kenya. This suggests that the results have relevance to the aforementioned universities. Nevertheless, it is important to note that the outcomes of this study can potentially be extrapolated to other public universities, as all universities in

Kenya are chartered and subject to regulation by the Commission for University Education (CUE).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on literature review on the concepts of organizational commitment and employee performance in an organization. The chapter begins with discussion on theoretical framework, commitment, organizational commitment, dimensions of organizational commitment; affective, continuance and normative commitment, demographic factors, employee performance, review of empirical studies and research gaps.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

The present study was informed by the Social Exchange Theory, which was supplemented by two additional theories: the behavioral theory approach and the attitudinal commitment theory method. The Social Exchange Theory was formulated by esteemed researchers such as Homans (1958) and Blau (1964) in order to elucidate the factors that shape social behavior. In an essay titled "Social Behavior," Homans explored the psychological factors that motivate individuals to participate in trading activities. According to Homans, social conduct encompasses the reciprocal trade of both tangible commodities and intangible elements.

Homans (1961) posited that individuals who engage in extensive acts of giving to others are motivated by a desire to receive reciprocation in kind, whereas those who get significant

benefits from others feel compelled to reciprocate in a similar manner. In a trade, what one offers may be a cost, just as what one gets may be a reward.

Blau's research focused on exchange as the fundamental unit of social interaction, serving as the foundation for social institutions. Blau conducted an analysis of exchange processes as the fundamental basis for understanding macro-level sociological phenomena. According to Blau, the formation of reciprocal connections occurs inside social interactions when individuals reciprocate obligations.

According to Aryee, Budhwar, and Chen (2002), the Social Exchange Theory approach conceptualizes the job relationship as comprising of transactions that are either social or economic in nature. Economic exchange relationships encompass the reciprocal transfer of economic benefits in exchange for the labor and exertion of employees, typically relying on formal contracts that possess legal enforceability. On the other hand, social exchanges refer to voluntary actions which may be initiated by an organization's treatment of its employees with the expectation that the employees will be obligated to reciprocate the good deeds of the organization.

The exchange approach view of organizational commitment postulates that individuals attach themselves to their organizations in return for certain rewards from the organization. According to this view; employees enter organizations with specific skills, desires and goals, and expect to find an environment where they can use their skills, satisfy their desires and achieve their goals (Aryee, Budhwar & Chen, 2002).

It is anticipated that employees' perceptions of attractive incentives or exchange will lead to heightened devotion to the organization. In a parallel manner, when the perceived gains

outweigh the associated expenses, there is an increase in organizational commitment. Conversely, if the organization fails to adequately compensate employees for their contributions, it is probable that their commitment to the organization would diminish.

This perspective aligns with Becker's concept of calculative commitment, which posits that employees' commitment to the firm is influenced by the investments they have made through time (Becker, 2007). According to Cropanzano, Antony, Daniels, and Hall (2016), the social exchange hypothesis posits that employees, in the context of the employee-employer relationship, are inclined to exhibit behaviors that are advantageous to both the business and their fellow employees when they perceive positive working conditions. Similarly, employees respond to unsatisfactory conditions by exhibiting poor work attitudes, including absenteeism, tardiness, and contemplating resignation from the firm.

According to Cook (2001), it is anticipated that employees who perceive their working conditions as unfavorable and distressing will exhibit negative work attitudes, including job dissatisfaction, low morale, and reduced organizational commitment. Conversely, employees who perceive their workplace conditions as positive and stimulating are likely to display positive work attitudes, such as high commitment, job satisfaction, and low turnover. Moreover, Gouldner (2006) posits an alternative viewpoint regarding the social exchange theory, specifically focusing on the norm of reciprocity. This norm is grounded in two fundamental assumptions: firstly, individuals are expected to provide assistance to those who have previously aided them, and secondly, individuals are expected to refrain from causing harm to those who have previously assisted them.

Hence, when employees see that the firm places importance on and treats them equitably, they are likely to experience a sense of obligation to reciprocate these favorable actions through the display of positive work attitudes and behaviors. Research indicates that the norm of reciprocity is imparted as a moral duty and then internalized by individuals occupying both employee and employer roles within an exchange-based relationship. This internalization leads to a sense of obligation to reciprocate any received benefits (Parzefall, 2008).

This implies that employees who engage in fulfilling work without experiencing stress, receive equitable compensation, enjoy employment stability, and are treated with fairness, are likely to demonstrate their appreciation for the assistance they receive by enhancing their dedication to their firm. The current study incorporates social exchange theory due to its fundamental assumptions that employees are allocated specific roles and are expected to fulfill certain obligations within these roles. When employees successfully fulfill these objectives, it becomes necessary to adequately compensate their efforts through equitable remuneration and other economic incentives. From the standpoint of the social exchange perspective, firms use a humanitarian approach towards their employees, anticipating that this treatment will create a sense of obligation among employees, leading to an enhancement in their performance.

The social exchange theory is a framework that delineates the circumstances in which employees experience a sense of obligation to reciprocate when they derive advantages from the acts of a particular firm (Parzefall, 2008). The present study utilizes the theory to comprehend the topic of the association between employees and employers and its impact on enhancing performance. This theory posits that commitment arises from employees'

contentment with the rewards and incentives provided by the organization, which they would have to forgo if they were to leave the organization.

Whereas the study was hinged on the Social Exchange Theory, the researcher identified some notable limitations of the theory as follows; the theory fails to address the role of altruism in determining relationship outcomes, that is; people do not always act in self-interested ways when maximizing rewards and minimizing costs; the theory also assumes that individuals are innately selfish, ready to terminate relationships when the cost outweighs the benefits, and that the ultimate goal is always intimacy, which is untrue.

2.2.2 The Behavioral Theory Approach

The behavioral theory, introduced by Elton Mayo in 1932, posits that commitment is mostly instrumental rather than psychological. This perspective assumes that employees maintain their affiliation with an organization due to the anticipated high costs associated with leaving. Behavioral commitment refers to the phenomenon wherein individuals become firmly entrenched inside an organization and navigate the associated challenges. The present approach is commonly known as continuance commitment, which originated from Howard Becker's research in 1960. Becker defined commitment as a predisposition to consistently participate in a specific course of action, particularly by maintaining affiliation with an organization. This commitment arises from the accumulation of "side bets," which would be forfeited if the individual were to discontinue their involvement (Becker, 2007).

According to Becker's theory, the relationship between an employee and the organization is founded on behaviors bounded by a "contract" of economic gains. Employees are

committed to the organization because they have some hidden vested investments or side - bets. These side - bets are valued by the individual because of the accrual of certain costs that render disengagement difficult. Becker (2007) further referred to it as profit associated with continued participation and costs associated with leaving the organization.

Therefore, commitment arises from the accumulation of some investments or side bets tying the individual to a specific organization, which would otherwise be lost if the activity or membership to the organization was discontinued. He argues that over a period of time, certain costs accrue which make it more difficult for the person to disengage from a course of activity such as working for a particular organization or pursuing a certain occupational career.

The greater the costs and investments which accrue, the more difficult disengagement becomes, he termed these costs as side bets. Meyer and Allen (1991) opine that these side bets or investments may relate to one 's education, marital status, promotion, and pension fund, organizational specific skills and other factors this may be perceived as rewards in that particular organization, hence rendering other job opportunities unacceptable. According to this approach, individuals may be unwilling to quit their organizations.

Further, as noted by Balfour and Wechsler (1996) employees make side bets by staking their reputation for stability on the decision to remain in the organization. Organizations have also been found to make side bets for employees using practices that lock them into continued membership in the organization through rapid promotions, non-investment pension plans, training and development etc. However, such tactics by the organization may not instill in employees the desire to contribute to organizational effectiveness.

Instead, some employees may find that they have little desire to remain with the organization but cannot afford to do otherwise.

Such employees may be motivated to do little more than perform at the minimum level required to maintain the job they have become dependent on. Organizations should therefore foster affective commitment in their employees rather than continuance commitment since employees who value their association with the organization will not only remain in the organization but work towards its success (Meyer & Allen 1991). The behavioral approach is relevant to this study as it spells out the profits associated with continued participation in a particular organization and costs associated with leaving the organization.

The attitudinal, normative and behavioral approaches to commitment are represented in this approach what is currently referred to as affective, normative and continuance commitment in the contemporary commitment literature. The attitudinal approach describes commitment as an emotional attachment, involvement, identification and loyalty that the employee has towards the organization while behavioral commitment relates to an employees' evaluation of the costs likely to be incurred by leaving the organization, which relates to continuance commitment as employed in the conceptual framework which has largely been influenced by the side - bet theory.

Despite the vital contributions of the behavioral theory approach to this study, the researcher criticized the theory based on the following grounds; the relationship between job satisfaction or work related happiness of the employees and productivity was established through simplistic assumptions while in reality the situation is more complex

due to dynamism in human behavior, furthermore, the study fails to focus on employees attitudes which play a crucial role in influencing their performance and productivity.

2.2.3 Attitudinal Commitment Theory Approach

The attitudinal commitment theory approach was propounded by Kanter in 1972 and it postulated that feelings of cohesion or involvement with an organization likely contributed to an individual's commitment to that organization, the theory posits that the mutual identification of individuals and a group emerges from resolving three problems of commitment, continuance of members' participation, their social cohesion social control over their relevant conduct. Further the theory perceives commitment as an individual's psychological attachment to the organization.

In accordance with the principles of human resource management, attitudinal commitment suggests that the values and objectives of employees align with those of the firm (Armstrong, 2004). Presently, the prevailing term for this methodology is affective commitment, which has been the primary focus of research on organizational commitment for over thirty years.

Meyer and Allen (1991) defined it as an employee's emotional attachment to, identification with, and involvement in the organization. This definition views organizational commitment as involving some form of psychological bond between the employees and the organization. The resulting outcomes are increased work performance, reduced absenteeism and reduced turnover. According to the exchange perspective, employees exchange their identification, loyalty and attachment to the organization in return for incentives from the organization.

This implies that employees' decision to become and remain a member of an organization is determined by their perception of the fairness of the balance of organizational inducements and employee contribution. Moreover (Armstrong, 2004) notes that this approach therefore assumes that the employee develops attitudinal commitment when they perceive that their expectations are being met by the organization. Employees with strong normative commitment remain in the organization because they feel they ought to do so.

According to this approach, an employee willingly maintains membership purely for the sake of the organization without asking for anything in return. Further, employees exhibit positive behavior because they believe it is the right and moral thing to do. Chen and Francesco (2003) note that the feelings of obligation to remain with an organization result primarily from the internalization of normative pressures exerted on an individual prior to entry into an organization or following entry into the organization and not through rewards or inducements. Feelings of indebtedness may also arise from organizations provision of certain benefits such as tuition reimbursement or training. This feeling of obligation may continue until the employee feels that he or she has paid back the debt.

Commitment increases when the internalized beliefs of an employee are consistent with the organizations mission, vision, goals, policies and style of operation. The attitudinal commitment approach is relevant to this study as it underpins both affective which is also referred to as attitudinal commitment which relates to the emotional attachment of employees to their organizations hence employee stay as they feel part of the organization and normative commitment which arises from the reciprocity norm as applied in the conceptual framework.

2.3 Review of Variables

2.3.1 Organizational Commitment

Chordiya, Sabharwal and Goodman (2017) argued that the scarcity of competent human resources has forced organizations in working towards retaining and attracting high - quality workers and sustaining employee morale. Tolentino (2015) notes that commitment in the organization is one of the main aspects associated with employees' motivation and productivity. Employee commitment in educational institutions is understood based on readiness to work and their performance Jing and Zhang (2014), achievement and learning of the student, achievement of organizational goals and overall success of the institution.

As argued by Baskaran (2021) commitment towards the organization is negatively linked with turnover intentions. If commitment behavior is not transferred from individuals and sub - groups to the total organization, dysfunctional behavior can exist among individual employees whose goals are in conflict with the goals of the total organization (Cohen, 2003). Commitment according to Jaw and Liu (2004) is not only a human relation concept but also involves generating human energy and activating the human mind, thus without commitment, the implementation of new ideas and initiatives will be compromised. Commitment therefore is a force that binds an individual to a course of action of relevance to one or more targets (Meyer & Herscovitch, 2001).

Commitment is the knowledge, skills, abilities and experience of the workforce that is useful for the organization only if the employees are willing to apply it for the achievement of goals (Bandula & Lakmini, 2016). Similarly, Ireffin and Mechanic (2014) consider

commitment to be the psychological immersion of an employee with an organization through a sense of belonging, ownership of organizational goals and being ready to accept challenges. Ekienabor (2019) asserts that creating commitment among employees is important because without this it will become difficult for an organization to achieve strategic goals.

Further Ebikeseye and Dickson (2018) point out that worker commitment is dependent on how well they are being treated at the work place. An employee who is not comfortable with the motivational packages present will be non - compliant with the organizational procedure, policies, and promotion hence such an employee will be uncommitted compared to those who receive manager blessings.

Biljana (2004) noted that employee commitment is an important issue because it may be used to predict employee's performance, absenteeism and other behaviors. Employees who are committed to their respective organizations are more likely not only to remain within the organization but are also likely to exert more efforts on behalf of the organization and work towards its success and therefore are also likely to exhibit better performance than the uncommitted employees.

Ivancevich (2010) corroborates that performance of an organization is directly related to the commitment level of employees. Similarly, Bragg (2002) posits that committed employees are able to perform their jobs more than management expectations. Further, Ekienabor (2019) opines that high - level commitment is indispensable for increasing output and obtaining sustainable competitive advantages. Research on commitment is based on the well-established three-component model developed by Meyer and Allen

(1997) who suggested that the difference between these three dimensions of commitment is in the state of mind. As noted by Meyer et al., (2002) organizational commitment is a multi - dimensional construct comprising of three major components, namely; affective, continuance and normative.

These three dimensions of organizational commitment are expounded upon as follows; affective commitment points to workers emotional attachment to, affiliation to and engagement in the organization, continuance commitment is associated with the costs incurred by employees having an intent of leaving the organization; normative commitment refers to employees having the feelings of obligatory support to stay with the organization (Cheah, Chong, Yeo & Pee 2016).

Affective Commitment reflects commitment based on emotional ties the employee develops with the organization primarily through positive work experiences. Normative Commitment reflects commitment based on perceived obligation towards the organization, for instance rooted in the norms of reciprocity. Continuance Commitment reflects commitment based on the perceived costs, both economic and social, of leaving the organization. The three dimensions of organizational commitment identified; rely on the opportunity the company offers to the employees. Meyer, et al., (2002) note that this model of commitment has been used by researchers to predict important employee outcomes including; turnover, citizenship behaviors, employee performance, absenteeism, and tardiness.

2.3.2 Affective commitment

As noted by Meyer et al., (2002) affective commitment remains an important component of organizational commitment. Employees with strong affective commitment continue to work in the organization because they want to. Saygan (2011) posits that when an organization is responsible towards its employees through offering higher salaries than the prevailing market rate, they reciprocate with positive attitudes toward the organization; including affective bonds and feeling loyal.

Further, Hartog and Belschak (2007) opine that employees with high affective commitment levels demonstrate a sense of belonging to their organization, cooperate with their co-workers and show supportive behavior. Affective commitment reflects a desire to maintain membership in an organization that develops as a result of work experiences that create feelings of comfort and personal competence; it involves the internalization of strategic goals and values of an organization and is a prime motivator.

Suliman and Iles (2000) state that affective commitment means that an employee feels valued, involved, and emotionally connected to the company, which makes them want to stay with the company. According to Kim (2005), affective commitment pertains to the extent to which employees identify with and feel attached to the cultures and aims of their firms. Affective commitment can be defined as the emotional connection that employees establish with their organizations, encompassing their emotional identification, engagement, and attachment. According to Lisa (2006), affective commitment can be defined as the degree to which individuals are motivated to remain employed by a company due to their alignment with its fundamental objectives and values.

