

**RELATIONSHIP BETWEEN PSYCHOLOGICAL CLIMATE AND
ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF OF PUBLIC
UNIVERSITIES IN NAIROBI CITY COUNTY, KENYA**

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DECLARATION

This doctoral thesis is my original work and has not been presented for a degree in any other university or for any other award.

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DEDICATION

I dedicate this thesis to the entire three generations of Kimotho's Family (living and deceased). May all your joys, struggles, persistence and service culminate in great fruits, for you and service to the world.

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ABBREVIATIONS AND ACRONYMS

CUE	:	Commission of University Education
CUK	:	Cooperative University of Kenya
KU	:	Kenyatta University
MoE	:	Ministry of Education
MMU	:	Multimedia University
NACOSTI	:	National Commission for Science, Technology and Innovation
SPSS	:	Statistical Package for the Social Sciences
TUK	:	Technical University of Kenya
UON	:	University of Nairobi
USA	:	United States of America
UK	:	United Kingdom

DEFINITION OF TERMS

- Academic staff:** Refers to the professional personnel of public universities, that are involved in teaching, research and administrative duties.
- Affective commitment:** Refers to an academic staff emotional attachment to their institution. This happens when their personal values and priorities are in line with the institution's mission.
- Continuance commitment:** Refers to the degree to which the academic staff believe that they have to stay with their institution and leaving their institution will be too costly.
- Demographic characteristics:** Refers to the personal characteristics of the population. In this study, the characteristics of the participants that will be examined are gender, age, marital status, education level, job title and length of service in the institution.
- Influence decision making:** Refers to the power the academic staff have to the process of the assessment of work-related options and the subsequent making of choices in their institution.
- Job autonomy:** Refers to freedom and flexibility in the academic staff work duties, roles and responsibilities.
- Job challenge:** Refers to how much the academic staff find their work stimulating, interesting and provides an opportunity for career growth.
- Normative commitment:** Refers to when the academic staff feel obligated to their institution. They stay with their institution despite better job opportunities because to them, it is the right thing to do.
- Organizational commitment:** Refers to the strength of an individual academic staff's identification with and involvement in the institution. It is the bond and connection members have towards the institution. In

this study, this includes affective commitment, continuance commitment and normative commitment.

Perceived supervisory support: Refers to the academic staff assessment of whether or not their managers (head of department; university administration) value and care for them.

Perception of organizational fairness: Refers to the academic staff view of impartiality and objectivity at the institution.

Psychological climate: Refers to how the academic staff perceive their work environment. It is the way the faculty members respond emotionally to their assessment of the characteristics of their work environment. In this study, the psychological climate constructs are job autonomy, social cohesion, role clarity, job challenge, perceptions of organizational fairness, perceived supervisory support, rewards and recognition, and ability to influence decision-making.

Public university: This is an institution of higher education offering graduate and postgraduate degree programmes that is predominantly owned and funded by the Government of Kenya.

Rewards and recognition: Refers to the programme the institutions have put in place to remunerate, provide incentive and acknowledge work done by the academic staff.

Role clarity: This is when the academic staff are aware of what they need to do and what the institutions expects of them.

Social cohesion: Refers to unity and interrelation among the academic staff.

ABSTRACT

Psychological climate has been conceptualized as an individual's perception relating to overall view of the psychological work environment. Researchers have revealed that psychological climate has a huge covariate of occupation practices, such as organizational commitment. On the other hand, organizational commitment has been defined as the strength of an employee's identification and involvement in an organization. In the recent past, Kenyan public universities have faced challenges such as industrial strikes, financial shortfalls and high turnover of academic staff, thus the need to find out the psychological climate of Kenyan public universities. The present study was therefore designed to study the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County, Kenya. The study objectives included the levels of psychological climate, the levels of organizational commitment, the relationship between psychological climate and organizational commitment as well as how demographic characteristics moderate organizational commitment. The study was based on the Theory of Organizational Climate and the Three-Component Model of Commitment. The study adopted a correlational research approach. It was conducted among the academic staff of the five public universities (UON, KU, TUK, MMU and CUK) in Nairobi City County. The targeted population was the 5182 academic staff working in the public universities. Multistage sampling process was used to select a sample of 365 academic staff that participated in the study. A self-administered questionnaire with four subsections was used to collect data. Section A comprised the demographic data; Section B the Campus Climate Survey; Section C the challenges the academic staff face; Section D the Three-Component Organizational Commitment Questionnaire. The two scales have a reliability value of 0.79 and 0.81 respectively. Approval for research was sought from Kenyatta University Graduate School. A research permit was sought from NACOSTI. Data collected were analysed using SPSS version 23, both descriptive (mean, median, mode and standard deviation) and inferential statistics (Pearson correlation and regression analysis). The findings indicated a moderate psychological climate level of 111.7 with a maximum of 165 and a minimum of 35; and a moderate organizational commitment level of 104.2 with a maximum of 140 and a minimum of 55. In addition, the psychological climate had a moderate positive correlation to organizational commitment at ($r(365) = .365, p < .001$). On psychological climate, job autonomy had the highest mean at 15.73, while rewards and recognition had the lowest mean at 11.97. Affective commitment was the highest scored organizational commitment component at a mean of 31.75, while continuance commitment was the least scored at a mean of 29.45. The marital status of the participants had a significant positive correlation to organizational commitment while the age of the participants had a significant negative correlation to organizational commitment. Based on research findings, the recommendations made included having universities developing of lucrative investment programmes that would boost their income and subsequently strive to improve the psychological climate of their academic staff, for example, their remuneration and incentives. Further research was recommended in private universities as well as on other work behaviours such as organizational citizenship, turnover.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is the dream of every organization to boast of high levels of worker commitment. This may be attested to by the surge in research interest in the construct of organizational commitment or rather the bond that exists between the employer and the employees. This construct typically has three dimensions: affective, continuance, and normative, all of which are operationalized in terms of how employees identify with and involve with the institution they work for (Dixit & Bhati, 2012; Meyer & Allen, 1991; Meyer, et al. 2012).

Affective commitment is how an employee feels emotionally attached to the organization. This determines the employee's desire to maintain membership in an organization (Schultz, 2017). Normative commitment has to do with an employee's perception of their normal obligation to the organization. This determines how an employee feels morally obliged to continue working for the organization. The dimension of continuance commitment is the employee's perception of the cost of leaving the organization to another place. This maintains the employee's need to remain in an organization (Meyer & Allen, 1991; Schultz, 2017). Further, research has shown that the work behavioural outcome of employees with higher levels of affective commitment is more positive than the employees with continuance and normative commitments (Rahman, Ferdausy, & Karan, 2015).

There is evidence that workers who are committed to their organization give crucial competitive advantages including higher productivity, lower employee turnover, lower

absenteeism and ultimately higher productivity that leads to achievement of organizational goals. (Dixit & Bhati, 2012; Wolowska, 2014). In fact, evidence points at the negative effects of low dimensions of commitment such as poor career advancement, a disloyal work force, low levels of responsibility, low levels of motivation, and high levels of employee turnover (Meyer, et al. 2012).

When operationalized in terms of its three dimensions, organizational commitment largely comes out as a relational issue that can be mediated by work environment such as psychological climate. Psychological climate is basically an employee's predisposition to respond either favourably or unfavourably to the work environment and it is broadly explained in terms of an employee's set of beliefs, attitudes, perceptions and responses about the immediate workplace (Biswas, 2011; Langkamer & Ervin, 2008; Wright & Rohrbaugh, 2002; Rahman, Ferdousy, & Karan, 2015).

The fact that psychological climate embodies the meaning and significance that employees attach to their work; their willingness and effort to accept the beliefs, values and goals of the organization, as well as their desire to remain in the organization, basically suggests its link to their organizational commitment (Cooper-Hakim & Viswesvaran, 2005). Psychological climate is a multidimensional construct and researchers have studied it using various measures. For example, a study by Hassan and Rohrbaugh (2012) on the role of psychological climate on organizational commitment reported eight psychological climate indicators: Job autonomy, social cohesion, role clarity, job challenge, perceptions of organizational fairness, seen administrative help, prizes and acknowledgment, and capacity to impact dynamic either decidedly or adversely identified with authoritative

responsibility. This study adopted the above eight indicators of psychological climate among academic staff of public universities in Nairobi City County.

Demographic factors play an important role in influencing employees' work behaviours. Demographic are the quantifiable characteristics of a given population (Kotler & Armstrong, 2001 as cited by Nynne Larsen, 2010). Rabindarang, Bing and Yin (2014) in their study of demographic factors and organizational commitment in technical and vocational found significant differences between age groups and organizational commitment and none between gender and organizational commitment. In addition, to psychological climate, this research analysed the relationship between demographic characteristics (that is, age, gender, educational level, job title and length of service) and organizational commitment.

A study was conducted by Salami (2008) on demographic and psychological factors predicting organizational commitment among industrial workers in Nigeria. The results showed that psychological climate and all demographic factors, that is, age, marital status, job tenure and educational level, except gender significantly predicted organizational commitment of the workers (Bakshi, Sharma and Kumar, 2011). The studies suggest that demographic characteristics is likely to reflect on the psychological bond employees have on their organizations.

Lecturing is one of the callings that require high duty since teachers ought to be committed to change an individual from somebody who knows nothing to somebody who has gained knowledge (Awang, et al., 2010). Research has shown that the personal characteristics of educators will influence their work behaviour. For instance, an investigation led by Nazarl, et al. (2012) on the dimension of authoritative responsibility

among instructors in specialized and professional universities in Iran found that lecturers with doctoral degree and those aged 50 and above exhibited the highest levels of organizational commitment. In addition, Salim, et al. (2013) investigated the hierarchical responsibility among faculty in higher educational institutions in Malaysia and found moderate organizational commitment among the lecturers. Universities should strive to increase the organizational commitment among their faculty staff because it consequently impacts on their retention. According to Ngethe et al. (2012) employee retention is one of the challenges facing numerous organizations, both public and private. This is due to the globalization that has strengthened competition and expanded portability of very gifted workers.

Worker retention is a key challenge facing many organizations in Kenya today (Ngethe et al. 2012). This problem is compounded by globalization which has expanded the portability of profoundly talented employees. In fact, Waswa and Katuna (2008) reported a high turnover among qualified and highly skilled academic staff from Kenyan public universities with many going for better paying jobs abroad as well as in other sectors within the country. However, the link between psychological climate and organizational commitment in the Kenyan universities remains largely underexplored. In addition to the 21st century, Kenyan public universities continue to face the threat of industrial strikes by the lecturers as well as financial shortfalls owing to financing gaps by the Ministry of Education that delays in releasing funds (Sarbessa, 2014; Oduor, 2017). Thus, the researcher wished to address the question of the psychological climate experienced by the academic staff in public universities and its influence on their academic staff organizational commitment.

1.2 Statement of the Problem

The psychological meaning and significance employees have for their work environment will relate to how committed they are to their organization (Cooper-Hakim & Viswesvaran, 2005). Despite the understanding that psychological climate has a strong influence on organizational commitment, there is limited information on the relationship between the psychological climate in Kenyan universities and the organizational commitment of academic staff. In addition, most research on psychological climate and employee organizational commitment has been done in western and eastern countries. These includes research done on psychological climate by Sokol, Gozdek, Figurska and Blaskova (2015); Metin (2019); and in organizational commitment by Konya, Matic and Pavlovic (2016); Lambert and Hogan (2009); Meyer and Smith (2000). In addition, such studies have been conducted in a different work setting, for example, among staff working in manufacturing industries and in the army. Further, these studies have been conducted in highly industrialized countries. These settings are different from the Kenyan locale since the highly industrialized countries have more advanced work climate and economic conditions rendering their prevailing conditions different from the Kenyan setting. To date, scarce research has focused on psychological climate among academic staff in Kenyan universities and notwithstanding public universities have recently faced lecturers' industrial strike and financial shortfalls. Findings from this research will inform on the work environment the academic staff experience, as well as their organizational commitment to the public universities. Therefore, this study aimed at establishing the relationship between psychological climate and organizational commitment among academic staff in public universities in Nairobi City County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between psychological climate and organizational commitment among public universities academic staff.

1.4 Objectives of the Study

The following were the objectives of the study:

1. To establish the levels of psychological climate among academic staff in public universities in Nairobi City County.
2. To identify the workplace challenges the academic staff of public universities experience.
3. To find out the levels of organizational commitment among academic staff of public universities in Nairobi City County.
4. To find out the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County.
5. To establish the relationship between demographic characteristics and organizational commitment among the academic staff of public universities in Nairobi City County.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the levels of psychological climate among academic staff in public universities in Nairobi City County?

2. What workplace challenges do the academic staff in public universities in Nairobi City County encounter?
3. What are the levels of organizational commitment among academic staff of public universities in Nairobi City County?
4. What is the relationship between demographic characteristics and organizational commitment among academic staff of public universities in Nairobi City County?

1.6 Hypotheses

The study was guided by the following hypotheses:

- H_{a1}: There is a significant relationship between psychological climate and organizational commitment among the academic staff of public universities in Nairobi City County.
- H_{a2}: There is a significant relationship between demographic characteristics and organizational commitment among the academic staff of public universities in Nairobi City County.

1.7 Justification and Significance of the Study

The academic staff in public universities are employed to undertake teaching, research and administrative obligations within a specialist subject area. The prerequisite for general responsibility to the activity normally results in long working hours, now and then including at night and over the weekend. A phenomenal teaching and research record is commonly fundamental for profession progression. The work environment the academic staff are exposed to is very crucial for the attainment of not only the institutional goals but

also the individual's personal goals. The psychological climate experienced will culminate to higher organizational commitment. It is important that academic staff experience a positive psychological climate to enable them achieve both personal and professional goals. Very little research done on organizational commitment among workers in Kenya and even fewer done on the relationship between psychological climate and organizational commitment among academic staff of public universities. This is important because it will enable universities management develop programs that will enrich the work environment resulting in enhanced psychological climate.

The research generated data on the psychological climate of the academic staff as well as the levels of their organizational commitment. Findings on the moderate level of psychological climate among the academic staff will increasingly contribute to the theoretical knowledge on these important variables that may facilitate the enhancement of the work environment by the universities' management as well as the Ministry of Education. Areas that bring conflict were identified hence enabling the universities' management and MOE formulate policies and mount up programmes that will facilitate positive organizational climate. These areas were identified in the challenges the academic staff singled out. In addition, they may develop workplace solutions, assess where to change systems to improve the well-being and performance of the universities and academic staff, subsequently improving their organizational commitment.

The findings also indicated a moderate organizational commitment level among the academic staff informing the policymakers that there is still room to enhance the work environment. The recommendations made on workplace environment enhancement will also culminate in higher levels emotional attachment the academic staff have for the

institutions, a component that has been linked to better work behaviour. Of importance as well is the significant the personal characteristics of the academic staff influence their organizational commitment. Specifically, the gender, the age, the educational level and the marital status have noteworthy influence on their commitment to the institution. Such information enlightens on policies that can enhance the work environment in consideration to staff personal characteristics.

1.8 Scope and Limitations of the Study

The research was aimed at establishing the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County. The study was limited to the academic staff and did not include non-academic staff. It was also limited to public universities and did not include academic staff from private universities. The study was limited to main universities in Nairobi City County (University of Nairobi, Kenyatta University, Technical University of Kenya, Multimedia University and Cooperative University of Kenya) and did not include satellite campuses of the universities. Due to the above limitations, the results may not be generalized to private universities nor to universities in other areas of the country. This study was also limited to the psychological climate of the universities. The study did not include other work behaviours such as intention to leave, performance. However, the researcher recommended this further research in the above named areas.

1.9 Assumptions of the Study

The following assumptions were made:

- i. That the academic staff of public universities had a psychological appraisal for their work environment.
- ii. That the academic staff of public universities face workplace challenges at the universities.
- iii. That university's psychological climate influenced levels of organizational commitment of the academic staff.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the review of literature on the relationship between psychological climate and organizational commitment. The chapter begins by giving the theoretical framework of the study followed by the review of related studies in the areas of psychological climate, workplace challenges, organizational commitment, relationship between psychological climate and organizational commitment and demographic characteristics and organizational commitment. The chapter ends with a summary of the literature review and a conceptual framework.

2.2 Theoretical Framework

This research is based on two theories—Theory of Organizational Climate and the Meyer and Allen Model of Organizational Commitment—which will be discussed showing their relevance to this study.