As Naser (2007) explained, affective commitment is when workers identify with an organization and its goals in order to stay a member. According to Morrow (2011), emotional commitment can be defined as the extent to which employees identify with the goals and values of their organizations, which in turn serves as a motivating factor for their continued engagement and retention within the organization. Lee and Chen (2013) provide a definition of affective commitment as the emotional connection, sense of belonging, and active engagement that employees experience towards their organization.

According to Kehoe and Wright (2013), affective commitment can be defined as a favorable emotional attachment to the organization, characterized by a strong inclination to support the organization's objectives and a sense of satisfaction in being associated with the organization. According to Kurtulmus (2016), affective commitment can be defined as the psychological state in which individuals identify strongly with an organization and experience a deep sense of loyalty towards it. According to Hafiz (2017), affective commitment refers to the emotional connection that employees develop towards their organization's values and principles.

Mazari (2018) defines affective commitment as the deep-seated dedication and emotional attachment that employees have towards their organization, leading to a stronger connection with the business's aims and ideals. Mathew and Shepherd (2002) conducted a study to provide a more comprehensive understanding of emotional commitment. They identified three key variables that contribute to affective commitment: belief in and acceptance of the organization's goals and values, a willingness to direct efforts towards

assisting the organization in achieving its goals, and a desire to sustain membership within the organization. Additionally, Meyer et al. (2002) argue that affective commitment is influenced by four primary factors: personal traits, job qualities, work experiences, and structural characteristics.

According to Andrew (2017), there are several elements that have been identified as influential in affecting emotional commitment. These factors include job challenge, role clarity, goal clarity, goal difficulty, receptiveness by management, peer cohesion, equity, personal relevance, feedback, involvement, and dependability. Furthermore, the author asserts that the cultivation of affective commitment entails the processes of identification and internalization. Employees who exhibit elevated levels of affective commitment tend to display higher levels of productivity. This can be attributed to their strong identification with and emotional attachment to their respective organizations, as well as their alignment with organizational goals. Additionally, such employees demonstrate a greater inclination to remain within their organizations and exert increased efforts towards the attainment of organizational objectives.

Moreover, as highlighted by Cao, Liu, Wu, Zhao, and Jiang (2020), elevated levels of affective commitment have been found to augment employees' dedication and zeal towards their respective organizations. Consequently, this fosters a sense of unity inside the business, finally leading to the attainment of organizational objectives. According to Moon, Hur, Ko, Kim, and Yoon (2014), they argue that these factors also foster emotional, mental, and physical commitment to the organization, as well as a sense of connection to the

organization's aims and vision. According to Newman and Sheikh (2012), employees with a strong sense of emotional commitment are inclined to stay in their organization due to the pleasant emotions they get from their connection with the firm. Affective commitment has been associated with a variety of positive outcomes in relation to absenteeism, employee attrition, organizational behavior, and employee performance (Meyer & Herscovitch, 2001).

Positive outcomes can be attained by means of affective commitment, as evidenced by a decrease in absenteeism, a decrease in turnover, improved organizational behavior, and enhanced organizational performance. emotional commitment pertains to the inclination of employees to remain with their organization. Employees that exhibit emotional commitment are inclined to remain loyal and dedicated to their organizations. Employees demonstrate a sense of identification with the aims of the organization, see a sense of alignment between themselves and the organization, and experience job satisfaction.

Employees that are effectively dedicated demonstrate a sense of value, serve as advocates for their organization, and are highly valuable assets for the organization as a whole. This study posits that affective commitment is predicated on the notion that individuals who possess affective commitment towards an organization demonstrate a strong inclination to remain within the organization and exhibit a willingness to exert additional effort beyond what is expected in order to accomplish organizational objectives.

2.3.3 Continuance commitment

According to Lew (2012), the concept of continuance commitment is a significant factor in enhancing worker performance. Continuance commitment is predicated on Becker's side-bet hypothesis. Based on the aforementioned idea, it is posited that individuals who engage in long-term employment within an organization are inclined to amass investments in the form of temporal commitments, exerted job-related endeavors, and skills that are tailored to the unique organizational context, hence rendering them prohibitively costly to relinquish (Noraazian & Khalip, 2016). Continuance commitment pertains to the cognizance of the expenses entailed in departing from the organization. The potential costs associated with departing from an organization encompass the risk of squandering time and effort invested in obtaining skills that are not easily transferrable, relinquishing appealing rewards, forfeiting rights based on seniority, and experiencing the need to uproot one's family and break personal connections. Continuance commitment might also arise as a result of limited alternative work prospects. Employees that exhibit continuation commitment to an organization remain employed because to their perception of the investments they have made in that organization, or because they are unable to secure alternative employment opportunities.

Continuance commitment can be conceptualized as a form of organizational attachment that resembles a contractual obligation. The level of employees' organizational attachment in this dimension is consistently determined by their evaluation of the economic advantages derived from remaining with the firm. Employees who demonstrate continuing commitment exhibit subpar job performance and experience more challenging interpersonal relationships with their colleagues. According to Jennifer and Gareth (2012),

employees exhibit continuation commitment when they are dedicated to their jobs not so much out of personal preference as out of need.

Employees often exhibit a tendency to remain employed inside a single organization as a result of the various financial and non-financial consequences and advantages associated with such a decision. The organization offers money benefits such as pensions and non-financial benefits such as promotions, which create costs that discourage workers from leaving. According to Hafiz (2017), employee investments encompass various forms, including financial resources, personal exertion, time allocation, contributions to organizational development initiatives, participation in pension plans, attainment of status or skills, and utilization of organizational benefits such as reduced mortgage rates. These investments are regarded as costs when employees contemplate leaving the organization.

In addition, Andrew (2017) posits that continuation commitment can be understood as a pragmatic form of attachment to the company, wherein employees' affiliation with the organization is contingent upon an evaluation of the economic advantages obtained. Employees build a sense of commitment towards an organization mostly due to the good external incentives they receive as a result of engaging in the effort-bargain, rather than due to a strong identification with the business's goals and values. Continuance commitment pertains to the inclination of employees to persist in their association with an organization due to the presence of non-transferable investments made by the employees. Non-transferable investments encompass several assets that are exclusive to an organization, including retirement benefits, interpersonal connections with fellow employees, and unique resources specific to the organization.

Sulliman and Iles (2000) point out that the principles of continuous commitment center around the expense of quitting and the profit that comes with staying involved. Continuance commitment pertains to the commitment exhibited by employees as they recognize the various side-bets or investments, expenses, and alternatives linked to their departure from the firm, such as temporal, exertional, and pension-related considerations (Khan, Naseem, & Masood, 2016). The length of an employee's tenure inside a company is perceived to potentially result in the loss of benefits accrued over their term of service.

Dixit and Bhati (2012) claim that an employee's continuous commitment to an organization is contingent upon their awareness of the advantages associated with being a part of said business. Hence, continuance commitment is seen as calculative in nature as it takes into account the advantages of staying and the disadvantages of leaving employment within the organization (Lumley, Coetzee, Tladinyane & Ferreira, 2011).

When employees perceive that the costs associated with leaving an organization outweigh the benefits of staying, they are more likely to develop intentions to remain with the institution rather than resign. According to Khan et al. (2016), there exists a favorable relationship between continuing commitment and both performance and quality of work. According to Kasogela (2019), it is argued that the presence of continuing commitment among employees can enhance creativity by enhancing human capital, resulting in the development of talented, knowledgeable, and competent personnel. According to Irefin and Mechanic (2014), individuals who possess a strong sense of continuance commitment towards their organization are more likely to exert significant effort in order to facilitate the attainment of the institution's goals and objectives. This is primarily due to their

perception of themselves as integral contributors to the organization, which subsequently fosters a greater level of engagement in endeavors aimed at realizing the organizational mission and vision. Consequently, these individuals exhibit enhanced job performance as a means of actively participating in the achievement of organizational objectives.

2.3.4 Normative commitment

Normative commitment is a phenomenon characterized by employees experiencing a sense of obligation towards the organization that has made investments in their professional development. Employees have a sense of moral duty to uphold their commitment to an employer that has made substantial investments in their training and professional development. For example, in cases when a corporation has made investments in its employees by funding their education as they concurrently pursue other certifications, there is a sense of obligation on the part of the employees to reciprocate by maintaining their commitment to the organization and delivering their services.

According to the definition provided by Meyer and Allen (1997), normative commitment refers to an individual's sense of obligation to persist in their employment. Individuals feel compelled to maintain their membership in the organization due to the internalization of normative notions about duty and obligation. According to Suliman and Iles (2000), normative commitment refers to the emotional obligation an employee feels towards the organization, which motivates them to continue their work.

According to the perspective put forth by Haar and Spell (2004), normative commitment pertains to a sense of duty experienced by employees who perceive themselves as indebted and morally obligated to remain employed with the firm. Additionally, it has been shown

that the individual family system, cultural factors, and the process of organizational socialization significantly contribute to the development of employees' normative commitment. Normative commitment pertains to the sense of obligation to remain inside an organization, which arises from the internalization of loyalty and/or the receipt of favors that necessitate reciprocation. This construct is associated with the extent to which employees perceive a moral duty to continue their tenure within the organization. Normative commitment pertains to the employees' sense of duty to remain affiliated with the organization due to external influences and pressures. According to Lisa (2006), individuals who possess a strong normative commitment exhibit a significant level of care for the opinions and perceptions of others in relation to their decision to leave an organization.

In a similar vein, Naser (2007) highlights normative commitment as the manifestation of employees' allegiance to their organization or their sense of duty towards it. This commitment can be influenced by other personal commitments, such as marriage, family, and religion. Consequently, individuals often perceive a moral obligation towards their place of employment. According to Saygan (2011), normative commitment refers to an individual's belief in the ethical obligation they have towards their organization, motivating them to remain committed to their work.

Employees demonstrate a sense of duty and strong allegiance to their place of employment. The individuals express their perspective that the notion of departing from their organization is not agreed upon; they choose to remain in the group due to their sense of obligation. Additionally, According to Akhigbe, Felix, and Finelady (2014), normative

commitment refers to the deliberate actions taken by individuals to demonstrate or recognize the positive contributions made by the organization towards its employees.

Normative commitment refers to the tendency of employees to remain with a company due to their belief that it is morally and ethically appropriate to do so. According to Andrew (2017), employees who possess normative commitment exhibit a sense of obligation to remain with the organization, as shown by the normative component. These employees choose to stay because they perceive it as their moral duty or the appropriate course of action. According to Planer (2019), normative commitment is linked to a perception of moral duty to stay within the organization.

The manifestation of normative commitment is primarily rooted in socialization experiences, initially acquired within the family unit and subsequently reinforced inside the job, particularly when the significance of organizational loyalty is highlighted. The level of normative commitment can be determined by the acceptance of norms by a person and the reciprocal relationship that exists between a business and its employees. Normative commitment, in a general sense, encompasses the subjective sense of obligation a one experiences towards maintaining their employment. According to Planer (2019), individuals who possess a strong normative commitment tend to perceive a moral obligation to continue affiliated with the organization.

The sense of duty to stay inside an organization can arise from the assimilation of normative constraints placed on an individual before to joining the organization, as well as their familial or cultural background and alignment with the organization's values and goals. According to Sharma and Sinha (2015), the phenomenon of employee psychological contract fulfillment can also arise when a firm offers rewards to employees in advance,

such as covering college tuition expenses or incurring substantial costs related to employment, such as head-hunting fees or job training expenses. The acknowledgment of these investments elicits a sense of duty among employees to reciprocate by demonstrating their commitment to the firm until the responsibility has been fulfilled.

Normatively committed employees typically experience a strong inclination to remain within their firms due to their perception that departing will result in adverse outcomes. Additionally, they often experience a sense of guilt when contemplating the prospect of leaving. According to Sharma and Sinha (2015), there is a suggestion that firms that implement supportive policies and demonstrate a perceived importance for their employees exert a significant impact on the normative commitment exhibited by those employees.

2.3.5 Demographic Factors

Thakur (2015) alludes that demographic factors greatly influence how well employees perform despite the fact that the employee might be having other factors determining their performance, therefore, managing these factors in the workplace should be the concern of every organization. In order to survive, an organization needs to be able to manage and utilize its demographic workforce effectively. Managing demographic factors in the workplace should be a part of the culture of the entire organization.

2.3.5.1 Age

Numerous experts have acknowledged the significant influence of age in influencing an employee's performance, whether it exceeds or falls below expectations. According to Adio (2010), there exists a diversity of perspectives regarding the concept of age among individuals. Some individuals perceive old age as a culmination of life experiences and

acquired wisdom, which consequently enhances one's capacity to operate more effectively. Conversely, there exists a segment of individuals who associate old age with physical deterioration, fatigue, heightened familial and societal obligations, and susceptibility to illnesses, all of which contribute to diminished labor capacity.

2.3.5.2 Education level

Many organizations require specific minimum educational levels as a prerequisite for selecting an individual for a particular work position. The current prevalence of unemployment in several nations has resulted in a situation where graduates are compelled to choose positions for which they are either inadequately or excessively qualified (Silva, 2009). The acquisition of skills through formal education serves as an indicator of an employee's degree of performance. However, the fulfillment of labor demands inside colleges necessitates the presence of several specialized professions.

2.3.5.3 Length of service

The duration of an individual's tenure inside an organization can have influence on their performance outcomes. Furthermore, the accumulation of work experience over an extended period of time inside an organization serves as an indicator of the long-term viability of the employer-employee relationship in terms of effectively attaining the objectives of the organization (Sulliman & Iles, 2000). The observation reveals that employees who remain employed inside an organization for an extended period express satisfaction with their job and tenure, whereas those who leave express dissatisfaction and hold optimism for finding alternative career opportunities that better fulfill their professional requirements.

2.3.6 Employee Performance

The significance of employee performance is considerable for both individuals and companies. It comprises the observable behaviors exhibited by employees, indicating their positive views towards the organization. Shiqian (2018) notes that performance is seen as the most important way to measure a company's progress and outcomes. It is crucial to acknowledge that various academic fields have distinct definitions and methodologies for assessing employee performance. Kahya (2009) has conducted research on employee performance, which is regarded as a significant variable within the field of industrial and organizational psychology.

Additionally, Kelidbari, Dizgah, and Yusefi (2011) assert that managers have always placed a high priority on the job performance of their staff members. Abbas and Yaqoob (2009) provide support for this notion by claiming that the performance of employees holds significant importance in the functioning of an organization. Therefore, in order to ensure the effective operation of companies, it is crucial to thoroughly examine the elements that contribute to achieving high performance. According to Mguqulwa (2008), performance can be defined as the level of effort, initiative, adherence to standards, and commitment exhibited by individuals during the execution of job activities.

The notion presented here is supported by Al Kahtani (2013), who observes that performance typically refers to the measurement of an individual's output, such as sales or production, or the evaluation of their degree of achievement in relation to the expectations set by the company. Employee performance is defined and measured in varying ways across different fields. According to Ramawickrama, Opatha, and PushpaKumari (2017),

throughout the 1920s, the term "employee performance" denoted the measure of both the quantity and quality of labor produced by individuals employed inside an organizational setting.

According to Hsu (2005), employee performance is conceptualized as the outcome of the tasks and responsibilities carried out by individuals within their respective organizational roles. According to Prasetya and Kato (2011), performance can be defined as the achieved result of proficient actions carried out by employees within a certain context. According to Liao, Lu, Huang, and Chiang (2012), employee performance encompasses several aspects such as promotions, redundancy, incentives, punishments, evaluations, and compensation modifications, serving as a standard for evaluating and determining these outcomes.

According to Bauer and Erdogan (2012), the concept of job performance refers to the extent to which an individual meets the performance criteria outlined in their job description. Measures of job performance encompass various aspects, such as the employee's output in terms of work quality and quantity, the precision and efficiency demonstrated in task execution, and the overall efficacy exhibited by the individual fulfilling the job responsibilities.