2.2.1 Theory of Organizational Climate

The Theory of Organizational Climate by Shodhganga as reported Lavana (2011) takes note of that organizational atmosphere is the common view of employees who work in a given association. It represents to the individual suppositions surrounded upon small scale occasions that transpire just as to others around, over some undefined time frame of the mental condition of the association. It is the arrangement of quantifiable properties of the workplace, perceived directly or indirectly by the individuals, affecting their work and

satisfaction. The Hypothesis of Authoritative Atmosphere encourages a firm to distinguish the insufficiencies regarding diverse hierarchical components, for example, hierarchical structure, worker pay framework, correspondence level, physical atmosphere, hierarchical culture, and so forth. Authoritative atmosphere is an essential idea since it is an effect on the work conduct of association representatives. It has been connected to result estimates, for example, work fulfilment and profitability.

According to Hodgetts (1991), organizational climate has been classified into two significant classifications. Utilizing a relationship of an iceberg where there is a piece of the iceberg that can be seen over the surface and another part that is submerged and is not visible. The first category which is the visible part that can be seen or measured includes the structure of hierarchy, objectives and targets of the association, execution benchmarks and assessments, technological state of the operations etc. The second classification contains factors that are not visible and quantifiable and incorporate such subjective areas as steadiness, worker's emotions and attitudes, values, confidence, individual and social cooperation with friends, subordinates and bosses and a feeling of fulfilment with the job.

Accordingly, positive atmosphere supports, while negative atmosphere restrains discretionary effort. Positive atmosphere has been connected to alluring results, for example, Affective commitment, work fulfilment, trust in the management and therefore great practices, for example, open communication, trust, operational freedom, and employee development. In any case, awful atmosphere has been connected to: Turnover, stress, ailment, poor performance and consequently bad behaviours such as: Sabotage, absenteeism, go-slow etc.

This theory is applicable to this study because it depicts important organizational measures that can enhance the work climate. It enabled the researcher quantify the work climate it various measures thus ability to identify which measures are favourable and which are not.

2.2.2 Meyer and Allen Model of Organizational Commitment

The Model of Organizational Commitment also known as the Three-Component Model of Organizational Commitment was developed Meyer and Allen (1991). This model discloses that obligation to an organisation is a psychological state, and that it has three obvious portions that impact how representatives feel about the organisation they work for. These three parts are: affective, duration and standardizing duty. The three sorts of responsibility are not fundamentally unrelated. Workers can encounter every one of the three in varying degrees.

Affective commitment alludes to worker's impression of the emotional connection or identification with the association and the consequent want to keep up membership in an association. Affective commitment has been strongly linked connected to positive business related practices, for instance, participation, hierarchical citizenship conduct (Meyer, Stanley, Herscovitch & Topolnysky, 2002). At the point when employees feel that the organization believes that they are valuable towards them, for example, offering pay rates higher than the business normal, they will in general respond with uplifting demeanours towards the organization including emotional securities and sentiments of loyalty (Saygan, 2011). University academic staff who have high affective commitment will be emotionally attached to the institution, will identify with it and willingly desire to

be committed to it. Employees commit emotionally to the organization if they feel competent and comfortable in their workplace.

Continuance commitment alludes to the worker's impression of the cost of leaving the association to somewhere else and the consequent need to remain in an organization. Those with continuance commitment do so after perceiving a high cost of losing organizational membership, for instance, monetary costs, (for example, pension) and social costs, (for example, friendship ties with employees). They will stay with the organization because of the high cost of quitting and the benefits of remaining as members (Saygan, 2011). University academic staff with continuance commitment may have a desirable job offer but will remain in the institution only because the cost of leaving the institution is higher, for example, the cost of repaying the sponsorship to higher learning.

Normative commitment is the employee's impression of their normal obligation to the organization and the subsequent feeling of moral obligation to keep working for the organization. A feeling of obligation to their work environment comes about when the employee feels a sense of duty that it is the morally right thing to do hence is willing to make personal sacrifices for the sake of the organization. The employee with normative commitment feels obligated to do so, for instance, where the organization has invested resources in training the employee, who subsequently feels morally obligated to "repay the debt."

This theory advises the study because the theory indicates that employees with high dimensions of organizational commitment have a solid belief in the organization, its objectives and values and will apply extensive exertion and contribution for an association represents to a positive way that could add significance meaning to life for workers. What's

more, the workers will have increased performance, have decreased turnover and increased performance from the organization. According to Mowday (1998) low dimensions of commitment, especially affective commitment, are to a great extent disadvantages for both the individual and the association, for instance, hampered professional advancement can lead to a disloyal work force. Indeed, research has exhibited that affective commitment is most firmly connected with employment execution pursued by standardizing responsibility and duration duty (Meyer, Stanley, Jackson, McInnis, Maltin & Sheppard, 2012). Organization management should do their best to develop affective commitment and diminish the dimensions of continuance and normative commitment. This guarantees they have workers who feel enthusiastic for their jobs. Workers with continuance and normative commitment duty may be unmotivated, may lack enthusiasm and have an even lower workforce morale.

2.3 Review of Related Studies

This section discusses the findings of studies that have been carried out on psychological climate, organizational commitment and other related job behaviours such as organizational change.

2.3.1 Levels of Psychological Climate

Psychological climate has been defined as the individual employee perception of their work environment (Biswas, 2011). Studies done on psychological climate depict that various organizations some work measures been favourable while others are unfavourable. For instance, a study was done by Bates, Zhdanova and Parker (2009) on psychological climate among 639 employees of a non-governmental organization in Midwest locations

found average mean scores of psychological climate. In addition, work group measure scored the highest mean, followed by role clarity, leadership support, with job dimension scoring the lowest mean.

In another survey on the role of psychological climate in facilitating worker adjustment amid organizational change by Martin, Jones and Callan in 2005 among 779 public medical clinic representatives and 877 public division representatives demonstrated that workers with progressively positive impression of the mental atmosphere would report more certain change examinations and more significant levels of organizational responsibility. Administration vision had an especially solid relationship with staff impression of progress control. This was followed by supervisory support. This study shows the importance of psychological commitment on not only adjustment in case of organizational change but also its impact on the levels of organizational commitment. A positive psychological climate provides employees with opportunities for learning and performing the work tasks effectively. The findings show that organizations, including the universities should enhance the work place environment so that the academic staff can have positive perception of the psychological climate. Such an environment will facilitate the academic staff to teach, conduct research and as well as other assigned duties that is not characterized with feelings of anxiety, frustration and poor co-worker relations.

Research conducted has been conducted on personal characteristics and psychological climate. An example is a study that was conducted on two structurally different large organizations in India by Kumar, Jauhari, Ladha and Shekhar (2018) on gender differences in six psychological climate variables. The study findings indicated that there were gender differences on some variables that involved the organizational structure

and supporting policies, for example, goal clarity. In addition, the findings revealed that women participants were perceived by their supervisors to have less deviant behaviour as compared to male participants. Thus, suggesting gender differences in some of the psychological components.

English, Morrison, and Chalon (2010) conducted a study on the arbitrator impacts of organizational tenure on the relationship between psychological climate and affective commitment among an all labour force of a public agency in Western Australia. The discoveries showed that while affective commitment was found to be stronger for the employees with longer tenure, their psychological climate was less positive. Such findings suggest that while the employees had strong attachment for the agency, their perception of their workplace was not as strong.

Timalsina, Rai, and Chhantyal (2018) examined the predictors of organizational commitment among university nursing faculty within Kathmandu Valley, Nepal. The study utilized a cross-sectional analytical design and engaged a sample of 197 nursing faculty lecturers selected from 18 nursing colleges affiliated to 5 universities in Kathmandu Valley. Data was gathered on the following issues; socio-demographic information, perceived faculty developmental opportunity, job satisfaction, perceived organizational support, and organizational commitment. The findings of this study revealed that a majority of participants had moderate level of organizational commitment (68%) followed by high level (29%) and low level (3%).

Dankyi and Nyieku (2021) examined the incremental effects of psychosocial factors and job satisfaction on academic staff commitment to the University of Cape Coast (UCC) in Ghana. The study adopted a quantitative descriptive survey design and engaged

a sample of 268 academics. The findings of the study revealed that academics generally perceived psychosocial factors positively, although to varying degrees. The order of importance of the predictors of the commitment of academics was work-family conflict > work environment > promotion. The findings also indicated that job satisfaction on its own, contributed 50.6% to the commitment levels of academics. The outcome also showed that when job satisfaction was combined with psychosocial aspects, the level of commitment of academics increased by around thirty-five percent, implying that psychosocial features and job satisfaction of academics had positive and incremental impact on the commitment of academic staff to the University.