Within numerous businesses, the evaluation of job performance serves as a critical factor in determining an individual's prospects for promotion, financial remuneration, allocation of supplementary duties, or even termination from their employment. Hence, the monitoring and observation of work performance is a prevalent practice in numerous

businesses, constituting a primary focus of investigation within the field of organizational behavior.

According to Hueryren and Dachuan (2012), employee performance encompasses the whole work results of employees, which may be evaluated in terms of effectiveness, efficiency, and efficacy. According to Aroosiya and Ali (2014), employee performance can be defined as the successful completion of assigned tasks within a certain timeframe. According to Anitha (2014), employee performance can be understood as a measure of the financial or non-financial results achieved by an employee that directly impact the performance and success of the organization. Anitha further identifies several key factors that influence employee performance, including the working environment, leadership, relationships with team members and colleagues, training and career development opportunities, and overall workplace well-being.

Furthermore, Folorunso et al. (2014) provide a definition of performance as the measurable results that occur following the completion of a task. This encompasses the extent to which personnel have successfully accomplished their assigned responsibilities and met the established guidelines, objectives, or criteria set by the business. According to Inuwa (2015), employee performance can be defined as the degree to which employees fulfill their designated roles and obligations. This encompasses the efficiency and effectiveness with which employees complete their allocated tasks.

Shiqian (2018) asserts that the quality of work, which refers to how well workers can do their job compared to the goals that were set, can be used to measure their performance level. Work quantity pertains to the evaluation of employees' capacity to accurately accomplish tasks in accordance with the predetermined work standards.

Timeliness refers to the evaluation of employees' capacity to do tasks within the designated timeframe. Opatha (2002) observed that in order to conduct a thorough evaluation of job performance, it is necessary to adhere to a specific criterion. In support of this notion, Mathis and Jackson (2003) propose that managers receive data on employee job performance at three distinct levels. These levels include trait-based information, which pertains to subjective characteristics of the employee such as attitude, initiative, or creativity. Behavior-based information pertains to the specific tasks and responsibilities encompassed within a job, while result-based information pertains to the outcomes achieved by the employee and their accomplishments.

It is anticipated that employees operating inside the organization would execute their job responsibilities in a reliable manner. The successful execution of tasks and responsibilities outlined in the employment contract is the responsibility of the employees. According to the viewpoint expressed by Hettiararchchi and Jayarathna (2014), employees willingly accept specific job assignments and commit to carrying them out reliably. According to Opatha (2015), it is suggested that employees should possess a sense of accountability in order to effectively fulfill their responsibilities. Consequently, employee performance holds significant importance for both individuals and organizations, as it serves as a behavioral manifestation indicating positive attitudes towards the organization.

Mathis and Jackson (2009) establish a connection between performance and enduring attributes such as the quality and quantity of production, presence on the job, work efficiency, and work effectiveness. Folorunso et al. (2014) establish a connection between performance and productivity, which encompasses the amount, quality, and contribution of work. They assert that a high level of staff productivity has a beneficial impact on organizational performance.

According to Sadikoglu and Zehir (2010), the authors argue that the achievement of satisfied, motivated, and devoted personnel can lead to the generation of innovative ideas for new products or services, as well as improvements in quality performance, operating performances, and customer satisfaction. Hence, the significance of employee performance cannot be overstated in the attainment of business goals.

According to Prasetya and Kato (2011), performance may be seen as the result of employees' behaviors and their skillset when operating inside a certain context. The attainment of organizational objectives is facilitated by strong performance, thereby necessitating increased dedication to enhancing organizational performance. According to Meyer and Herscovitch (2001), organizational commitment holds significant influence over employees' attitudes and behaviors within the workplace. This influence is attributed to the fact that a high level of organizational commitment decreases employees' intention to leave the organization, enhances their punctuality, and fosters positive attitudes and behaviors towards organizational citizenship, change, and performance.

2.4 Empirical Review

2.4.1 Affective commitment and employee performance

In the present-day context, it has been acknowledged by firms that they can enhance productivity by cultivating emotive commitment among employees. This recognition stems from several studies that have consistently demonstrated the significance of affective commitment as a predictive factor for employee performance. Numerous scholars have conducted studies to investigate the correlation between affective commitment and employee performance. For instance, Afandi (2018) conducted research on the impact of affective commitment on employee performance. The researcher employed a quantitative methodology and utilized questionnaires as a means of data collection. The results indicated a noteworthy influence of affective commitment on employee performance. In a similar vein, Gulzar (2020) directed their attention towards examining the influence of affective commitment on the job performance of employees. The study consisted of a sample size of 68 employees, with data being obtained through the use of questionnaires. The findings of the study indicated a statistically significant association between affective commitment and employee performance.

2.4.2 Continuance commitment and employee performance

The relationship between continuance commitment and employee performance has been examined by several researchers, who have identified it as a significant predictor of performance. For instance, Koskei et al. (2018) conducted a study at the University of Eastern Africa Baraton in Kenya, where they investigated the association between continuance commitment and employee performance. Their sample consisted of 106 participants, including both teaching and non-teaching staff members at the university.

The research findings indicated a modest inverse correlation between continuance commitment and employee performance, suggesting that continuance commitment does not exert a substantial impact on employee performance at the University of Eastern Africa Baraton in Kenya. Kasogela (2019) conducted a study that examined the influence of continuing commitment on job performance within emerging economies, namely in Tanzania. The study included a sample of 116 employees from both the public and private sectors, representing industrial and government businesses. The results of the investigation revealed a statistically significant correlation between the two variables.

The study conducted by Sukanebari and Konya (2020) examined the correlation between continuing commitment and organizational performance within industrial companies located in Port Harcourt, Nigeria. The research employed a cross-sectional survey design, wherein data was gathered using a questionnaire. The study included a total of 154 employees from 10 industrial organizations that were selected in Port Harcourt. The study's results indicated a notable correlation between continuance commitment and organizational performance. Consequently, the study reached the conclusion that continuance commitment serves as a significant predictor of the organizational performance of manufacturing enterprises located in Port Harcourt, Nigeria.

2.4.3 Normative commitment and employee performance

Research on normative commitment and employee performance has not been conducted in isolation. Instead, these studies have been intertwined with other variables related to organizational commitment, namely affective and continuance commitment. However, from these studies, the relationship between normative commitment and employee performance can be depicted as follows:

In Effiong's (2017) study, the primary objective was to examine the association between various constructs of organizational commitment, namely affective, continuance, and normative commitment, and job performance. The research was conducted using a sample size of 300 individuals comprising both academic and non-academic staff members of Ritman University, located in Ikot Ekpene, Akwa Ibom State. The researcher employed purposive sampling techniques to select participants, and data collection was carried out through the administration of questionnaires. The findings of the study revealed a statistically significant correlation between normative commitment and job performance.

The study conducted by Metin and Asli (2018) aimed to assess the influence of organizational commitment, namely affective, normative, and continuity commitment, on workers' work performance. The study included a total of 329 participants who were employed in various businesses affiliated with the Konya Chamber of Commerce and Industry in Turkey. The results of the study suggest that normative commitment did not have a statistically significant impact on work performance.

A study conducted by Jakada, Jakada, Hussein, and Kurawa (2019) investigated the impact of emotional continuance and normative commitment on the job performance of employees at the National Identity Management Commission (NIMC) Northwest Zone in Nigeria. The research employed appropriate and convenient random sample methodologies, with a total of 210 questionnaires sent for the purpose of data collection. The research findings indicate that normative commitment does not have a substantial impact on the job performance of employees at the National Identity Management Commission (NIMC) in the Northwest Zone of Nigeria.

2.4.4 Moderating effect of demographic factors on the relationship between organizational commitment and employee performance

Many scholars across diverse regions of the world have conducted studies examining the moderating influence of demographic characteristics on the association between organizational commitment and employee performance. These investigations encompass a range of research endeavors. In their study, Thakur (2015) aimed to examine the impact of demographic variables on the academic staff performance within the context of Kenyatta University in Kenya.

The research findings indicate that age is the most significant factor influencing the performance of academic employees at Kenyatta University, followed by academic level and tenure within the organization. Conversely, gender and marital status were found to have the least impact on the performance of academic employees at Kenyatta University. The study conducted by Hassan and Olufemi (2017) aimed to investigate the correlation between the socio-economic backgrounds of insurance salesmen and their job performance. The demographic variables examined in this study encompassed age, marital status, educational attainment, employment tenure, and gender. A descriptive research design was utilized to examine a cohort of 113 participants.

The data in this study was gathered by the administration of a questionnaire. The findings of the research revealed a modest positive correlation between the factors under investigation and job performance. However, it was observed that marital status and employment duration were the primary predictors of job performance among insurance

salesmen. In a similar vein, the study conducted by Amegayibor (2021) centered its attention on examining the impact of demographic variables on the performance of employees. This study examines a specific situation of an owner-manager manufacturing firm located in Cape Coast, which is situated in the central area of Ghana. The study employed a correlational research design, utilizing a census sampling technique to choose a sample of 400 employees. Data collection was conducted through the use of an interview schedule. The results of the study indicated that age, education level, and tenure were shown to have a significant influence on employees' production.

2.4.5 Organizational commitment and employee performance

The influence of organizational commitment on an organization's outcomes is significant, as it plays a pivotal role in determining organizational performance, quality, and productivity. According to Shah (2012), there is a correlation between employee commitment and their inclination to remain employed within their respective firms. Chandel (2019) has observed that organizational commitment is a crucial element of human capital and a key determinant of organizational effectiveness, including academic institutions. According to Ahulwalia and Preet (2017), organizational commitment plays a significant role in inspiring university faculties to engage in behaviors that lead to the attainment of desired results.

According to Igella (2014), firms that aim to cultivate a mindset of commitment experience a decrease in the probability of employee turnover. According to Vance (2006), the concept of work commitment holds significant importance for firms, as it has been seen that individuals who are devoted and engaged in their job tend to contribute to the creation of a competitive advantage. Additionally, these employees exhibit better levels of

productivity and lower rates of employee turnover. According to Khan, Nawaz, and Khan (2013), organizational commitment plays a crucial role in enhancing employees' performance. Moreover, the significance of organizational commitment is emphasized by Majid and Ibrahim (2017) as they argue that it plays a significant role in garnering employees' support for the organization and enhancing productivity.

According to Rummler and Alan (2012), it is affirmed that individuals can enhance their performance by demonstrating organizational commitment, which subsequently leads to the success and advancement of the organization. According to the findings of Kim and Brymer (2011), there is a positive correlation between employee commitment and the likelihood of their continued employment within a specific firm. According to Mosdegh and Khashayar (2016), it is crucial to acknowledge the significance and indispensability of the organization. They argue that organizational commitment plays a pivotal role in enhancing strategic plans and consistently enhancing overall organizational performance.

According to Noraazian and Khalip (2016), organizational commitment is often regarded as a crucial construct in understanding employee attachment due to its significant association with employee behavior and performance. According to Adekola (2012), commitment may be understood as a favorable assessment of the organization and its objectives. Similarly, Goutan (2004) characterizes commitment as a connection established between an individual and the organization.

According to the definition provided by Meyer and Herscovitch (2001), commitment refers to a compelling influence that attaches an individual to a specific course of action pertaining to one or multiple objectives. In a similar vein, Dolan, Tzafrir, and Baruch (2005) propose that commitment can be understood as the psychological engagement of

employees with their organization, characterized by a sense of affiliation, a sense of ownership over organizational objectives, and a willingness to embrace and tackle obstacles.

According to Boxall and Macky (2009), commitment is regarded as a unique strategy within the field of Human Resource Management (HRM) that yields positive outcomes. Therefore, it is imperative for HR professionals to actively promote the cultivation of organizational competencies by fostering employees' commitment to the organization. According to Fugate, Stank, and Mentzer (2009), the establishment of employee commitment plays a crucial role in the attainment of an organization's strategic objectives. The conceptualization of organizational commitment varies across scholars. According to Vance (2006), organizational commitment is characterized by a propensity to continue in a chosen course of action and a reluctance to deviate from established goals. This is typically driven by a sense of obligation to remain committed to the chosen path.

According to Boehman (2006), organizational commitment can be defined as the inclination of employees to invest their energy and effort in the organization, the extent to which their goals and values align with those of the organization, and their motivation to sustain their affiliation with the business. Lisa (2006) posits that organizational commitment pertains to the extent to which individuals are engaged with their organizations and exhibit a desire to continue their affiliation with them. Organizational commitment refers to the psychological attachment and loyalty that exists between an employee and their employer. Moreover, according to Ongori (2007), organizational commitment can be defined as a comprehensive reaction to the entire organization,

encompassing the extent of employees' emotional attachment and loyalty towards the organization.

According to Solinger, Olffen, and Roe (2008), organizational commitment pertains to the extent to which an employee associates themselves with a certain organization, aligns with its objectives, and desires to sustain their affiliation with the organization. An individual who possesses organizational commitment demonstrates a sense of identification with a certain organization, holds a strong belief in its objectives, and expresses a desire to maintain their membership within this organization.

The emotional bond between individuals and an organization, coupled with their conviction in the business's principles, represents the pinnacle of employee dedication. According to Sharma and Bajpai (2010), employees are considered to be committed to an organization when they choose to maintain their affiliation with the organization and demonstrate a significant level of dedication towards accomplishing the organization's objectives and aspirations. Employees that possess a strong sense of commitment towards their organization are likely to demonstrate elevated levels of effort, resulting in enhanced performance and effectiveness at both individual and organizational levels.

According to Akintayo (2010), the concept of organizational commitment can be characterized as the extent to which employees have a sense of dedication and loyalty towards their organization. According to the definition provided by Ramay and Abdullah (2012), organizational commitment refers to the concentrated attention and personal connection that an employee develops towards a specific activity or work. In contrast, Judge and Mueller (2012) propose that organizational commitment is a psychological

condition that establishes a connection between an individual and the organization through the alignment of values and objectives.

According to Jennifer and Gareth (2012), organizational commitment is characterized as the amalgamation of individuals' emotions and convictions regarding their employing organization in its whole. The spectrum of commitment can span from very high to exceptionally low, and individuals may hold opinions towards many facets of their firm, including its promotion policies, product quality, and ethical stance.

According to Mizanur, Mohammad, and Mohammad (2013), organizational commitment can be defined as a connection or affiliation with the organization. Additionally, Akanbi and Itiola (2013) define organizational commitment as the extent to which employees establish a sense of belonging and actively strive to achieve the predetermined goals and objectives of their firm. According to Negin, Omid, and Ahmad (2013), it has been argued that organizational commitment has the potential to enhance employees' performance and contribute to the overall competitiveness of a firm.

Additionally, Mensah, Akuoko, and Ellis (2016) provide a definition of organizational commitment as the extent to which an individual connects with their role as an employee within an organization and demonstrates passion in fulfilling their job responsibilities. According to Noraazian and Khalip (2016), organizational commitment can be defined as the inclination of employees to maintain their employment inside their present organization. According to Devananda and Onahring (2019), organizational commitment refers to the employees' inclination to support the organization in attaining its objectives

and maintain a steadfast dedication to the organization. This encompasses the employees' degrees of identification, engagement, and allegiance to the company.

Abasilim, Gberevbie, and Osibanjo (2019) provided a definition of organizational commitment as the emotional attachment an individual has towards an organization, together with their belief in the organization's objectives, and their dedication to contributing towards the achievement of these objectives by maintaining their affiliation with the organization. According to Bano, Ishrat, and Mishra (2019), organizational commitment refers to the degree of an employee's engagement and dedication to the organization, characterized by a strong work ethic, a sense of duty, and a lack of intention to resign. Moreover, it is suggested that a heightened degree of organizational commitment might result in enhanced performance and efficiency among employees in the pursuit of organizational tasks and objectives.