Wanjala and Ochieno (2018) explored the influence of institutional characteristics on breach of psychological contract among academic staff at the University of Nairobi, Kenya. The study employed a case study approach and engaged a sample size of 210 respondents. The findings of the study revealed that despite the teaching employees fulfilling all their commitments as workers, the university had not fulfilled many of its promises; hence, as an employer, the university had clearly breached the psychological contract with the academic staff. The findings were exemplified by inability of the university management to provide leadership and failure to establish adequate mechanisms to boost a favourable reward and incentives system for the academic staff. Additionally, by failing to create a conducive teaching and learning atmosphere, many of the employees felt that the university ipso facto failed to focus on students' success which is the foundation of sound institutional planning.

The above literature reviewed to examine the level of psychological climate has revealed that there is a varying level of psychological climate among university academic

staff globally. The establishment of the existence of psychological climate among university academic staff forms the basis for this study because it confirms the existence of the independent variable. there are also studies found in Kenya that indicate existence to low psychological climate among university academic staff hence the importance of the current study to investigate whether this influence the dependent variable.

2.3.2 Workplace Challenges Facing the Academic Staff

In another study, by Wayne, Shore, Bommer and Tetrick (2002) on the role of fair treatment and rewards in perception of organizational support and leader-member exchange conducted among a sample 211 employees, the challenge of fair distribution of organizational roles and responsibilities is identified. In their study, they observed that employees who felt inclusion and recognition by the management are likely to have higher levels of perceived organizational support. Further, they linked this to employee organizational commitment. Thus, they encouraged organizational practices that provided organizational justice, inclusion and recognition. These findings suggest a form of reciprocity of behaviour, that is, employees who feel they are treated favourably, tend to feel indebted to the organization and have higher levels of support and commitment.

Garcia-Izquierdo, Moscoso, and Ramos-Villagrasa (2012), conducted a study on fairness of promotion methods among 213 employees and supervisors from 13 private sector organizations. The study findings showed that the participants that perceived transparent organizational promotion methods reported high levels of perceived procedural justice. In addition, the participants indicated that the promotion methods comprehended as fair, were those that were based on assessment of performance. The researchers directly

related perception of fairness in promotion to most organizational outcomes, such as job satisfaction. In this study, the researcher sought to find out if the promotion criterion is a challenge the academic staff face.

Ismail, Nopiah, and Rasul (2018) explored the challenges that are faced by vocational teachers (who are assigned to teach skills courses) from public skills training organization in Malaysia. The study employed the qualitative research design and conducted 13 interviews on participants from the Department of Skills Development and personnel under the Ministry of Human Resources and Ministry of Youth and Sports, which included six management staff and seven vocational teachers. The study identified six main difficulties experienced by vocational teachers: (1) disinterest and lack of motivation in teaching the assigned skills subjects; (2) lack of professional qualifications and industrial experiences; (3) meeting the requirement of learners with low academic performance that necessitate more teaching effort and high emotional intelligence; (4) trouble in attending professional trainings because of lack of enough capital, rotation system, and heavy workload; (5) difficulty in article writing workers; and (6) challenges in using English as the medium of instruction. These findings demonstrate the strong need to address the challenges faced by these vocational teachers, specifically for the teaching of programs based on the National Occupational Skills Standard (NOSS).

Samuel (2020) investigated the Nigerian university lecturers' gender and ownership on the seeming challenges faced while implementing the digital mobile technologies in conducting research. The study utilized a cross-sectional design and was conducted in 13 federal and state universities in Southwest, Nigeria. The study employed a sample of 742 participants. The investigation revealed that irrespective of lecturer' gender and university

ownership, challenges were met while using mobile technologies. Based on the findings, the study therefore recommended the organization of workshops and seminars for university academic staff on effective utilization of mobile technologies to carry out research.

Shariff (2018) examined the challenges of English as a Medium of Instruction (EMI) in Tanzanian universities particularly the linguistic difficulties, their causes and also assessed its appropriateness. The examination was carried out at the University of Dodoma (UDOM) and St. John's University of Tanzania (SJUT). The study engaged a sample of 110 science students and 22 lecturers and utilized a mixed study design. The outcome of the survey showed that the use of EMI in Tanzanian universities faces various challenges of which the main is students and lecturers' low proficiency in English. The specific challenges encountered included; the use of code switching; wrong spellings; confusion of tenses; insufficient vocabulary; incorrect pronunciation and poor sentence construction. The causes of these challenges are poor English language background; the effect of Kiswahili or Ethnic Community Languages (ECLs) and limited exposure to English.

Mbirithi (2013) evaluated the nature and magnitude of management challenges that face Kenya's public universities and their implications for quality education. This study was both qualitative and quantitative in nature and utilized the descriptive design and used a sample of: 3 vice-chancellors, 8 deputy vice-chancellors, 53 deans of schools, 158 chairpersons of departments, 12 leaders of academic and non-academic staff unions each, 12 leaders of students' associations in the three government universities and 3 heads of boarding and accommodation units. The findings of the study revealed that public universities did not have enough teaching and learning resources, particularly lecture halls,

computers, textbooks and library space. The outcome also showed that inadequate funding was the biggest management challenge as it affected all the other areas of research, teaching and learning. The above challenges were determined to have an implication on the quality of education offered in the public institutions of higher learning.

Mutisya and Makokha (2016) conducted a cross-sectional survey between February 2012 and February 2014 with an aim of establishing the challenges affecting the adoption of e-learning the institutions of higher learning in Kenya. The study engaged a sample of 420 lecturers and 210 students. The outcome of the study showed that lecturers reported high workloads the most serious challenge affecting the adoption of e-learning, followed by inadequate Internet connectivity, denial of copyrights for their developed e-learning modules, poor information and communication technology (ICT) skills, lack of incentives, shortage of computers/laptops, insufficient computer laboratories, and inadequate time for online interaction. Further, the study showed that students ranked lack of enough Internet connectivity the number-one challenge, followed lack of computers/laptops, inadequate computer laboratories, limited ICT skills, and insufficient time for online interaction.

A research conducted by Muchai, Makokha and Namusonge (2018) on the effects of remuneration on organizational performance of 316 employees of the Teachers Service Commission (TSC), Kenya. The study found that the remuneration system at the public primary and secondary schools as the main challenge the employees faced. Further, the low remuneration not only affected the organizational performance but increased the employee's turnover. This finding suggests the importance of proper remuneration of employee.

The above literature reviewed to examine the challenges faced by academic university staff has revealed various challenges faced by university academic staff globally. Some of the challenges include; inadequate expertise to implement technology learning, lack of enough technology resources or equipment, lack of support from university managements, high workloads, low remuneration, and inadequate incentives. Though there are studies done in Kenya on the challenges facing the university academic staff, it is important for the current study to still evaluate this aspect since the education system keeps on evolving over time. Additionally, changes in technology and country's economy might bring new challenges in the education system hence this study will examine the challenges facing university academic workers right now.

2.3.3 Levels of Organizational Commitment

Organizational environment can be characterized as the apparent ascribes of an institution and its subsystems, as reflected in the manner in which an organization manages its individuals, groups and issues (Pareek, 2006). Various researchers have conducted studies on organizational commitment, some presented here.

A study was done on the level of organizational responsibility among 295 faculty in technical and vocational universities in Iran by Nazari, Zaidatol, Ramli and Khairuddin in 2012. The greater part (58.3%) of the respondents revealed that they had a moderate level of responsibility, while 43.7% evaluated it as high and none appraised it as low. In addition, of the three components, affective commitment registered a higher mean, followed by normative commitment and finally continuance commitment.

Nazari, Basri, Pihie, and Idris (2012) evaluated the level of organizational commitment among 295 lecturers of Technical and Vocational Colleges in four provinces of Fars, Khuzestan, Boushehr, and Kohgilouyeh and Boyerahmad in Iran. The study adopted a survey-based descriptive study design and engaged a sample of 295 lecturers. The outcome of the survey indicated that the lecturers differed with some indicating low, others moderate and some high levels of commitment. Additionally, significant differences were observed in the participants' commitment by their education level, monthly income and age.