According to Ghauri, Khan, and Awang (2014), the establishment of organizational commitment is associated with the concept of psychological contact between employees and employers. This concept highlights the importance of maintaining a balance of contributions between the two parties, specifically referring to the efforts made by employees in the organization and the corresponding rewards provided by employers. Therefore, the equilibrium of the organizational commitment equation is achieved when the level of employee commitment to the organization is reciprocated by the organization's commitment to the employee.

It has been observed that employees may exhibit reduced commitment to their organization when they perceive a lack of commitment from the firm towards them. According to Naser (2007), when individuals experience dissatisfaction in their work environment, they tend to exhibit reduced commitment and actively seek alternative employment alternatives. In cases when such opportunities are not readily available, employees may resort to emotional or mental disengagement from the firm. Hence, organizational commitment is seen as a significant attitude when evaluating employees' inclination to resign and their overall impact on the organization.

According to Vance (2006), there is support for this notion as he asserts that employees who are committed to their organization are less inclined to exhibit work withdrawal behaviors, even in the presence of job dissatisfaction. This can be attributed to their strong sense of loyalty towards the organization, which motivates them to make sacrifices despite their current unhappiness with their work. Organizational commitment is a psychological construct that pertains to the interplay between individuals and the organization they are affiliated with.

The concept of organizational commitment has garnered significant attention from both practitioners and researchers. Akintayo (2010) highlights the growing interest in commitment as organizations recognize the importance of having dedicated employees in order to establish and sustain a competitive edge, as well as attain exceptional performance. According to Meyer, Stanley, Herscovitch, and Topolnytsky (2002), the significance of organizational commitment is emphasized by managers and stakeholders as it has a direct impact on an organization's profitability, competitive standing in the market, and staff

productivity. According to Cherif (2020), organizational commitment plays a crucial role in the achievement of success, survival, and the development of a competitive advantage for organizations.

In order to cultivate organizational commitment, it is imperative that employees experience job satisfaction, as this directly influences their commitment to the organization. Consequently, fostering employee commitment can lead to a decrease in costs associated with employee turnover, absenteeism, and low productivity. According to Mizanur et al. (2013), organizational commitment plays a crucial role in the recruitment and retention of skilled employees inside a firm. The performance of a company is intrinsically linked to the level of dedication exhibited by its personnel, in a similar vein. According to Bragg (2002), it is postulated that individuals who are committed to their work have the potential to not only meet but even exceed the goals set by management.

According to Gul (2015), a crucial factor in achieving higher productivity and attaining lasting competitive advantage is the presence of a strong commitment at the organizational level. According to Adeoye (2020), there is evidence supporting the notion that individuals who demonstrate loyalty, dedication, and commitment are more likely to achieve higher levels of performance and invest a substantial amount of their time in improving organizational outcomes. Umamaheswari and Joyce (2020) argued that organizational commitment holds significant importance owing to its potential to enhance organizational aspirations and employee satisfaction. According to Vieira (2019), organizational commitment is widely acknowledged for its significant impact on several aspects of an organization. This includes its association with crucial work-related elements such as employee turnover, absenteeism, and performance. The attainment of organizational

objectives is contingent upon the active involvement of capable and dedicated employees. It has been observed that employees who exhibit a high level of commitment tend to outperform their less devoted counterparts.

According to Sharma and Bajpai (2010), employees who are committed to their organization demonstrate a willingness to remain with the organization and expend significant effort in order to achieve organizational objectives. As a result, these employees exhibit high levels of effort, which can ultimately lead to increased levels of performance and effectiveness for both the employee and the organization. According to Negin et al. (2013), it is argued that organizational commitment has the potential to enhance employees' performance and increase the overall competitiveness of the organization. Ghauri et al. (2014) suggest that organizational commitment is a crucial determinant of success, underscoring the need to comprehend the concept of commitment and its potential outcomes, as proposed by Dixit and Bhati (2012).

According to Baskaran (2021), one of the primary obstacles encountered by human resource managers pertains to the identification of strategies aimed at improving employee performance and fostering long-term commitment to the organization. This is crucial as employees significantly contribute to the growth and success of the organization. Hence, it is imperative for firms to prioritize employee satisfaction in order to foster heightened levels of engagement inside the workplace.

Scholars have conducted numerous studies examining the correlation between corporate commitment and employee performance. In their study, Suliman and Iles (2000) conducted an investigation into the characteristics of organizational commitment within three industrial units in Jordan. They examined the relationship between employees' job

performance and five demographic variables. The researchers' findings unveiled that organizational commitment is a multidimensional construct, consisting of three distinct dimensions. Additionally, a positive association was observed between commitment and each of the three dimensions of organizational commitment, as well as job performance.

In a study conducted by Chughtai and Zafar (2006) on university professors in Pakistan, it was determined that the aspects of organizational commitment, namely affective, normative, and continuity, exhibit a positive and substantial correlation with employees' performance. In their study, Khan, Ziauddin, Jam, and Ramay (2010) examined the influence of organizational commitment, namely affective commitment, continuation commitment, and normative commitment, on employee job performance. The sample for this research consisted of 153 individuals employed in the oil and gas sector in Pakistan, encompassing both public and private sector personnel.

The results of the study indicated a significant correlation between employee dedication and job performance among employees. Therefore According to Khan et al. (2010), it is recommended that managers prioritize the examination of factors that influence employee commitment and the various elements that contribute to fostering such commitment. This strategic focus is crucial in order to enhance employee performance and ultimately elevate organizational productivity. In a study conducted by Qaisar, Rehman, and Suffyan (2012), an examination was undertaken to investigate the impact of various aspects of organizational commitment, namely affective, normative, and continuity, on the performance of Pakistan Police officers.

The findings from the statistical analysis revealed that the dimensions of organizational commitment, namely affective, normative, and continuity, collectively and individually have a significant impact on the performance of officers. Similarly, a study conducted by Dixit and Bhati (2012) revealed a substantial association between organizational commitment and sustained productivity in the Auto component business. Specifically, the dimensions of affective, normative, and continuous commitment were found to be positively correlated with productivity outcomes. The researchers made the observation that there were favorable correlations between the three dimensions of commitment, namely affective, continuation, and normative commitment, and the long-term production of the organization.

In their study, Negin et al. (2013) conducted an investigation on the influence of organizational commitment on the job performance of employees within the Malik bank staff. The findings of the study indicate that there is a positive and significant correlation between the aspects of organizational commitment (affective, normative, and continuity) and employees' job performance. In their study, Folorunso et al. (2014) examined the impact of various characteristics of organizational commitment on the performance of academic staff in tertiary institutions owned by the state of Oyo. A total of 197 participants were selected from two tertiary institutions for the purpose of this study. The findings of the study indicate that the dimensions of organizational commitment have a significant impact on the performance of academic staff in Oyo State Owned Tertiary Institutions in Nigeria, both collectively and individually.

The study conducted by Anwar (2016) aimed to examine the correlation between employee dedication and long-term productivity within the agricultural sector. The study examined the relationship between emotional commitment, normative commitment, and continuation commitment as independent factors, and their impact on sustained production, which served as the dependent variable. Questionnaires were devised and disseminated to a total of twelve feed plants located in Erbil. The study's sample size consisted of 71 participants. The research findings revealed a favorable relationship between characteristics of organizational commitment, namely affective, continuity, and normative commitment, and sustained production.

However, it is noteworthy that the continuing commitment exhibited the highest magnitude, suggesting that a significant number of employees in feed factories demonstrate dedication to their profession primarily due to financial compensation and limited alternative opportunities. Bandula and Lakmini (2016) conducted a study to examine the influence of employee commitment on job performance within the context of leasing enterprises in Sri Lanka. A survey was conducted on a sample of 115 employees, who were selected to represent personnel from Licensed Finance businesses (LFCs) and specialized Leasing businesses (SLCs). The results of the study indicate a significant correlation between employee dedication and job success.

2.5 Research Gap

The field of organizational commitment has experienced significant growth in the past twenty years because to its association with favorable work behaviors, such as increased productivity, greater intention to remain with the organization, and reduced turnover rates.

Tawiah (2009) investigated how organizational commitment affected performance using a case study of senior employees at Kwame Nkrumah University of Science and Technology. The results of the investigation showed no connection between job performance at this university and organizational commitment.

Folorunso et al. (2014) investigated the impact of organizational commitment dimensions on academic staff performance at Oyo State Owned Tertiary Institutions. A total of 197 participants were selected from two tertiary institutions for the purpose of this study. The findings of the study indicate that the dimensions of organizational commitment have a collective and individual impact on the performance of academic staff in Oyo State Owned Tertiary Institutions in Nigeria.

Thakur (2015) looked on how academic staff members' performance at Kenyatta University was impacted by their demographics. The findings of the study indicate that age is the most significant factor influencing the performance of academic employees at Kenyatta University. This is followed by academic level and tenure within the organization. On the other hand, gender and marital status were shown to have the least impact on the performance of academic employees at Kenyatta University.

Koskei et al. (2018) investigated employee performance and continuing commitment at the University of Eastern Africa in Baraton, Kenya. They recruited 106 respondents from the

university's teaching and non-teaching personnel. The research findings indicated a limited inverse correlation between continuance commitment and employee performance, suggesting that continuance commitment does not exert a substantial impact on employee performance at the University of Eastern Africa Baraton in Kenya.

The existing literature has overlooked significant variables related to organizational commitment, such as affective, continuance, and normative commitment. Additionally, no previous study has investigated the potential moderating effect of demographic factors on employee performance. Furthermore, the majority of the existing studies have focused on the academic staff population. The aforementioned circumstances have contributed to the emergence of a deficiency in information regarding the relationship between organizational commitment and employee performance among nonacademic personnel in public universities in Kenya.

This study aimed to address the aforementioned vacuum in the literature and make a contribution to the existing body of information. Its objective was to examine the association between organizational commitment and employee performance among non-academic staff members in Public Universities located in the Western Region of Kenya.

2.6 Conceptual Framework

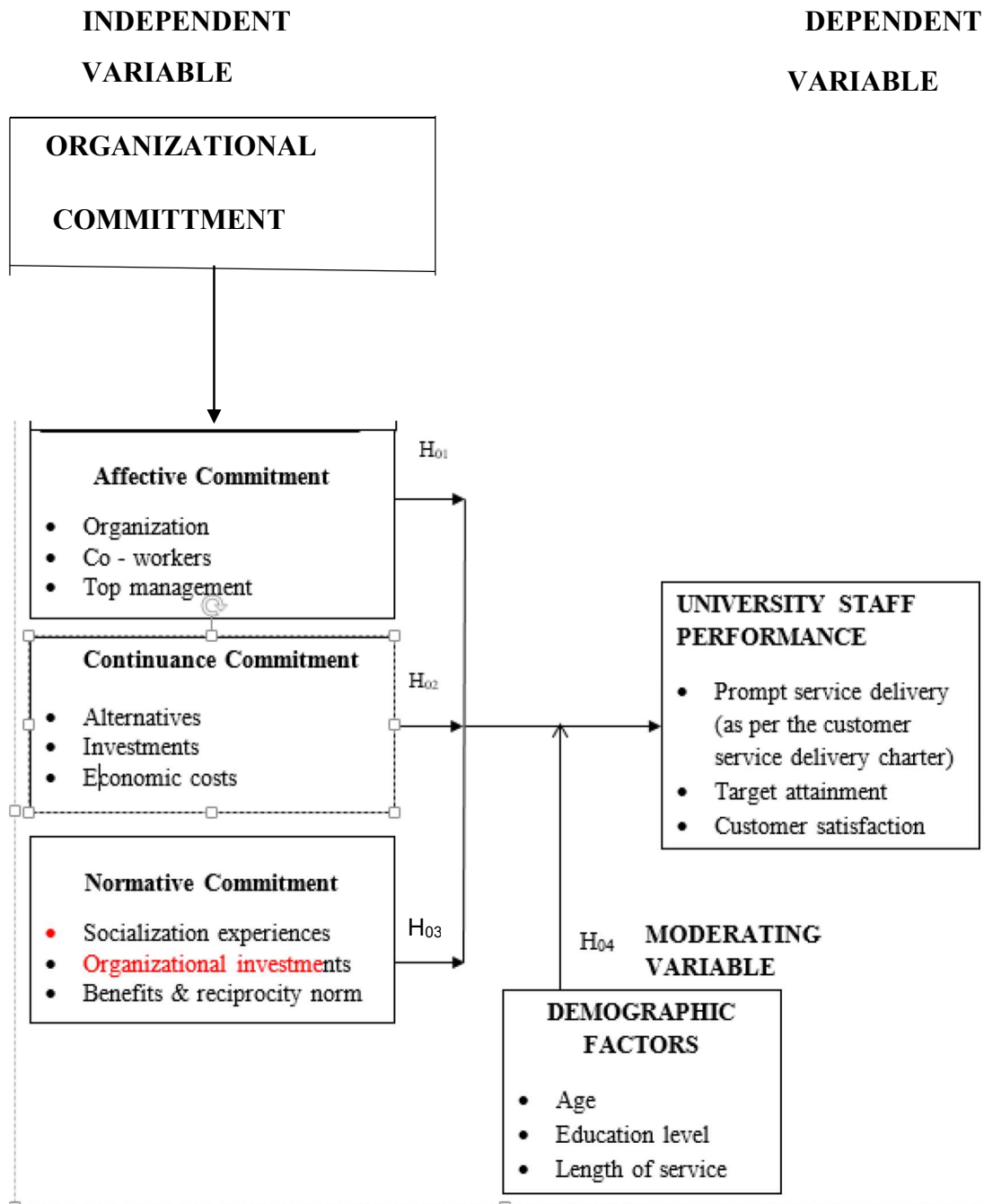


Figure 1: Author's conceptualization, 2021

On the conceptual framework, organizational commitment was the independent variable which encompassed the following three major dimensions of organizational commitment, ; affective (measured by employee relationship with their organization, co-workers and top management), continuance commitment (measured by alternatives, investments and economic costs) and normative commitment (measured by socialization experiences, organizational investments, benefits and reciprocity norm), whereas employee performance was the dependent variable (measured by prompt service delivery, target attainment and customer satisfaction) and the moderating variable was demographic factors (measured by employees age, education level and length of service).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter primarily addressed several aspects of the research, including the study area, research design, target population, sample design and procedures, data collection tools, reliability and validity of research instruments, data analysis techniques, and ethical issues that were adhered to during the study.

3.2 Study Area

The geographical scope of the study was limited to Chartered Public Universities in Western Region, Kenya which consists of ten (10) counties namely; Kisumu, Kakamega, Bungoma, Vihiga, Busia, Homabay, Migori, Kisii, Nyamira, and Siaya. The researcher focused on non - academic staff in the six (6) Public Chartered Universities in the region. Western Region was the most convenient study area for this research because all the public universities in the region are growing universities that are facing a challenge of attracting and retaining qualified staff due to increased competition from private and long serving public universities.

3.3 Research Design

The selection of an appropriate research design is crucial in determining the methodology employed to fulfill the objectives of the study. According to Ogula (2005), a research design refers to a systematic framework that encompasses the plan, structure, and technique employed in an investigation to acquire answers to research inquiries and effectively manage variance. In this particular study, descriptive and correlational research designs were utilized.

According to Creswell (2012), the correlational research design is employed in order to examine the association between multiple factors or to make predictions about an outcome. This statement elucidates or provides further understanding of the level of correlation between two or more variables at a specific moment in time. According to Hair, Black, Babin, Anderson, and Tatham (2006), the utilization of a correlational research design is deemed suitable for investigating the relationship between variables. The current study employed descriptive and correlational research techniques in order to investigate the potential relationship between organizational commitment and employee performance.

3.4 Target Population

The term "population" refers to the entirety of individuals, events, or objects, whether actual or imaginary, that a research study aims to generalize its findings to (Bryman & Bell, 2007). The target population comprised of 3,574 non - academic staff of all the six (6) Chartered Public Universities in Western Region, as accredited by CUE.

Table 2: Target Population

UNIVERSITY	NO. OF NON - ACADEMIC STAFF
Maseno	952
Kisii	879
MMUST	642
JOUST	415
Rongo	386
KIBU	300

TOTAL	3574
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Source: Commission for University Education (CUE) 2017/2018

3.5 Sampling procedure

Kumar (2014) defines sampling as the process of selecting a sample from a bigger group, the sampling population to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. The study adopted stratified sampling to categorize employees in three strata, that is; top, middle and lower level staff and then the researcher employed simple random sampling to select respondents from these three categories.

Table 3: Stratified sampling strata

S/NO	STRATA LEVELS	GRADE
1.	Top	13-20
2.	Middle	5-12
3.	Lower	1-4

Source: Author, (2020)

3.6 Sample size

A sample refers to a subset of the target population that a researcher intends to investigate in order to make inferences about the broader target population (Creswell, 2012). The selection of this particular sub-group has been conducted with great care in order to ensure its representativeness of the entire community. According to Kothari (2008), it is crucial for a researcher to carefully determine the sample size in order to obtain sufficient

information about the population, while also ensuring that the analysis can be conducted smoothly.

Nassiuma's (2000) method was used to figure out the sample size (n) from the target population since the target population (N) was already known. In this case, the target population was 3574 employees; the sample size was 97 respondents.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

$$n = \frac{3574 \times 0.5^2}{0.5^2 + (3574 - 1)0.05^2} = 97 \text{ respondents}$$

Where:

n = Sample Size

N = Target population

C = Coefficient of variance/variation e = probability of error (within the desired precision of 0.05 for 95% confidence level).

The variable denoted as (e) represents the margin of error, which signifies the level of precision or the degree of risk that the researcher was willing to tolerate. According to Taherdoost (2017), a 5% margin of error is deemed acceptable in the realm of social research.

A confidence level of 95% indicates that in 95 out of 100 samples, the real population value will fall within the specified margin of error (e). Consequently, a sample size of 97

respondents was selected from the accessible population through the utilization of simple random selection, ensuring proportionality.

Table 4 Sample Size Determination

University	No. of non-academic staff	Sample size $\frac{X}{3574} \times 97$
Maseno	952	26
Kisii	879	24
MMUST	642	17
JOUST	415	11
Rongo	386	10
KIBU	300	09
TOTAL	3574	97

3.7 Data Collection Instruments

For data collection, a structured questionnaire was administered to collect information from the respondents because the researcher collected quantitative data through the questionnaire that was easy to code and analyze, further, the researcher adopted the use of questionnaires because they are effective for measuring subject behavior, preferences, intentions, attitudes and opinions, which were some of the parameters that this research focused on. The research questionnaire was partitioned into four distinct sections, each of which encompassed a significant aspect of the study. Section A was specifically created to gather demographic information. Section B: In this section, we will explore the concept of organizational commitment, focusing on affective, continuation, and normative commitment. Section C: This section will go into the topic of employee performance,

examining various aspects related to this area. Section D: Lastly, this section will address demographic elements, seeking to gather information on relevant characteristics of the participants. The measurements of responses from sections A, B, C, and D were conducted using a 5-point Likert scale.

3.8 Data Analysis and Presentation

The data that was gathered was subjected to analysis employing both descriptive and inferential statistical methods. The data coding process involved the utilization of Statistical Package for Social Sciences (SPSS) version 26.0. Data coding entails the assignment of numerical values or other symbolic representations to replies, so facilitating the categorization of the data into a finite number of categories. The researcher utilized descriptive statistics to condense data into percentages, frequencies, means, and standard deviations.

In the examination of multiple variables, inferential statistics were utilized. Specifically, correlation analysis using the Pearson Product Moment Correlation (r) coefficient technique was employed to ascertain the nature and strength of the associations between the variables. A multiple linear regression analysis was performed at a significance level of 0.05, corresponding to a confidence level of 95%, in order to determine the statistical significance of the respective hypotheses. Therefore, a multiple linear regression model was constructed to examine the association between organizational commitment and employee performance.

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ Where:

Y = Employee Performance (measured by prompt service delivery, target attainment and customer satisfaction) β_0 Regression constant. It is the value of Y when $X_1 = X_2 = X_3 = 0$

β_1 Change in Y with respect to a change in X_1

β_2 Change in Y with respect to a change in X_2

β_3 Change in Y with respect to a change in X_3

X_1 - affective commitment (measured by attachment to the organization, top management and co-workers)

X_2 - continuance commitment (measured by alternatives, investments and economic costs)

X_3 - normative commitment (measured by socialization experiences, organizational investments benefits & reciprocity norm)

β_i ($i = 0, 1, 2, 3,$) coefficients

ε = error term; the inclusion of a random error (ε) was necessary because other unidentified variables may also affect employee performance.

The study applied four hypotheses generated from the model as follows;

H₀₁: There is no significant relationship between affective commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

Employee Performance = f (Organizational commitment, random error)

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

H₀₂: There is no significant relationship between continuance commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

Employee Performance = f (Organizational commitment, random error)

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

H₀₃: There is no significant relationship between normative commitment and employee performance of non - academic staff in public universities in Western Region, Kenya

Employee Performance = f (Organizational commitment, random error)

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon$$

Model summary with demographic factors as a moderating variable

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_1 X_1 * .M + \beta_2 X_2 * .M + \beta_3 X_3 * .M + \varepsilon$$

M = Demographic factors

The study employed a hierarchical regression analysis to examine the potential moderating influence of demographic characteristics on the association between organizational commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya. The results were presented in the form of tables.

3.9 Diagnostic Tests

Diagnostic test refers to the process of using data to determine the causes of trends and correlations between variables. Makes a certain assumption about a data set; precisely that data is drawn from a population with a specific or normal distribution.

3.9.1 Normality Test

It is based on the assumption that the distribution of tests is normally distributed. Normality test is used to determine if a data set is well modeled by a normal distribution. It's necessary to check for normality because the validity of the result depends on the fact that the source of data is normally distributed. The Kolmogorov-Smirnov and Shapiro - Wilk are normality tests that evaluate whether a given data set is normally distributed, they are applied to a sample with a null hypothesis that stems from a normal distribution, the researcher employed these tests to check for a normal distribution because they examine if variables are normally distributed, and furthermore the study was guided by null hypotheses.

3.9.2 Test for Multi-collinearity

Multi-collinearity is a phenomenon characterized by significant correlations between two or more independent variables in a multiple regression model. When such correlations exist

among the independent variables, it leads to decreased reliability of statistical judgments. A correlation analysis was performed to ascertain the association among all the independent variables.

3.9.3 Test for homoscedasticity

Homoscedasticity refers to the difference between predicted and observed values of an experiment being constant for any random variable considered. It's an important assumption on which many statistical tests are conducted. Homoscedasticity test results are considered more reliable owing to unbiased estimates. In order to test for linearity between the independent and dependent variable homoscedasticity test was carried out.

3.10 Pilot study

A pilot study helps a researcher identify areas for improvement especially in the research instrument before embarking on the main study. The outcomes of pre - checking of the questionnaire using a small section of employees helps in identifying the problems inherent to the research apparatus, diagnosing the errors and mistakes which need to be avoided. According to Cooper and Schindler (2011), researchers should apply thumb rule of 10% of the sample size in order to calculate the number of respondents to be used for pilot study.

The pilot study was conducted in the University of Eldoret which is a Public University located in Uasin Gishu County, Kenya. University of Eldoret was the most convenient Public University for piloting the research instruments because it's also a young and growing university that is facing a challenge of attracting and retaining qualified staff due to increased competition from private and long serving Public Universities. Ten (10)

questionnaires were administered to respondents to test for the validity and reliability of the questionnaire.

3. 11 Validity and Reliability of research instruments

3.11.1 Validity

Validity pertains to the precision and significance of the deductions derived from the outcomes of a study, or the extent to which a tool accurately assesses the intended construct. According to Sekaran (2002), the questionnaire data's validity is contingent upon the respondents' capacity to furnish the necessary information. Therefore, this study utilized content validity.

The content validity of a measure entails the involvement of a professional or expert in a specific subject. This expert aids in identifying the substance of the questions, making necessary adjustments to the phrasing and sequencing, thereby identifying potential issues prior to the actual study. Additionally, this expert explores methods to enhance the overall quality of the study. Therefore, the researcher sought the expert opinion of individuals knowledgeable in the field of study, particularly the research supervisors, in order to determine the validity of the research questionnaire. This process allowed for the necessary revisions and modifications to be made to the questionnaire before conducting the pilot study, ultimately improving its validity.

3.11.2 Reliability

Reliability of a research instrument refers to the extent to which repetitive trials produce the same results (Kipkebut, 2010). The assessment of reliability was conducted through the utilization of Cronbach Alpha. A value exceeding 0.7 was deemed to indicate reliability. In the preliminary investigation, the Cronbach Alpha coefficients for affective commitment, continuance commitment, normative commitment, employee performance, and demographic factors were determined to be 0.766, 0.688, 0.831, 0.883, and 0.715, respectively. Consequently, the average Cronbach Alpha coefficient was calculated to be 0.7776. Based on these findings, the research questionnaire employed in the study was deemed to possess satisfactory reliability.

The Cronbach Alpha coefficient is widely employed in the field of psychometrics to estimate the reliability of test scores obtained from structured questionnaires and to assess internal consistency. According to Kumar (2014), it is argued that a Cronbach Alpha value of 0.7 serves as the threshold for interpreting the dependability of a research instrument.

3.12 Ethical considerations

This study adhered to ethical principles about research, including the preservation of informed consent, confidentiality, privacy, and anonymity. The researcher obtained a research license from the National Commission for Science, Technology & Innovation (NACOSTI) and received approval from the university's Institutional Ethics and Review Committee (IERC). Additionally, the researcher sought authorization to collect data from multiple universities. Furthermore, the respondents were provided with comprehensive information regarding the study's purpose and objectives, allowing them to make informed decisions regarding their participation. Furthermore, the confidentiality of all data

pertaining to the identification and personality of participants was strictly upheld. Furthermore, all data collected was utilized exclusively for the purpose of this research investigation.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter contains the findings and debates derived from the overall aim of the study, which was to examine the correlation between organizational commitment and employee performance among non-academic staff in public universities located in the Western Region of Kenya. The data was gathered by the administration of questionnaires, thereafter subjected to both descriptive and inferential analysis, and ultimately presented in the form of tables.

4.2 Reliability tests

Reliability refers to the degree of consistency exhibited by a research instrument in accurately assessing the intended construct. When the value of the Cronbach Alpha coefficient exceeds 0.70, it is generally accepted that the instrument demonstrates a satisfactory level of reliability. All factors underwent testing and the corresponding outcomes are presented in the table provided below: -

Table 5: Cronbach Alpha Results

<u>Variable</u>	<u>Cronbach Alpha</u>
Affective Commitment	0.766
Continuance Commitment	0.688
Normative Commitment	0.831
Employee Performance	0.883
<u>Demographic Factors</u>	<u>0.715</u>

Field data (2022)

In this case the average Cronbach Alpha coefficient value was 0.7776 thus the research questionnaire used in the study was considered to be reliable.

4.3 Response Rate

The study involved the administration of a total of 97 questionnaires to non-academic personnel in Public Universities in the Western Region of Kenya, using purposive sampling. Out of the 97 questionnaires sent, 91 were successfully completed by the respondents, resulting in a response rate of 93.81%. The response rate achieved in this study can be deemed as excellent, as it provides a solid basis for drawing findings and formulating recommendations.

Table 6: Response rate

Response	f	%
Successful	91	93.81%
Unsuccessful	6	6.19%
Total	97	100%

Field data (2022)

This is in conformity with Mugenda and Mugenda (2003) who purport that 50% response rate is adequate, 60% response rate is good and 70% and above response is rated excellent.

4.4 Descriptive Information on Demographics

For authenticity and generalization of results, demographic information was considered very important. It included Gender, Age, Highest education level, Employment Terms, Current job rank or grade, Role performed, and Length of service. The results of the study were presented in the table below:

Table 7: Demographic Data

Demographic Characteristics		Frequency	Percentage
Gender	Male	40	44
	Female	51	56
Age	18 – 24	1	1.1
	25 – 30	18	19.8
	31 – 36	23	25.3
	37 – 42	19	20.9
	43 – 49	21	23.1
	Above 50	9	9.9
Highest Education level	PhD	2	2.2
	Masters	25	27.5
	Undergraduate Degree	41	45.1
	Higher Diploma	6	6.6
	Diploma	11	12.1
	Secondary	5	5.5
	Primary	0	0.0
	Others	1	1.1
Employment Terms	Permanent	67	73.6
	Contract	24	26.4
Current Job Rank (Grade)	1 – 4	28	30.8
	5 – 12	48	52.7
	13 – 20	15	16.5
Role Performed	Clerical	27	29.7
	Administrative	57	62.6
	Managerial	7	7.7

Length of Service (Years)	0 – 5	30	33.0
	6 – 10	29	31.9
	11 – 15	21	23.1
	16 – 20	9	9.9
	Above 20Years	2	2.2
<hr/>			
Field data (2022)			

In Table 4.3, majority of the respondents were represented by the female as shown by 56% (51) of the respondents while 44% (40) were male. Regarding the age of the respondents, age bracket of 31 – 36 indicated the highest response rate of 25.3% (23) followed by 43 – 49 as shown by 23.1% (21), 37 – 42 and 25 – 30 age ranges were represented by 20.9% (19) and 19.8% (18) respectively while the age bracket of Above 50 was shown by 9.9% (9) and 18 – 24 which was lowly represented with 1.1% (1).

Likewise, majority of the respondents had an undergraduate degree qualification as the highest education attained that is.; 45.1% (41), followed by those who had Masters qualification as represented by 27.5% (25) and those that had a Diploma qualification as shown by 12.1% (11). Respondents with Higher Diploma, Secondary Education, PhD, and other qualification were shown by 6.6% (6), 5.5% (5), 2.2% (2) and 1.1% (1) respectively. Further, the study recorded no respondents who had attained Primary education as their highest education.

In relation to the employment terms, the study results revealed that a majority of the respondents were on employed on a permanent and pensionable basis i.e., 73.6% (67). Other respondents work on contractual basis that constituted a population of 26.4% (24). Respondents in the job grade of between 5 -12 represented the highest number that is;

52.7% (48) followed by those in the job grade of between 1 –4 who represented 30.8% (28), and finally those respondents in the job grade of between 13- 20 were the least with 16.5% (15). In regard to the role played by the respondents, those that carried out administrative roles constituted the majority at 62.6% (57), followed by clerical employees with 29.7% (27), followed by those that perform managerial roles at 7.7% (7).

4.5 Descriptive Analysis of the Variables in the Study

The study incorporated a descriptive analysis to evaluate various elements, namely Affective Commitment, Continuance Commitment, Normative Commitment, Employee Performance, and Demographic characteristics. The participants were presented with a set of statements and were instructed to rate their level of agreement on a five-point Likert scale, where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree"..