A study was done on the effects of demographic characteristics on organizational commitment and job satisfaction among 750 Turkish health care staff in 2008 by Pala, Eker and Eker. The demographic characteristics studied included gender, age, level of education, title and years in institution. Using t-test and one-way variance (ANOVA) analysis were used and the findings revealed that the organizational commitment level of men health care staff was higher than women health care staff. In addition, the organizational commitment scores of health care staff who had technical education were lower than health care staff who had university degree, master and above degree. The findings also showed that health officers with titles such as specialist doctors, practitioner doctors tended to show greater organization commitment feeling than nurses. However, there was no significant difference in organizational commitment with the different years in the institution and with the age.

In another study by Siew, Chitpakdee and Chontawan (2011) on demographic factors predicting organizational commitment among 416 nurses in state hospitals in Malaysia found that approximately 48.8%, 44.2% and 7% of the participants had high, moderate and low levels of organizational commitment respectively. In addition, nurses

who had long years of experience and those who were married reportedly were highly committed to their organizations.

In another study by Salami (2008) on demographic and psychological factors predicting organizational commitment among 320 randomly selected from service and manufacturing organizations in Oyo State, Nigeria showed that age, marital status, educational level and job tenure made significant separate contributions to the prediction of organizational commitment. The findings showed that older workers were more committed than younger workers, married workers and workers with higher educational qualifications were more committed to the organization. Workers who had higher job tenure had more commitment than newly employed works. However, gender did not predict organizational commitment.

Kipkebut (2010) conducted a study on organizational commitment and job satisfaction in higher educational institutions in Kenya among 446 scholastic workers and 486 administrative representatives from three public and three private colleges. The discoveries demonstrated that Meyer and Allen's multidimensional organizational responsibility was material in the Kenyan setting. In addition, the findings showed that personal characteristics, especially, age, education, professional commitment and promotional opportunities were the most essential indicators of organizational commitment, work satisfaction just as turnover aims among the among in Kenyan universities. Also demonstrated was that workers from private universities were progressively dedicated to their universities and happy with their occupations than workers from public universities.

The above literature reviewed to examine the level of organizational commitment has revealed that organizational commitment among university academic staff varies from one university to another hence the importance of this study to understand the organizational commitment of academic staff at universities in Nairobi County.

2.3.4 Relationship between Psychological Climate and Organizational Commitment

Research has been done on the connection between psychological climate and organizational commitment. Hassan and Rohrbaugh (2011) conducted a parallel field study on the role of psychological climate on organizational commitment among 2136 government employees in New York State agencies. The findings showed that psychological climate measures – role and goal ambiguity; job challenge and autonomy; perceived supervisory help and more prominent capacity to impact decision-making processes; social attachment and impression of association fairness – extensively positively identified with the emotional responsibility of the workers. The workers' reports on the degree of their autonomy gave an impression of being observationally detached to emotional duty. The findings also indicated that psychological climate measures – social cohesion, organizational fairness and role ambiguity – were especially imperative in predicting all workers' affective commitment despite of their job groups. Also, work challenge was observed to be emphatically connected with the experts' affective commitment however did not impact the clerical staffs' affective commitment. This study informs of the association between the workplace environment and the depth of affective commitment on state employees in the US. However, there has been little work done in examining psychological climate mechanisms influencing affective commitment among academic staff of public universities in Kenya.

A study by Rhoades, Eisenberger and Armeli (2001) on affective commitment and perceived organizational support among 367 workers from different firms found that workers clearly recognized the favourableness of various work encounters and summed them to determine organizational support which prompts more noteworthy affective commitment. Further on, the findings provided evidence that perceived organizational support contributes to affective commitment, thus, an organization that looked out for the employees' welfare created a commitment among its employees. The organization that did not resulted in employees withdrawing emotionally and physically from it.

Biswas (2011) in a survey among 357 sales and marketing executives in India found that the psychological climate positively correlated to affective commitment which significantly influenced the level of job involvement. Biswas concluded that employers should make a positive and mentally significant atmosphere which will motivate the sales power to get included and focused towards their essential work objective. In this study, the researcher also seeks find out how psychological climate aspects at the university influence the organizational commitment among academic staff. Zehir, Muceldili and Zehir (2012) carried out a study by on the impact of corporate entrepreneurship on organizational citizenship behaviour and organizational commitment among 375 employees of small to medium-sized enterprises. The findings showed a significant effect of innovativeness and risk taking on continuance commitment. Thus employees who felt that there were minimal levels of innovativeness had higher levels of continuance commitment. Additionally, the findings showed that affective commitment was a partial mediator of organizational commitment and continuance commitment. These findings show the weighty value of affective commitment in mitigating the effects of continuance commitment among

employees. The current study will in addition seek to find out which of the three dimensions of organizational commitment among the academic staff of public universities will register higher levels.

Yucel, McMillan and Richard (2014) led a study that hypothesized that CEO transformational authority causes high normative commitment among best officials. The study that was carried out among 120 randomly chosen firms in Turkey found a direct curvilinear connection between CEO transformational initiative and both affective and regularizing duty. The outcomes bolster the possibility that affective commitment intercedes the connection between transformational leadership and normative commitment. The findings demonstrated that the affective commitment top administration encountered, the higher their dimension of standardizing responsibility. Consequently, the higher the levels of affective and normative commitments, the higher the levels of organizational commitment. The current study sought to find out if affective commitment has the same effect on normative commitment among academic staff and if leadership psychological climate aspects have the same influence of on organizational commitment.

A survey was conducted by Gormley and Kennerly (2010) on the influence of work role and perceptions of climate on faculty organisational commitment among full-time nurses in California, USA. The findings showed a moderately strong negative relationship between role ambiguity, role conflict and continuance commitment. These findings suggest that as role ambiguity and role conflict increased, continuance commitment was influenced negatively. Thus as a key psychological climate measure—role clarity—decreased, the nurse faculty felt less compelled to invest their personal energies into the organization. The

present study aimed to determine the relationship between psychological climate and continuance commitment among academic staff of Kenyan public universities.

Chughtai and Zafar (2006) examined whether selected personal feature, facets of job satisfaction, and the two dimensions of organizational justice (distributive justice & procedural justice) considerably explained variance in the organizational commitment among Pakistani university teachers. The study also assessed the impact of organizational commitment on two organizational outcomes—job performance and turnover intentions. The study engaged a sample of 125 full-time teachers from 33 universities in the three major cities of Pakistan: Lahore, Islamabad/Rawalpindi, and Peshawar. The findings of the study showed that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly linked to organizational commitment of teachers. Individually, distributive justice and trust in management were found to be the strongest correlates of commitment. Additionally, commitment was found to be negatively related to turnover intentions and positively related to a self-report measure of job performance.

In Africa, Scott (2014) did a study on perceived organizational support and commitment among 388 employees from a higher education institution in South Africa. He found that positive organizational support is significantly related to continuance commitment. Contrastingly, Africa, Waktola (2014) in a study of employees in Commercial Bank of Ethiopia found no significant relationship between psychological climate and continuance commitment. Thus, the relationship between psychological climate and continuance commitment among academic staff in Kenyan public universities is an area that needs further scrutiny.

Studies on the relationship between psychological climate and normative commitment in Africa are scarce, especially those carried out among academic staff. Waktola (2014) in a cross-sectional survey on the relationship between organizational climate and commitment among a sample of 200 staff of Commercial Bank of Ethiopia found a significant positive relationship between psychological climate aspects of trust, support, autonomy, fairness, reward and teamwork and normative commitment. He suggested that employees whose workplace had constructive organizational climate felt morally obligated to remain with the organisation. Such employees are proactive and will drive their personal energies into achieving not only personal goals but in the long run the organizational goals (Lau, 2011).

Matoka (2020) examined the impact of perceived psychological contract breach on organizational commitment of public universities' academic staff in Tanzania. The study utilized a cross-sectional survey and involved a sample of 187 academic staff from Tanzania public universities. The findings of the study revealed that perceived psychological contract breach considerably negatively affected organizational commitment and its dimensions; affective, continuance and normative. In regards to demographics the outcome showed that psychological contract breach significantly and negatively had the power to influence organizational commitment with a combination of age, marital status and tenure.

Zabed (2013) assessed the level of organizational commitment among the lecturers, level of job satisfaction among the lecturers and the relationship between organizational commitment and job satisfaction among the lecturers in Universities in Embu County. The study utilized the descriptive correlational survey research design, and incorporated a

sample of 166 participants. The study discovered that there were fair levels of organizational commitment as well as fair levels of job satisfaction. The study further revealed a significant positive link between organizational commitment and job satisfaction among the lecturers in Embu County Universities. The study recommended that since job satisfaction plays a very important role in the education process. As per the findings, the study recommended that staff development programmes should be initiated by the universities to assist the lecturers advance academically as well as improve their job satisfaction.