4.5.1 Affective Commitment

The six statements presented above were developed for the purpose of assessing Affective Commitment. Participants were requested to express their level of agreement or disagreement with these statements through the employment of a questionnaire. The findings are displayed in the table provided below: -

Table 8: Affective Commitment

Affective Commitment	1(SD)	2(D)	3(N)	4(A)	5(SA)	Mean	STD
I will be happy to spend the rest of my career with this university	12(13.2%)	8(8.8%)	21(23.1%)	24(26.4%)	26(28.6%)	3.4835	1.34464
I enjoy discussing my	9(9.9%)	8(8.8%)	17(18.7%)	33(36.3%)	24(26.4%)	3.6044	1.24614

university with people outside it							
I feel part of a team in this university	4(4.4%)	8(8.8%)	16(17.6%)	30(33.0%)	33(36.3%)	3.8791	1.13368
I learn a lot from my co- workers	0(0.0%)	4(4.4%)	9(9.9%)	41(45.1%)	37(40.7%)	4.2198	0.80003
My manager values my opinions	7(7.7%)	7(7.7%)	23(25.3%)	32(35.2%)	22(24.2%)	3.6044	1.16313
My manager demonstrates an interest in my well-being	9(9.9%)	7(7.7%)	21(23.1%)	37(40.7%)	17(18.7%)	3.5055	1.17732

Key: SD-Strongly Disagreed, D-Disagreed, N-Neutral, A-Agreed, SA-Strongly Agreed
Field Data (2022)

A majority of the respondents were in agreement that they are ready and happy to spend the rest of their career in their universities as indicated by a mean of 3.4835. Concerning whether the respondents enjoy discussing their university with people outside, most of the respondents were in agreement with a mean of 3.6044. As to whether they feel part of a team in the university, still most of the respondents were in agreement with a mean of 3.8791. The respondents also agreed that they learn a lot from their co-workers as indicated by a mean of 4.2198. Likewise, a huge proportion of the respondents agreed that their manager values their opinion as shown by a mean of 3.6044. With regards to whether their manager demonstrates an interest in their well-being, respondents agreed with a mean of 3.5055.

4.5.2 Continuance Commitment

The six statements presented above were designed to assess Continuance Commitment. Participants were instructed to indicate their level of agreement or disagreement with each statement on the questionnaire. The findings were displayed in the table provided below: -

Continuance Commitment	1(SD)	2(D)	3(N)	4(A)	5(SA)	Mean	STD
I have no plan of leaving my university now or in future	17(18.7%)	13(14.3%)	25(27.5%)	20(22.0%)	16(17.6%)	3.0549	1.35288
My university is the best employer compared to other universities	5(5.5%)	7(7.7%)	31(34.1%)	27(29.7%)	21(23.1%)	3.5714	1.09689
I have invested a lot in this university in terms of time, energy, commitment etc.	0(0.0%)	3(3.3%)	15(16.5%)	40(44.0%)	33(36.3%)	4.1319	0.80566
I hope to be rewarded by my employer in return for the investments I have made in this university in terms of promotions, better working conditions etc.	8(8.8%)	6(6.6%)	12(13.2%)	22(24.2%)	43(47.3%)	3.9451	1.29411
A lot in my life will be disrupted if i decided to leave this university now	15(16.5%)	16(17.6%)	19(20.9%)	24(26.4%)	17(18.7%)	3.1319	1.35981

It is costly for me to leave this university now	14(15.4%)	14(15.4%)	27(29.7%)	22(24.2%)	14(15.4%)	3.0879	1.27931
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Table 9: Continuance Commitment

Key: SD-Strongly Disagreed, D-Disagreed, N-Neutral, A-Agreed, SA-Strongly Agreed
Field Data (2022)

A majority of the respondents were in agreement that they have no plan of leaving their university now or in future as indicated by a mean of 3.0549. In regards to whether the respondents concluded that their university is the best employer compared to other universities, most of the respondents were in agreement with a mean of 3.5714. On whether they have invested a lot in their university in terms of time, energy, commitment etc., a majority of the respondents agreed with a mean of 4.1319.

4.5.3 Normative Commitment

The six statements presented above were designed to assess Normative Commitment. Participants were requested to indicate their level of agreement or disagreement with these statements on the provided questionnaire. The findings were displayed in the table provided below: -

Table 10: Normative Commitment

Normative Commitment	1(SD)	2(D)	3(N)	4(A)	5(SA)	Mean	STD
I love working with my colleagues in my university	0(0%)	3(3.3%)	11(12.1%)	27(29.7%)	50(54.9%)	4.3626	0.82350
I have formed social networks with my	0(0%)	2(2.2%)	18(19.8%)	32(35.2%)	39(42.9%)	4.1868	0.82882

colleagues and love interacting both at work and outside							
My university has tried in providing all that I need for me to work well.	5(5.5%)	14(15.4%)	28(30.8%)	30(33.0%)	14(15.4%)	3.3736	1.09187
My university has helped me to develop in my career by investing in me through training	13(14.3%)	24(26.4%)	22(24.2%)	13(14.3%)	19(20.9%)	3.0110	1.35396
This university has invested in my career development	19(20.9%)	19(20.9%)	19(20.9%)	19(20.9%)	15(16.5%)	2.9121	1.38763
I work hard in appreciation to my employer for investing in my career	12(13.2%)	9(9.9%)	20(22.0%)	27(29.7%)	23(25.3%)	3.4396	1.32672

Key: SD-Strongly Disagreed, D-Disagreed, N-Neutral, A-Agreed, SA-Strongly Agreed
Field data (2022)

A majority of the respondents were in agreement that they love working with their colleagues in the university by a mean of 4.3626. As to whether the respondents have formed social networks with their colleagues and love interacting both at work and outside, most of the respondents was in agreement with a mean of 4.1868. With regards to whether the university has tried in providing all that the respondents need for them to work well, a majority of those that agreed represented a mean of 3.3736.

As to whether they hope to be rewarded by their employer in return for the investments they have made in the university in terms of promotions, better working conditions etc., still most of the respondents were in agreement with a mean of 3.9451. The respondents were sure that a lot in their lives will be disrupted if they decided to leave their university

now as shown by a mean of 3.1319. With regards to whether it will be costly for the respondents to leave their university now, they agreed with a mean of 3.0879.

The respondents were also in agreement that their university has helped them to develop in their career by investing in them through training as shown by a mean of 3.0110. As to whether their university has invested in their career development, respondents who were in agreement had a mean score of 2.9121.

Those respondents who agreed to work hard in appreciation to their employer for investing in their career were represented by a mean of 3.4396.

4.5.4 Employee Performance

The six statements presented above were devised for the purpose of assessing Employee Performance. The participants were requested to express their agreement or disagreement with the statements on the questionnaire by indicating the extent to which they aligned with their perspectives. The findings were displayed in the table provided below: -

Table 10: Employee Performance

Employee Performance	1(SD)	2(D)	3(N)	4(A)	5(SA)	Mean	STD
I carry out assigned duties effectively and efficiently	1(1.1%)	0(0%)	4(4.4%)	21(23.1%)	65(71.4%)	4.6374	0.67522
I am always ready and available to							

carry out any other tasks that may be assigned to me from time to time	0(0%)	0(0%)	4(4.4%)	25(27.5%)	62(68.1%)	4.6374	0.56797
I set attainable targets in my work at the university	0(0%)	0(0%)	5(5.5%)	37(40.7%)	49(53.8%)	4.4835	0.60300
I work hard and smart in order to attain the set targets	0(0%)	0(0%)	5(5.5%)	30(33.0%)	56(61.5%)	4.5604	0.60016
I am committed to offering the best services to my customers.	0(0%)	0(0%)	3(3.3%)	22(24.2%)	66(72.5%)	4.6923	0.53109
I am happy when the customers I serve appreciate my services	0(0%)	1(1.1%)	4(4.4%)	17(18.7%)	69(75.8%)	4.6923	0.60905

Key: SD-Strongly Disagreed, D-Disagreed, N-Neutral, A-Agreed, SA-Strongly Agreed
Field data (2022)

Majority of the respondents agreed that they carry out assigned duties effectively and efficiently as indicated by a mean of 4.6374. In regards to whether the respondents are always ready and available to carry out any other tasks that may be assigned to them from time to time, most of them were in agreement with a mean of 4.6374.

As to whether they set attainable targets in their work at the university, a majority of the respondents agreed with a mean of 4.4835. The respondents also agreed that they work hard and smart in order to attain the set targets as indicated by a mean of 4.5604. A majority of the respondents were confident enough that they are committed to offering the best services to their customers as shown by a mean of 4.6923. As to whether the respondents

were happy when the customers they serve appreciate their services, a majority of them were in agreement with a mean score of 4.6923.

4.5.5 Demographic Factors

The three statements presented above were designed to assess Demographic Factors, and participants were requested to indicate their level of agreement or disagreement with these assertions on the provided questionnaire. The findings were displayed in the table provided below: -

Table 11: Demographic Factors

Demographic Factors	1(SD)	2(D)	3(N)	4(A)	5(SA)	Mean	STD
My age affects how I carry out my duties	20(22.0%)	25(27.5%)	25(27.5%)	16(17.6%)	5(5.5%)	2.5714	1.17514
My education level influences how I perform my duties.	2(2.2%)	3(3.3%)	7(7.7%)	50(54.9%)	29(31.9%)	4.1099	0.84919
Performance of my duties is influenced by my length of service in this university.	2(2.2%)	4(4.4%)	11(12.1%)	36(39.6%)	38(41.8%)	4.1429	0.94952

Key: SD-Strongly Disagreed, D-Disagreed, N-Neutral, A-Agreed, SA-Strongly Agreed
Field data (2022)

Majority of the respondents were not in agreement that their age affects how they carry out their duties as indicated by a mean of 2.5714. With regards to whether their education level influences how they perform their duties, most of them were in agreement with a mean of

4.1099. As to whether the performance of their duties is influenced by their length of service in the university, a majority of the respondents agreed with a mean of 4.1429.

4.6 Diagnostics Tests

4.6.1 Normality Test

Table 12: Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Affective Commitment	.123	91	.002	.968	91	.023
Continuance Commitment	.068	91	.200*	.981	91	.219
Normative Commitment	.074	91	.200*	.969	91	.030
Employee Performance	.211	91	.000	.782	91	.000
Demographic Factors	.150	91	.000	.934	91	.000

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

The Kolmogorov-Smirnov output was used to check for the normality of distribution. At 95% confidence level, $p \geq 0.05$ depict a normal distribution. With a significant P value of $p < 0.05$, it indicates a not-normal distribution. From the table, continuance and normative commitment are normally distributed while affective, employee performance and demographic factors are not normally distributed. However, Pallant (2005) asserts that this is usually normal in large samples.

4.6.2 Test for Multi-collinearity

Multi-collinearity occurs when two or more independent variables in a regression model are highly correlated with each other. This study employed Pearson Product Moment Correlation (r) to check for a relationship between the independent variables. Correlations

always range between -1 and +1, where -1 represents perfect negative correlation and +1 perfect positive correlation. Correlations close to -1 or +1 might indicate the existence of multi-collinearity.

As a rule of thumb, one might suspect multi-collinearity when the correlation between two (predictor) variables is below -0.9 or above +0.9. To determine the relationship between all the independent variables, correlation analysis was conducted. The results of the correlation between all the variables are summarized in the table below: -

Table 13: Correlations

		Affective Commitment	Continuance Commitment	Normative Commitment
Affective Commitment	Pearson Correlation	1	.138	.107
	Sig. (2-tailed)		.191	.310
	N	91	91	91
Continuance Commitment	Pearson Correlation	.138	1	.462**
	Sig. (2-tailed)	.191		.000
	N	91	91	91
Normative Commitment	Pearson Correlation	.107	.462**	1
	Sig. (2-tailed)	.310	.000	
	N	91	91	91

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

In table 4.10, results indicated that the correlation between Affective Commitment and Continuance Commitment was positive and significant ($r = .138^{**}$). Similarly, the correlation between Affective Commitment and Normative Commitment was positive and significant ($r = .107^{**}$). Further, the correlation between Continuance Commitment and Normative Commitment was positive and significant ($r = .462^{**}$). Correlation of 1 implies strong positive correlation between the variables, correlation of 0 implies no correlation and correlation of -1 implies negative correlation. Since all the coefficients of correlation

are less than one, it implies that the variables are not strongly correlated hence no instance of multi-collinearity.

4.6.3 Test for linearity

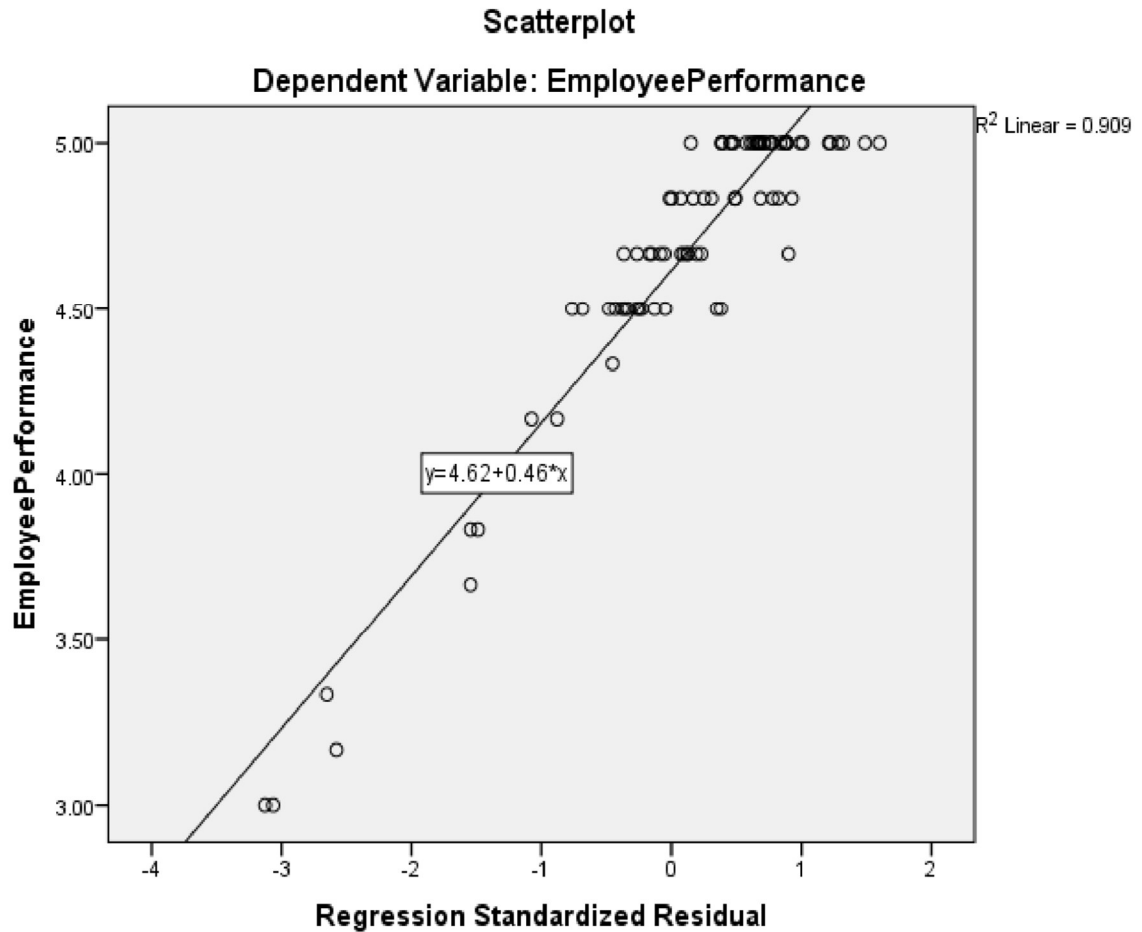


Figure 2: Homoscedasticity test

Homoscedasticity was tested through the use of a scatterplot, an analysis of the scatter plot above shows that Organizational Commitment is linearly related to Employee Performance among non-academic staff in Public Universities in Western Region Kenya. This is supported by the possibility of fitting goodness of fit line in the scatter plot. The slope of the line is $0.46X$ while the intercept constant is 4.62 based on the sum of scores for the

variables. The points are also concentrated towards the fit line indicating presence of homoscedasticity.

4.7 Inferential Analysis

4.7.1 Affective Commitment and Employee Performance

The study employed a simple regression analysis to examine the relationship between the percentage change in the dependent variable, specifically Employee Performance, and the independent variable, namely Affective Commitment. This finding was crucial in addressing the primary aim of the research, which aimed to investigate the correlation between affective commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The regression findings are presented in the table provided below: -

Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics		
					F Change	df1	df2
1	.296 ^a	.088	.75402	.088	8.568	1	89

a. Predictors: (Constant), Affective Commitment

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.871	1	4.871	8.568	.004 ^b
	Residual	50.601	89	.569		
	Total	55.472	90			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Affective Commitment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.461	.775		1.886	.063
	Affective Commitment	.488	.167	.296	2.927	.004

a. Dependent Variable: Employee Performance

The findings reveal that the R (Coefficient of correlation) is 0.296, while the R² (Coefficient of Determination) is 0.088. This finding suggests that there was a significant relationship between the independent variable (Affective Commitment) and the dependent variable (Employee Performance), with the independent variable accounting for approximately 8.8% of the variance in the dependent variable. The F test yielded a result of (1, 89) = 8.568, with a significance level of P<0.05 at a 5% level of significance. This result provides evidence in favor of the model's ability to effectively account for the variations observed in the dependent variable. Additionally, this finding indicates that affective commitment has a significant role in predicting the performance of non-academic employees in public universities located in the Western Region of Kenya.

The regression equation used to assess the relationship between affective commitment and changes in employee performance is presented as follows:

$$EP = 1.461 + 0.488AC + e$$

Where;

EP = Employee Performance

AC = Affective Commitment

Under the condition of controlling for all other external variables, it is shown that there is a statistically significant increase of 1.461 units in employee performance.

An increase of one unit in affective commitment is associated with a corresponding rise of 0.488 in employee performance. The initial hypothesis posited in the study suggests that there exists no statistically significant correlation between affective commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya.

The results of this study revealed that affective commitment exhibited a statistically significant relationship with employee performance, as demonstrated by a p-value of less than 0.05. Furthermore, affective commitment accounted for approximately 8.8% of the variance in employee performance. Hence, the null hypothesis is refuted, and the alternative hypothesis is supported, indicating that affective commitment exerts a considerable impact on employee performance.

The present findings align with the research conducted by Planer (2019), which demonstrates a positive correlation between the affective dimension of organizational commitment and organizational citizenship behaviors. Similarly, the study conducted by Clarke (2006) reveals that affective commitment has a statistically significant impact on employee performance. Thus, based on the findings of both the study and the literature review, it can be inferred that there exists a substantial correlation between affective commitment and employee performance.

4.7.2 Continuance Commitment and Employee Performance

The study employed a simple regression analysis to examine the relationship between the percentage change in the dependent variable, namely Employee Performance, and the independent variable, Continuance Commitment. The aforementioned finding played a crucial role in addressing the second research objective, which aimed to investigate the correlation between continuing commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The regression results are presented in the table below: -

Model Summary

Model	R	R Square	Adjusted		Std. Error of the Estimate	Change Statistics			Sig. F Change	
			R Square	R Square		F	df1	df2		
1	.506 ^a	.256	.248	.248	.68102	.256	30.605	1	89	.000

a. Predictors: (Constant), Continuance Commitment

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.194	1	14.194	30.605	.000 ^b
	Residual	41.278	89	.464		
	Total	55.472	90			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Continuance Commitment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.891	.338		5.599	.000
	Continuance Commitment	.524	.095	.506	5.532	.000

a. Dependent Variable: Employee Performance

The findings demonstrate that the R (Coefficient of correlation) is 0.506 and the R² (Coefficient of Determination) is 0.256. This suggests that a significant portion, specifically 25.6%, of the variations observed in the dependent variable, which is Employee Performance, may be accounted for by the independent variable, Continuance Commitment. The F test yielded a value of $(1, 89) = 30.605$, with a significance level of $P < 0.05$ at a 5% level of significance. This result provides evidence in favor of the model's ability to effectively account for the variations observed in the dependent variable. Additionally, this finding indicates that the level of commitment to the organization was a significant factor in predicting the performance of non-academic staff members in public universities located in the Western Region of Kenya.

The regression equation utilized to assess the impact of continued commitment on employee performance is presented as follows:

$$EP = 1.891 + 0.524CC + e$$

Where;

EP = Employee Performance

CC = Continuance Commitment

Under the condition that all other external circumstances remain same, there would be a 1.891 unit augmentation in employee performance. An increase of one unit in continuing commitment is associated with a similar rise of 0.524 in employee performance. The second hypothesis posited in the study suggests that there is not a statistically significant correlation between continued commitment and the performance of non-academic personnel in public universities located in the Western Region of Kenya. The results of

this study revealed that there was a statistically significant relationship between continuation commitment and employee performance, with a significance level of less than 0.05. Furthermore, continuance commitment accounted for approximately 25.6% of the variance in employee performance. The null hypothesis is thus rejected, as there is a considerable influence of continued commitment on employee performance.

The present findings are inconsistent with the research conducted by Clarke (2006), which shown a negative relationship between continuing commitment and work performance. In a similar vein, it also presents a contrasting viewpoint to the research conducted by Koskei et al. (2018), which found a modest inverse correlation between continuing commitment and employee performance. Based on the findings, it can be inferred that there exists a noteworthy correlation between continuation commitment and employee performance.

4.7.3 Normative Commitment and Employee Performance

The study employed a simple regression analysis to examine the relationship between the percentage change in the dependent variable, specifically Employee Performance, and the independent variable, Normative Commitment. This finding played a crucial role in addressing the third research objective, which was to examine the correlation between normative commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya. The table below displays the results of the regression analysis.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.517 ^a	.268	.259	.67560	.268	32.533	1	89	.000

a. Predictors: (Constant), Normative Commitment

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.849	1	14.849	32.533	.000 ^b
	Residual	40.623	89	.456		
	Total	55.472	90			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Normative Commitment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	2.029	.304		6.673	.000
	Normative Commitment	.475	.083	.517	5.704	.000

a. Dependent Variable: Employee Performance

The findings demonstrate that the R coefficient of correlation is 0.517, while the R² coefficient of determination is 0.268. This finding suggests that there is a significant relationship between the independent variable, Normative Commitment, and the dependent variable, Employee Performance, with 26.8% of the variance in the dependent variable being accounted for by the independent variable. The F test yielded a statistically significant result ($F(1, 89) = 32.433, p < 0.05$), indicating that the model effectively explains the variations in the dependent variable.

Additionally, this finding indicates that normative commitment played a significant role in predicting the performance of non-academic employees in public universities located in the Western Region of Kenya.

The regression equation for assessing the impact of normative commitment on changes in employee performance is presented as follows:

$$EP = 2.029 + 0.475NC + e$$

Where;

EP = Employee Performance

NC = Normative Commitment

Under the assumption that all other external circumstances remain unchanged, it is anticipated that there would be a 2.029 unit augmentation in employee performance. An increase of one unit in Normative Commitment is associated with a comparable rise of 0.475 in employee performance. The third hypothesis posited in this study suggests that there exists no statistically significant correlation between normative commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The results of this study revealed that normative commitment exhibited a statistically significant relationship ($p < 0.05$) and accounted for 26.8% of the variance in employee performance.

Hence, the null hypothesis is refuted on the grounds that normative commitment exerts a substantial impact on employee performance. The present findings are inconsistent with the results reported by Kivindu (2015), who found that normative commitment was somewhat evident among all non-teaching personnel at the University of Nairobi. Hence, based on the study's findings, it can be inferred that there exists a noteworthy correlation between normative commitment and employee performance.

4.7.4 Multiple regression analysis

The study employed multiple regression analysis to examine the relationship between the dependent variable, Employee Performance, and the independent variable, Organizational Commitment, in terms of percentage change. This finding played a crucial role in addressing the overarching aim of the research, which aimed to investigate the correlation between organizational commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The regression findings are presented in the table provided below:

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.635 ^a	.403	.383	.61674	.403	19.612	3	87	.000

a. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment

The results indicate an R (Coefficient of correlation) of 0.635 and an R² (Coefficient of Determination) of 0.403. This implied that 40.3% of the changes in the dependent

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.380	3	7.460	19.612	.000 ^b
	Residual	33.092	87	.380		
	Total	55.472	90			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment variable.

The relationship between employee performance and the independent variable of organizational commitment was elucidated. The F test yielded a value of 19.612 with

degrees of freedom (3, 87) and a significance level of $P < 0.05$. This result provides evidence in favor of the model's ability to effectively account for the variations seen in the dependent variable.

Additionally, this finding indicates that organizational commitment played a significant role in predicting the performance of non-academic employees in public universities located in the Western Region of Kenya.

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.195	.679		-.288	.774
	Affective Commitment	.355	.138	.215	2.572	.012
	Continuance Commitment	.326	.097	.315	3.354	.001
	Normative Commitment	.320	.086	.349	3.728	.000

a. Dependent Variable: Employee Performance

The regression equation to measure the changes in employee performance as attributed to organizational commitment was as stated below;

$$EP = -0.195 + 0.355AC + 0.326CC - 0.320NC + e$$

Where;

EP = Employee Performance

AC = Affective Commitment

CC = Continuance Commitment

NC = Normative Commitment

Under the assumption that all other external factors remain same, it may be inferred that there would be a marginal increase of -0.195 units in employee performance. An increase of one unit in affective commitment is associated with a corresponding increase of 0.355 in employee performance. Similarly, a one unit increase in continuance commitment is associated with a corresponding increase of 0.326 in employee performance. Additionally, a one unit increase in normative commitment is associated with a corresponding increase of 0.320 in employee performance.

The overarching hypothesis of the study posited that there exists no statistically significant correlation between organizational commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya.

The results of this study revealed that there was a statistically significant relationship between organizational commitment and employee performance ($p < 0.05$). Furthermore, organizational commitment accounted for 40.3% of the variance in employee performance. Consequently, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating a statistically significant association between organizational commitment and employee performance. The present findings align with prior research conducted by Dixit and Bhati (2012), Folorunso et al. (2014), Rafiei et al. (2014), Mguqulwa (2008), Tolero (2018), and Ekienabor (2019), all of whom reported a favorable correlation between organizational commitment and employee performance.

Therefore, based on the results of both the study and the literature evaluation, it can be inferred that there exists a noteworthy correlation between organizational commitment and employee performance.

4.7.5 Hierarchical Regression Analysis to check for the moderating effect

The study employed a hierarchical regression analysis to examine the potential moderating influence of demographic characteristics on the association between organizational commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya. The findings are presented as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.635 ^a	.403	.383	.61674	.403	19.612	3	87	.000
2	.636 ^b	.404	.377	.61991	.001	.113	1	86	.738
3	.681 ^c	.464	.419	.59846	.060	3.091	3	83	.031

a. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment

b. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment, Demographic Factors

c. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment, Demographic Factors, ContinuanceInt, NormativeInt, AffectiveInt

From the table above, Model 1 indicates the combined effect of Organizational Commitment (Affective, Normative and Continuance Commitment) variables on Employee Performance. The R² value of 0.403 and P values of 0.000 (P<0.05) indicate that Organizational Commitment accounts for 40.3% of the changes in Employee Performance. In Model 2, when Demographic factors (Moderator) are added to the model, the R² changes to 0.404. This indicates a percentage change of 0.1%.

With the introduction of the interaction terms in the model 3, the value of R^2 changes from 0.404 to 0.464 indicating a percentage change of 6% to the dependent variable. This implies that Demographic factors positively moderates the relationship between Organizational Commitment and Employee Performance of Non - Academic staff in Public Universities in Western Region, Kenya.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.380	3	7.460	19.612	.000 ^b
	Residual	33.092	87	.380		
	Total	55.472	90			
2	Regression	22.423	4	5.606	14.587	.000 ^c
	Residual	33.049	86	.384		
	Total	55.472	90			
3	Regression	25.745	7	3.678	10.269	.000 ^d
	Residual	29.727	83	.358		
	Total	55.472	90			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment

c. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment, Demographic Factors

d. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment, Demographic Factors, ContinuanceInt, NormativeInt, AffectiveInt

From the ANOVA table above, the P values are 0.000 which is less than 0.05 at 5% significance level. This depicts that with the introduction of the interaction terms i.e., Model 3, the model is still fit and significant in testing the moderation effect of

Demographic factors on the relationship between Organizational Commitment and Employee Performance.

Hypothesis 4 stated that, “Demographic factors has no significant moderating effect on the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya.” From the table above, $P < 0.05$ at 5 % significance level hence we reject the null hypothesis.

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.195	.679		-.288	.774
	Affective Commitment	.355	.138	.215	2.572	.012
	Continuance Commitment	.326	.097	.315	3.354	.001
	Normative Commitment	.320	.086	.349	3.728	.000
2	(Constant)	-.261	.710		-.368	.714
	Affective Commitment	.323	.169	.196	1.915	.059
	Continuance Commitment	.325	.098	.314	3.326	.001
	Normative Commitment	.318	.087	.346	3.667	.000
	Demographic Factors	.067	.200	.035	.336	.738
3	(Constant)	-2.399	5.476		-.438	.662
	Affective Commitment	2.405	1.161	1.459	2.071	.041
	Continuance Commitment	-.018	.804	-.017	-.022	.983
	Normative Commitment	-1.449	.823	-1.577	-1.761	.082
	Demographic Factors	.985	1.826	.506	.539	.591
	AffectiveInt	-.671	.384	-2.529	-1.748	.084
	ContinuanceInt	.107	.236	.417	.453	.651
NormativeInt	.511	.237	2.257	2.156	.034	

a. Dependent Variable: Employee Performance

The Coefficient table above shows the unit changes in the dependent variable (Employee Performance) as attributed to by the independent variable (Organizational Commitment) when all factors are held constant. A unit change in affective commitment would result in 0.355 changes in Employee Performance. A unit change in continuance commitment would result in 0.326 changes in employee performance and a unit change in normative commitment would result in a 0.320 change in employee performance. For the moderating variable, a unit change in Demographic Factors would result in a 0.067 change in Employee Performance.

The interaction terms depict negative changes in employee performance as indicated by the negative beta values and P values greater than 0.05 at 5 % significance level. The hierarchical linear regression equation for moderation is provided below: -

$$Y = -2.399 + 2.405X_1 - 0.018X_2 - 1.449X_3 + 0.985M - 0.671X_1 \cdot M + 0.107X_2 \cdot M + 0.111X_3 \cdot M + \varepsilon$$

The findings of this study align with the conclusions drawn by Suliman and Iles (2000), Thakur (2015), and Osei et al. (2015), who have all demonstrated a notable correlation between demographic characteristics and employee performance. Therefore, based on the results of both the study and the literature review, it can be inferred that there exists a substantial correlation between demographic variables and employee performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive overview of the study's findings, conclusions, and suggestions. It focuses on the link between two key variables: organizational commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The chapter commences by providing a concise overview of the findings, conclusions, and recommendations derived from the study. Additionally, it offers suggestions for potential avenues of future research..

5.2 Summary of the Findings

The objective of this study was to examine the correlation between organizational commitment and employee performance among non-academic personnel in public universities located in the Western Region of Kenya. The constructs pertaining to organizational commitment encompassed affective commitment, continuation commitment, and normative commitment. Additionally, the connection between organizational commitment and employee performance was found to be affected by demographic characteristics.

5.2.1 Affective Commitment and Employee Performance

The research investigation yielded a correlation coefficient (r) of 0.296**, accompanied with a P value of 0.004, indicating statistical significance at a 95.0% confidence level, since it is lower than the predetermined threshold of 0.05. The findings of this study revealed a

statistically significant and positive correlation between affective commitment and employee performance among non-academic staff members in public universities located in the Western Region of Kenya. The findings additionally demonstrated an R² value of 0.088, suggesting that affective commitment has the ability to forecast 8.8% variations in employee performance. Consequently, it served as a substantial indicator.