Mitalo (2012) evaluated the relationship between perceived equity in performance-based compensation and organizational commitment among staff at the Kenya Polytechnic University College. The study employed the descriptive survey design and collected primary data through structured questionnaire. The findings of the study revealed a relationship between perceived equity in performance based compensation and organizational commitment. Further, the study showed that there was a moderate relationship between equity in Performance-based compensation and organizational commitment. As per the findings the study recommended that universities should adopt performance-based pay strategy that is acceptable by every worker in compensating staff.

The above researches show that there is a significant relationship between how employees' perception of the organization they work for and their commitment to it. The findings are from researches done in the western and eastern regions of the world. There is dearth of these studies done in Africa Kenya included hence the necessity to conduct more studies in this are among university academic staff.

2.3.5 Demographic Characteristics and Organizational Commitment

Literature reviewed show that demographic characteristics play an important role in determining various work behaviours. This study sought to find out how some demographic factors such as age, sex, educational level and job tenure moderated the organizational commitment of academic staff of public universities in Nairobi City County.

2.3.5.1 Age

Rabindaranng, Bing and Yin (2014) in quantitative study on impact of demographic factors on organizational commitment in technical and vocational education in Malaysia among 362 educators found there were no significant differences between gender, marital status and educational qualification on organizational commitment. However, the findings showed significant differences between age-groups on organizational commitment. It is important to determine how these play in organizational commitment of academic staff in public universities.

Parveen (2015) investigated the role of demographic variation in establishing the level of organizational commitment among college teachers. The study engaged a sample of 50 male and female teachers from two Islamabad Model College and information collected from them through the organizational commitment questionnaire (OCQ) which was comprised of three subscales named as, affective commitment scale, continuance commitment scale and normative commitment scale. The findings of the study indicated that older college teachers were more committed than the younger ones. Further, the findings showed that female teachers had higher organizational commitment as compared

to male college teachers and increase in the level of qualification correlates negatively with organizational commitment.

In another study by Salami (2008) on demographic and psychological factors predicting organizational commitment among 320 randomly selected from service and manufacturing organizations in Oyo State, Nigeria showed that age, marital status, educational level and job tenure made significant separate contributions to the prediction of organizational commitment. The findings showed that older workers were more committed than younger workers, married workers and workers with higher educational qualifications were more committed to the organization. Workers who had higher job tenure had more commitment than newly employed works. However, gender did not predict organizational commitment.

Kipkebut (2013) evaluated the impact of workers demographic features on organisational commitment, job satisfaction, and turnover intentions. The study engaged a sample of 932 workers from three public and three private universities in Kenya. The findings of the study showed that that age, gender, marital status, education, and university sector significantly influenced continuance commitment; age and university sector considerably impacted on affective commitment; age, position tenure, education, and university sector significantly affected the normative commitment; age, gender, position tenure occupational grouping, and university sector had substantial impact on job satisfaction; and lastly, age, job tenure, position tenure, and education had major influence on turnover intentions. The findings suggest that university administrators, particularly from public universities, should focus on enhancing their HR policies so as improve their employees' commitment levels.

The above literature reviewed to examine whether age influence organizational commitment of university academic workers revealed that age does affect the organizational commitment of university academic staff. Majority of the literature indicate that older academic staff tend to be more committed when compared to young workers. Majority of these studies have been conducted in the West, revealing a scarce of these studies in African region Kenya included hence the importance of this study to further explore this study area.

2.3.5.2 Gender

Aydin, Sarier, and Uysal (2011) explored the effect of gender on the organizational commitment of teachers. The study was a meta-analysis that utilized and analysed a sample of fifteen master and doctorate theses done between 2005-2009. The findings of the study showed that the effect of gender on the organizational commitment was on the favour of males. Specifically, the outcome indicated that the effect of gender is in the favour of males at the levels of identification and internalization. The outcome revealed that male teachers were able to adopt the norms and values of the organization easier than females. On the other hand, female teachers had a tendency of organizational commitment so as to carry on their acquisition.

Fisher, Boyle, and Fulop (2010) examined the gendered and emotionalized nature of organizational commitment in a university context. The study was a qualitative one that employed the grounded theory approach. The outcome of the study showed that the existing measures of organizational commitment were biased and were not suitable measures of the commitment of women and some men in contemporary workplaces. The findings also

showed that lack of understanding led to the perception that women, and some men, are lacking in commitment to their organizations.

Amos, Acquah, Antwi, and Adzifome (2015) examined and compared aspects affecting male and female lecturers' Job satisfaction. The study employed a Cross-sectional survey approach and incorporated a sample of 163 lecturers from the four oldest public universities in Ghana. The results of the study showed that there was no significant gender variation in job satisfaction and organizational commitment among the lecturers. The outcome also showed that job satisfaction correlated significantly with organizational commitment. On the other hand, 'commitment to lecturing' did not significantly correlate with job satisfaction.

Kipkebut (2013) evaluated the impact of workers demographic features on organisational commitment, job satisfaction, and turnover intentions. The study engaged a sample of 932 workers from three public and three private universities in Kenya. The findings of the study showed that that age, gender, marital status, education, and university sector significantly influenced continuance commitment.

These studies reviewed to examine whether gender influence organizational commitment have revealed that gender influences organizational commitment. This revelation is important for the current study because it shows that gender might influence the outcome of the current study hence the importance of including it among the demographics to be studied.

2.3.5.3 Level of Education

The study done on the level of organizational commitment among 295 lecturers in technical and vocational colleges in Iran by Nazari, Zaidatol, Ramli and Khairuddin (2012) showed that lecturers with doctorate degrees had higher organizational commitment than those with masters and bachelor degrees; as well as, lecturers with greater monthly income had greater affective commitment levels. However, the teaching experience was not a significant indicator to make differences in their organizational commitment. Respondents in the age of 50 and more were more committed compared to those in the other age groups in the continuance and overall organizational commitment.

Timalsina, Rai, and Chhantyal (2018) did a study that aimed at identifying the predictors of organizational commitment among university nursing faculty within Kathmandu Valley, Nepal. The study employed a cross-sectional approach and incorporated a sample of 197 nursing faculty picked from 18 nursing colleges affiliated to 5 universities in Kathmandu Valley. The findings of the study revealed that the nursing faculty who had a master's degree in nursing, a permanent appointment, and job satisfaction had a high level of organizational commitment. On the other hand, this study also revealed that the nursing faculty who were in the position of assistant instructor to assistant lecturer level and more than 5 years of work experience within same organization were less likely to have a high level of organizational commitment.

Kassaw and Golga (2019) assessed the academic staffs' level of organizational commitment. Additionally, the study investigated whether there exists a significant difference in academic staffs' level of organizational commitment in terms of their gender and level of education. The assessment employed a cross-sectional study approach and a

sample of 275 participants. The study indicated that academic staffs of the university had moderate level of organizational commitment. The investigation further discovered that although there was no significant difference in level of commitment with reference to gender, academic staffs' level of organizational commitment was significantly different with reference to their level of education.

Kyule (2017) assessed the relationship between Organizational work life programs, and employee work outcomes among lecturers in public universities in Kenya. The study utilized the correlational research design and engaged a sample of 391 lecturers. The investigation revealed that while work life programs are available in the public universities and they enhanced positive attitudes towards work, their availability did not automatically lead to improved performance. Additionally, the findings indicated that lecturers did not consider their compensation as sufficient and they took additional work when they had time off work to supplement their income and this affected their attainment of organizational and personal goals negatively.

The literature reviewed showed that levels of education of university academic staff influences their work commitment. The majority of the literature has showed that academicians with high level of education experience high level of organizational commitment. This therefore is an indication that there is need to incorporate level of education in the current study as one of the demographics since it can influence the outcome of the study.

2.3.5.4 Work Experience

A study was done on the effects of demographic characteristics on organizational commitment and job satisfaction among 750 Turkish health care staff in 2008 by Pala, Eker and Eker. The demographic characteristics studied included gender, age, level of education, title and years in institution. Using t-test and one-way variance (ANOVA) analysis were used and the findings revealed that the organizational commitment level of men health care staff was higher than women health care staff. In addition, the organizational commitment scores of health care staff who had technical education were lower than health care staff who had university degree, master and above degree. The findings also showed that health officers with titles such as specialist doctors, practitioner doctors tended to show greater organization commitment feeling than nurses. However, there was no significant difference in organizational commitment with the different years in the institution and with the age.