5.2.2 Continuance Commitment and Employee Performance

The research study yielded a correlation coefficient (r) of 0.506**, accompanied with a P value of 0.000, indicating statistical significance at a 95.0% confidence level, as it is lower than the threshold of 0.05. The findings of this study demonstrate a strong and statistically significant correlation between continued commitment and the performance of non-academic personnel in public universities located in the Western Region of Kenya. The findings additionally demonstrated an R² coefficient of determination of 0.256, suggesting that continuing commitment has the ability to account for 25.6% of the variance in employee performance. Consequently, it may be considered a reliable predictor in this context.

5.2.3 Normative Commitment and Employee Performance

The research yielded a correlation coefficient (r) of 0.517**, accompanied by a P value of 0.000, indicating statistical significance at a 95.0% confidence level, as it is lower than the threshold of 0.05. The findings of this study demonstrate a statistically significant and positive correlation between normative commitment and the performance of non-academic personnel in public universities located in the Western Region of Kenya. The findings additionally demonstrated an R² value of 0.268, suggesting that normative commitment has the ability to account for 26.8% of the variability in employee performance. Therefore,

normative commitment may be considered a significant predictor of employee performance.

5.2.4 The moderating effect of demographic factors on the relationship between organizational commitment and employee performance

For the multiple linear regression, the model indicated an R^2 (Coefficient of Determination) of 0.403. This implied that 40.3% of the changes in the dependent variable (Employee Performance) was explained by the independent variable (Organizational Commitment). With the introduction of the interaction terms, the value of R^2 (Coefficient of Determination) increased to 0.464 (46.4%).

This implied that 6.1% of the changes in the dependent variable (Employee Performance) were as a result of the introduction of Demographic factors to the relationship between the independent variable (Organizational Commitment) and the dependent variable (Employee Performance). With a p-value < 0.05 , the model 4 was found to be significant statistically at 95% confidence level. All the variables in this model 4 were found to be significant statistically except for Affective commitment and Demographic factors in which the two variables gave a p value > 0.05 at 95% confidence level. Nonetheless, when continuance commitment and normative commitment were treated separately in the simple linear regression model, they had significant effect on employee performance. But, after moderation by demographic factors, its contribution became significant ($p=0.000<0.05$).

5.3 Conclusions

The conclusions of this study were arrived at from the findings of the study after testing all the hypotheses in the study.

Based on the first objective, affective commitment has a significant relationship on employee performance of non - academic staff in public universities in Western Region, Kenya. The adoption of affective organizational commitment enhances emotional attachment of non - academic staff in public universities in Western Region, Kenya.

On the second objective, the study concluded that there exists a significant relationship between continuance commitment and employee performance of non - academic staff in public universities in Western Region, Kenya. In this regard, this variable enhances employee performance of non - academic staff in public universities in Western Region, Kenya.

Based on the third objective of the study, there also exists a significant relationship between normative commitment and employee performance of non - academic staff in public universities in Western Region, Kenya because as depicted by the findings, staff in these universities felt that they ought to remain in their organizations.

Concerning the moderating effect of demographic factors on the relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya, it was concluded that demographic factors effectively moderated the relationship between the independent variable (organizational commitment) and the dependent variable (employee performance).

Generally, the study findings from the multiple linear regression model showed a statistically significant model which answers the general objective of the study. Therefore, changes in affective commitment, continuance commitment and normative commitment

positively influence employee performance of non - academic staff in public universities in Western Region, Kenya. Hence, there is a significant relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya.

5.4 Recommendations

Concerning the findings and conclusion of the study on the first objective, the study posts a positive contribution of affective commitment on employee performance of non - academic staff in public universities in Western Region, Kenya. Therefore, this study recommends the adoption of affective commitment as it has been confirmed to predict employee performance.

Based on the findings and conclusion in this study, the second objective confirms a positive contribution of continuance commitment on employee performance of non - academic staff in public universities in Western Region, Kenya. The study recommended that to foster continuance commitment among these staff, the universities should have a well formulated promotion policy based on merit and seniority; moreover, the universities should find ways of improving their reward systems so as to enhance the employees' level of continuance commitment.

With regards to normative commitment, the objective of the study indicates that its contribution on employee performance is also positive hence significant. Therefore, the study recommended that to enhance further normative commitment among the staff, the universities should develop the employees through offering training and development

opportunities to enhance their capacities for career growth, and also offer a suitable working environment for the employees.

The moderating effect of demographic factors on the relationship between organizational commitment and employee performance is positive hence significant and as a result, it effectively moderates the relationship. Therefore, this study recommends that demographic factors are crucial in determining employee performance, its therefore necessary for universities to consider the employees age, education level and length of service when assigning them duties and responsibilities, so as to enhance efficiency and effectiveness in role performance.

Finally, the general objective indicates a positive relationship between organizational commitment and employee performance of non - academic staff in public universities in Western Region, Kenya. This study therefore recommends that the universities management should endeavor to enhance their staff organizational commitment through promoting their personal and career development and creating positive employee relations through organizational support programs.

5.5 Suggestions for further research

This study suggests that further research should be conducted in Technical and Vocational Education Institutes (TVETs), on the relationship between organizational commitment and employee performance to determine if the same results are replicated among the staff in these institutions.

This study adopted demographic factors as the moderating variable, other researchers can carry out the same study with a different moderator to find out if the same results will be obtained, and furthermore, employee performance was used as the dependent variable hence other researchers can also use other dependent variables to find out the changes effected on it by organizational commitment.

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APPENDICES

Appendix I: IERC



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
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Kakamega,
KENYA

Institutional Ethics and Review Committee (IERC)

REF: MMU/COR: 403012 Vol 6 (01)

Date: March 23rd, 2022

To: Ms. Elina Malietso,

Dear Madam,,

RE: ORGANIZATIONAL COMMITMENT AND EMPLOYEE PERFORMANCE OF NON-KENYAN STAFF IN PUBLIC UNIVERSITIES IN WESTERN REGION, KENYA.

This is to inform you that the *Masinde Muliro University of Science and Technology Institutional Ethics and Review Committee (MMUST-IERC)* has reviewed and approved your above research proposal. Your application approval number is **MMUST/IERC/031/2022**. The approval covers for the period between *March 23rd, 2022 to March 23rd, 2023*.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **MMUST-IERC**.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **MMUST-IERC** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **MMUST-IERC** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **MMUST-IERC**.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours Sincerely,


Prof. Gordon Nguka (PhD)


Chairperson, Institutional Ethics and Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)


Appendix II: NACOSTI PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **261502** Date of Issue: **15/November/2021**


RESEARCH LICENSE




This is to Certify that Ms.. ELINA IMBOTIO MALIETSO of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Bomet, Bungoma, Busia, Homabay, Kakamega, Kisii, Kisumu, Migori, Nyamira, Siaya, Vihiga on the topic: ORGANIZATIONAL COMMITMENT AND EMPLOYEE PERFORMANCE OF NON-ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN WESTERN REGION, KENYA for the period ending : 15/November/2022.

License No: **NACOSTI/P/21/14055**

261502
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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Appendix III: RESEARCH QUESTIONNAIRE

Dear respondent,

My name is Elina Malietso a Masters student at Masinde Muliro University of Science and Technology, School of Business and Economics. I am pursuing a Master of Science in Human Resource Management and hence conducting research on **“Organizational Commitment and Employee Performance of non - academic staff in Public Universities in Western Region, Kenya.”** you are requested to participate in this study by kindly answering the following questions.

I will appreciate if you honestly share your views and experiences on the issue under consideration. The information you provide shall be treated with utmost confidentiality and will be used for academic purposes only. You are requested not to indicate your name. Please provide responses to the questions in sections A, B, C & D of the questionnaire.

Please tick where appropriate.

SECTION A: BACKGROUND INFORMATION

1) Gender

Male [] Female []

2) Age

18 - 24 [] 25 - 30 [] 31 - 36 [] 37 - 42 [] 43 - 49 [] Above 50 []

3) Highest education level attained

PhD [] Masters [] Undergraduate Degree [] Higher Diploma []
Diploma [] Secondary [] Primary [] Others []

4) Employment terms

Permanent [] Contract []

5) Current job rank (Grade)

1- 4[] 5 - 12 [] 13 - 20[]

6) Role performed

Clerical [] Administrative [] Managerial []

6) Length of service in the organization in years

0 - 5 [] 6 - 10 [] 11- 15 [] 16 - 20 [] above 20 years []

SECTION B: ORGANIZATIONAL COMMITMENT

1.0 Affective Commitment

Using the scale given below, indicate how accurately you achieve performance of your duties in the university (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

S/NO	STATEMENT	5	4	3	2	1
1.	I will be happy to spend the rest of my career with this university					
2.	I enjoy discussing my university with people outside it					
3.	I feel part of a team in this university					
4.	I learn a lot from my coworkers					
5.	My manager values my opinions					
6.	My manager demonstrates an interest in my well - being					

2.0 Continuance Commitment

Using the scale given below, indicate how accurately the following statements describe continuance commitment in relation to your stay in the university (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

S/NO	STATEMENT	5	4	3	2	1
1.	I have no plan of leaving my university now or in future					
2.	My university is the best employer compared to other universities					
3.	I have invested a lot in this university in terms of time, energy, commitment etc.					
4.	I hope to be rewarded by my employer in return for the investments I have made in this university in terms of promotions, better working conditions etc.					
5.	A lot in my life will be disrupted if I decided to leave this university now					
6.	It is costly for me to leave this university now					

3.0 Normative Commitment

Using the scale given below, indicate how accurately the following statements describe normative commitment in relation to your stay in the university (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

S/NO	STATEMENT	5	4	3	2	1
1.	I love working with my colleagues in my university					
2.	I have formed social networks with my colleagues and love interacting both at work and outside					
3.	My university has tried in providing all that I need for me to work well					
4.	My university has helped me to develop in my career by investing in me through training					
5.	This university has invested in my career development					
6.	I work hard in appreciation to my employer for investing in my career					

SECTION C: EMPLOYEE PERFORMANCE

Using the scale given below, indicate how accurately you achieve performance of your duties in the university (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

S/NO	STATEMENT	5	4	3	2	1
1.	I carry out assigned duties effectively and efficiently					
2.	I am always ready and available to carry out any other tasks that may be assigned to me from time to time					
3.	I set attainable targets in my work at the university					
4.	I work hard and smart in order to attain the set targets					
5.	I am committed to offering the best services to my customers					
6.	I am happy when the customers I serve appreciate my services					

SECTION D: DEMOGRAPHIC FACTORS

Using the scale given below, indicate how accurately the following factors affect the performance of your duties in the university (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

S/NO	STATEMENT	5	4	3	2	1
1.	My age influences how I perform my duties in the university					
2.	My education level affects how I perform my duties in the university					
3.	My length of service in the university influences how I perform my duties					

THANK YOU!

Appendix IV: UNIVERSITY OF ELDORET AUTHORIZATION LETTER



P. O. Box 1125 - 30100, Eldoret, Kenya
Tel: +254 788 232 004 / +254 740354966
E-mail: dvcpre@uoeld.ac.ke
Website: www.uoeld.ac.ke

OFFICE OF THE DEPUTY VICE-CHANCELLOR (PLANNING, RESEARCH & EXTENSION)

REF: UoE/D/DVPRE/NACO/074

22nd February, 2022

ELINA IMBOTIO MALIETSO
P.O BOX 123 - 50100,
KAKAMEGA, KENYA.
PHONE NO: +254 708257353
EMAIL: malietso14@gmail.com

Dear Madam,

RE: REQUEST TO CONDUCT RESEARCH

We refer to your application to carry out research on "*Organizational Commitment and Employee Performance of non - academic staff in public universities Western Region, Kenya*" and are pleased to inform you that your request has been approved.

You are advised to report to the office of the Deputy Vice- Chancellor (PRE) on arrival at University to commence your research. The permission is also granted on condition that you will share the findings with the University once you complete your studies.

Yours faithfully,

PROF. P. O. RABURU

**Deputy Vice Chancellor
Planning, Research & Extension
University Of Eldoret**

DEPUTY VICE-CHANCELLOR (PLANNING, RESEARCH & EXTENSION)

Cc: Vice-Chancellor
Deputy Vice-Chancellor-AF

Appendix V: MMUST UNIVERSITY AUTHORIZATION LETTER



**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
(MMUST)**

Tel: +254 702597360/1
+254 733120020/2
+254 752505222/3

E-mail registrar.admin@mmust.ac.ke
Website www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Office of the Registrar (Administration)

Our Ref: MMU/COR:311137/Vol.2/269

Date: 25th February, 2022

To: Elina Malietso
P.O BOX 123-50100
KAKAMEGA

RE: AUTHORIZATION TO COLLECT DATA AT MMUST

Reference is made to your letter dated 23rd February, 2022 where you requested to collect data at this University for your research entitled: "*Organizational Commitment and Employee Performance of Non-academic staff in Public Universities in Western Region of Kenya.*".

Authority is hereby granted for you to collect data at MMUST. It is expected that this research is purely for academic purpose and will not be used otherwise. Upon completion of the study, please ensure that you provide a copy of your thesis to the Office of the Registrar Administration.

Thank you.

Dr. Eglay Tsuma

FOR: REGISTRAR ADMINISTRATION

ET/ps

Appendix VI: JOOUST AUTHORIZATION LETTER



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY
OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)**

Tel. 057-2501804
email: dycaa@joooust.ac.ke
website: www.joooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Date: 22nd February, 2022

REF: JOOUST/ACA/I/2Vol. 2

Ms. Elina Imbotio Malietso
P O Box 123 – 50100
KAKAMEGA
malietso14@gmail.com

Dear Ms. Malietso,

RE: REQUEST TO COLLECT DATA

This is to acknowledge receipt of your letter addressed to the Vice Chancellor dated 16th February, 2022 in which you expressed your request to collect data at Jaramogi Oginga Odinga University of Science and Technology. It is noted that the data is towards your Masters studies.

Approval has been granted for you to collect data for your study on “**Organizational Commitment and Employee Performance of Non-Academic Staff in Public Universities in Western Region, Kenya**”.

Kindly arrange to share your findings with the University.

Yours sincerely,

**Prof. Joseph Bosire, PhD,
DEPUTY VICE CHANCELLOR (AA)**

Copy to: Vice Chancellor
Deputy Vice Chancellor (PAF)
Deputy Vice Chancellor (RIO)
Registrar (AA) } To note on file

Appendix VII: ACCREDITED PUBLIC UNIVERSITIES IN KENYA

NO	UNIVERSITY	ESTABLISHMENT YEAR	YEAR CHARTED
1.	University of Nairobi	1970	2013
2.	Moi University	1984	2013
3.	Kenyatta University	1985	2013
4.	Egerton University	1987	2013
5.	Jomo Kenyatta University	1994	2013
6.	Maseno University	2001	2013
7.	Chuka University	2007	2013
8.	Dedan Kimathi University	2007	2012
9.	Kisii University	2007	2013
10.	Masinde Muliro	2007	2013
11.	Pwani University	2007	2013
12.	Technical University of Kenya	2007	2013
13.	Technical University of Mombasa	2007	2013
14.	Maasai Mara University	2008	2013
15.	Meru University	2008	2013
16.	Multimedia University of Kenya	2008	2013
17.	South Eastern Kenya University	2008	2013
18.	Jaramogi Oginga Odinga University	2009	2013
19.	Laikipia University	2009	2013
20.	University of Kabianga	2009	2013
21.	Karatina University	2010	2013
22.	University of Eldoret	2010	2013
23.	Kibabii University	2011	2015
24.	Kirinyaga University	2011	2016
25.	Machakos University	2011	2016
26.	Murang'a University of Technology	2011	2016
27.	Rongo University	2011	2016
28.	Taita Taveta University	2011	2016
29.	The Co-operative University	2011	2016
30.	University of Embu	2011	2016
31.	Garissa University	2011	2017
	TOTAL 31		

Source: Commission for University Education (CUE), 2017/2018