Buttner and Lowe (2017) investigated the direct impact of perceived pay equity, the interaction of perceived pay equity and productivity, and the relative impacts of perceived internal and external pay equity on organizational commitment (OC) among US scholars of color. The study employed the correlational research design and involved a sample of 160 professionals. The findings of the study indicated that highly productive participants who perceived pay equity reported the highest commitment. When pay was seen as inequitable, the most productive scholars reported the lowest commitment. Perceived internal pay equity had an effect, over and above perceived external pay equity on commitment.

Mwesigwa, Tusiime, and Ssekiziyivu (2020) examined the relationship between leadership styles and Organizational commitment among academic staff in Ugandan Public

Universities, mediated by Job Satisfaction. The research utilized a cross-sectional approach and a sample of quantitative, a sample of 353 academic staff selected from five public universities in Uganda. the outcome of the study indicated that organizational commitment among academic staff in public universities in Uganda depends on the age of the academic staff, length of service, position level, leadership styles employed, and job satisfaction. Findings also showed that work satisfaction partially mediates the link between leadership styles and organizational commitment.

Kyule, Kangu, Wambua, Mutinda, and Kamau (2014) investigated the efficiency of Part time lecturers as a cost cutting strategy. The study adopted a survey design was adopted and incorporated a sample of 130 part-time faculty in Kenyan Universities with campuses located in Nairobi Kenya. The findings of the study revealed that most of universities employed part time faculty as a cost cutting strategy. Additionally, the study established that part timers were not contented with their jobs and therefore were not adequately motivated, and lacked commitment in their work, this negatively impacted on their service delivery.

The above literature reviewed on the impact of work experience on organizational commitment among university academic staff have revealed that work experience actually impacts of commitment with more experienced workers being more committed. The literature has also revealed that Kenya universities are using part time and less experienced university academic workers is the process of cutting the cost hence having many uncommitted lecturers in the universities, however, it is important for affirm this fact with more research hence the importance of the current study.

2.4 Summary of Literature Review

This study was based on the Theory of Organizational Climate and the Three-Component Model. The theories indicated that a workplace that had positive climate will enhance the psychological climate experienced by the employees and consequently result in good work behaviours. The findings of studies done suggest that the more stimulating the workplace environment, the more employees appraise their work climate as appealing, subsequently the higher they report organizational commitment. Positive psychological climate will result in higher organizational commitment especially affective commitment that will subsequently have employees who are motivated in their endeavours.

From the foregoing review of related literature, it has been observed that majority of the studies done on psychological climate and organizational commitment or other related work behaviours have been done in Western countries and from highly industrialised settings. More so, the studies have been done in manufacturing industries or marketing settings. Scarce research has focused on the relationship between psychological climate and the dimensions of organizational commitment in Africa and in Kenya specifically. Further, no known study on the relationship between psychological climate and organizational commitment has been carried out among academic staff in Kenyan Universities. It is against this background that this study sought to address the gap on psychological climate of academic staff in public universities in Nairobi City County and how this relate to their organizational commitment.

Specifically, literature was reviewed as per the five study objectives the first objective reviewed literature on the level of psychological climate. The literature review revealed that there was a varying level of psychological climate among university academic

staff globally. The establishment of the existence of psychological climate among university academic staff forms the basis for the current study because it confirms the existence of the independent variable. The literature also revealed that there were studies found in Kenya that indicate existence of low psychological climate among university academic staff hence the importance of the current study to investigate whether this influences the dependent variable.

The second objective reviewed literature on the challenges faced by academic university staff and revealed various challenges faced by university academic staff globally. Some of the challenges revealed in the literature include; inadequate expertise to implement technology learning, lack of enough technology resources or equipment, lack of support from university managements, high workloads, low remuneration, and inadequate incentives. Though there are studies done in Kenya on the challenges facing the university academic staff, it is important for the current study to still evaluate this aspect since the education system keep on evolving over time. Additionally, changes in technology and country's economy might bring new challenges in the education system hence this study will examine the challenges facing university academic workers right now.

The third objective reviewed literature on the level of organizational commitment and the literature reviewed that organizational commitment among university academic staff varies from one university to another hence the importance of this study to understand the organizational commitment of academic staff at universities in Nairobi County.

The fourth objective reviewed literature on relationship between psychological climate and organizational commitment. The literature revealed that there was a significant relationship between how employees' perception of the organization they work for and

their commitment to it. However, majority of these studies have been done in the western and eastern regions of the world. There is dearth of these studies done in Africa Kenya included hence the necessity to conduct more studies in this are among university academic staff.

The fifth and the last objective of the study reviewed literature on the relationship between demographic characteristics and organizational commitment. Four main demographic feature were reviewed; gender, age, educational level, and work experience. The literature reviewed showed that all the four characteristics influenced organizational commitment hence the importance of examining them in the current study.

2.5 Conceptual Framework

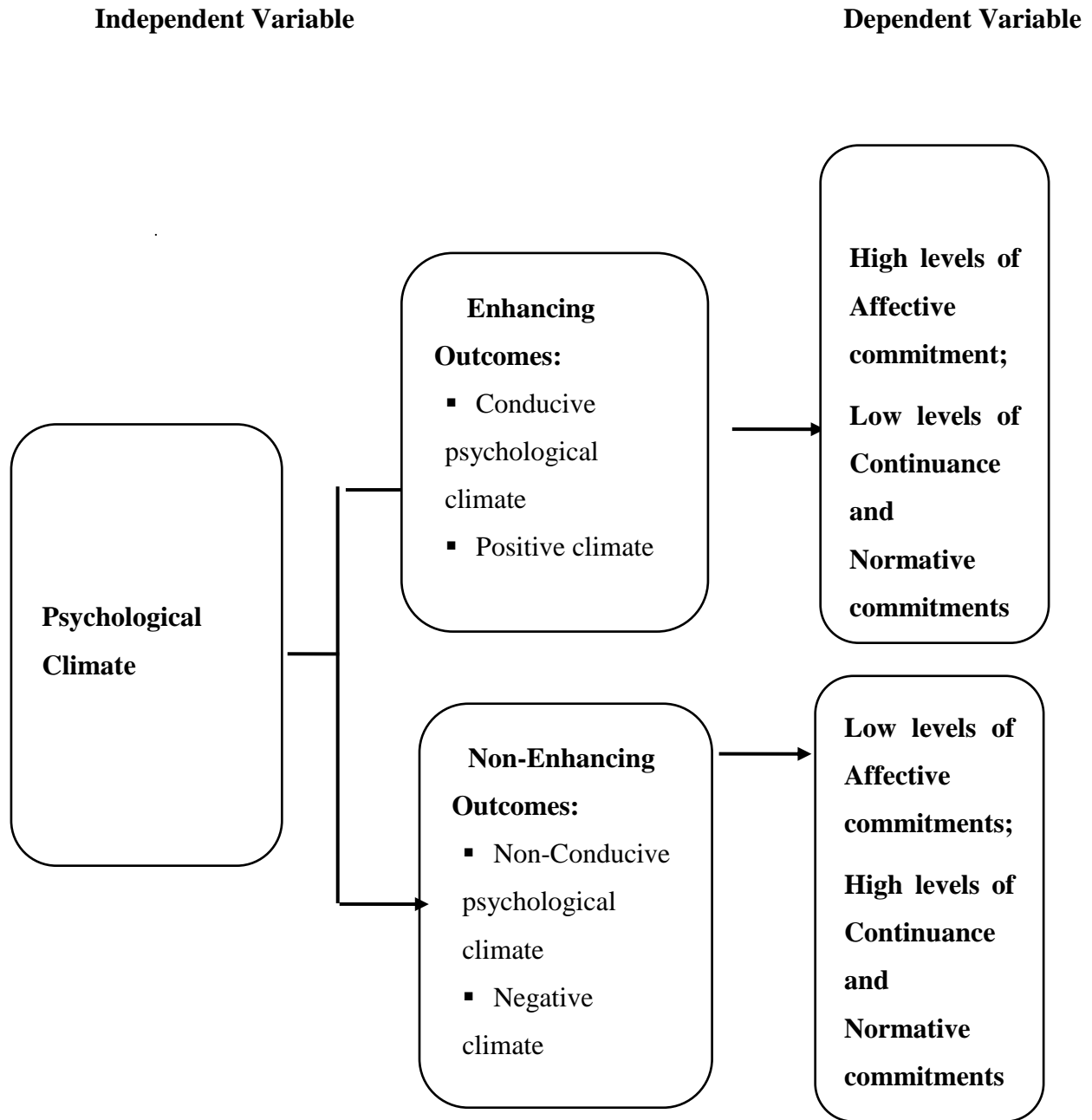


Fig. 2.1 Relationship between psychological climate and organizational commitment
Adapted from James and Sells (1981) as cited in Hassan and Rohrbaugh (2011)

The conceptual framework is drawn from the literature reviewed and the theoretical framework. It is hypothesized that a conducive psychological climate will result in increased organizational commitment, especially, affective commitment. It is hypothesized that a non-conducive psychological climate will result to low levels of affective commitment and higher levels of continuance and normative organizational commitment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the study on the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County. The chapter presents the research design, study variables, location of study, target population, sampling process, research instruments, validity and reliability, pilot study, data collection procedures, analysis, presentation and management as well as the ethical considerations of the study.

3.2 Research Design

The study embraced a correlational research approach. Correlational constructs are utilized to analyse the connection between two or more variables (Orodho, 2003; Heppner, Wampold & Kivlighan, 2008). This design was selected on the grounds that it sought to establish the relationships between variables. The study pursued to establish the relation between psychological climate and organizational commitment. In a correlation research design will indicates that as one variable changes, so does the other one. Moreover, the research design was chosen because it can be used to determine the strength and direction of association between the variables using a correlation coefficient. A positive or a negative correlation coefficient indicates the direction of a relationship.

3.3 Study Variables

In this research, the independent variable is psychological climate. The psychological climate is divided into the following constructs: Job autonomy, social cohesion, role clarity, job challenge, perceptions of organizational fairness, perceived supervisory support, rewards and recognition, and ability to influence decision-making. The dependent variable is the organizational commitment. Organizational commitment is further split into the following three components: Affective commitment, continuance commitment and normative commitment.

3.4 Location of the Study

The study was done in public universities in Nairobi City County. There are five chartered public universities in Nairobi City County: University of Nairobi, Kenyatta University, Technical University of Kenya, Multimedia University and Cooperative University of Kenya. Nairobi City County was selected for study because it is the only county at present that has the highest number of chartered public universities.

3.5 Target Population

The study targeted the academic staff of the five public universities in Nairobi City County. These include the professors, associate professors, senior lecturers, lecturers, assistant lecturers and graduate assistants, making a total of 5,182 academic staff. The following are the details of the academic staff in the universities.

Table 3.1:
Target Population

University	Prof	SL	L	AL	GA	Total
University of Nairobi	509	489	832	252	341	2423
Kenyatta University	99	219	876	605	4	1803
Technical University of Kenya	31	43	185	149	57	465
Multimedia university	13	46	159	91	38	347
Co-operative University	8	33	69	29	5	144
TOTAL	660	830	2121	1126	445	5182

Note: Prof = Professor, SL = Senior Lecturer, L = Lecturer, AS = Assistant Lecturer, GA = Graduate Assistant

(Source: CUE, Sept, 2017)

3.6 Sampling Techniques and Sample Size

The sample was drawn from all the five public universities (UoN, KU, TUK, MMU, CUK). Multistage sampling was used to select the participants of the study. Multistage sampling divides large population into stages to make sampling process more practical (McBurney & White, 2009). In stage one, the researcher formed clusters according to school/faculty in each of the five universities. Thereafter, within the schools/faculties, there was random selection of the departments that participated in the study. The second stage of sampling involved the formation of strata from the selected departments. The strata were formed on the basis of job position/title (professors, associate professors, senior lecturers, lecturers, assistant lecturers and graduate assistants). The final stage involved the use of simple random sampling method to identify the academic staff that participated in the study.

Since the target population was known, the sample size was calculated using the Yamane (1967:886) formula:

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

Where n is the sample size,
N is the population size,
e is the level of precision (95 %
confidence level).

The formula yielded a sample size of 365 academic staff. Table 3.2 presents the summary of the sample.

Table 3.2:
Sample Size

University	Prof	SL	L	TF	Total
University of Nairobi	15	38	64	50	167
Kenyatta University	6	24	78	21	129
Technical University of Kenya	2	4	14	12	32
Multimedia university	1	3	9	12	25
Co-operative University	1	2	4	5	12
TOTAL	25	71	172	97	365

Note: Prof = Professor, SL = Senior Lecturer, L = Lecturer, TF = Tutorial Fellow

3.7 Research Instruments

Data was collected using a structured questionnaire which in part comprised two structured self-report scales. The research questionnaire had four sections: Section A consists of a demographic questions devised by the researcher focusing on the participants'

age, gender, education level, job title and work experience. Psychological climate comprised in Section B was measured by a 24 items scale developed and validated by Koys and Cotiis (1991) and adapted in consideration with the Campus Climate Survey. The scale had eight sub-scales, each with three items, that is: job autonomy (3 items), social cohesion (3 items), role clarity (3 items), job challenge (3 items), perception of organizational fairness (3 items), perceived supervisory support (3 items), rewards and recognition (3 items) and ability to influence decision-making (3 items). The response format was a 7-point Likert scale with 1 representing strongly disagree and 7 strongly agree.

Section C was an open-ended survey where the participants were required to indicate in order — from the highest to the lowest — the challenges they faced. Finally, section D comprised the 24-item Three-Component Organizational Commitment Questionnaire by Allen and Meyer (1990) of which 9 items are negatively poled. The scale has three sub-scales, each with eight items: affective commitment (8 items), continuance commitment (8 items) and normative commitment (8 items). It is a measure based on a 7-point rating scale with response options ranging from: 1 = Strongly Disagree to 7 = Strongly Agree.

3.8 Validity and Reliability

The psychological climate scale developed and validated by Koys and Cotiis (1991) has an obtained reliability and validity of 0.79 and 0.84 respectively. The Three-Component Organizational Commitment Questionnaire by Allen and Meyer (1990) has a Cronbach's alpha reliability value of 0.81 and a split-half reliability coefficient of 0.77.

3.9 Pilot Study

In order to ascertain the suitability of the research tool, the researcher administered the questionnaire to thirty-five academic staff from five departments of Jomo Kenyatta University that is in Kiambu County. Analysis and feedback from the pilot data was used to check for consistency in the interpretation of questions as well as detect any weakness in design (Cooper & Schindler, 2011 as quoted by Githae, 2015).

3.10 Data Collection Procedures

Approval for research was sought from Kenyatta University Graduate School. Ethical clearance was obtained from Kenyatta University Ethics Board. A research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI). The initial contact with universities was made in person. The researcher called on the different university's administration where she sought to speak to the authority that would permit the collection of data among the academic staff. In the meeting, the researcher briefly described the study and requested the institution to participate. After the universities permitted their academic staff to participate and on an appointed data collection date, the researcher along with two trained research assistants administered the questionnaires to the academic staff within the universities. The participants were given adequate time to respond to the questionnaire – this ranged from three days to one week. The questionnaires were then collected and stored safely.

3.11 Data Analysis and Presentation

After cleaning, the collected data were coded and entered into the Statistical Package for the Social Sciences (SPSS) software program version 23. For the Psychological Climate Scale, the response format was a 7-point Likert scale with 1 representing strongly disagree and 7 strongly agree. A mean score of 0 – 42 indicates low psychological climate, 43 – 84 indicates a mild psychological climate, 85 – 126 indicates moderate psychological climate, while 127 – 168 indicates high psychological climate levels. For the Organizational Commitment Scale, the response measure format was based on a 7-point rating scale with response options ranging from: 1 = Strongly Disagree to 7 = Strongly Agree. A mean score of 0 – 42 indicates low organizational commitment, 43 – 84 indicates a mild organizational commitment, 85 – 126 indicates moderate organizational commitment, while 127 – 168 indicates high organizational commitment levels.

The data were then analysed using both descriptive and inferential statistics. Descriptive statistics were used to describe and summarize the demographic characteristics, levels of psychological climate and organizational commitment. Inferential statistical analyses were then used to test the hypotheses. The following were the hypotheses and statistical tests used in the study:

H_{01} : There is no significant relationship between psychological climate and organizational commitment among the academic staff of public universities in Nairobi City County.
(Statistical test: Pearson product-moment correlation coefficient).

H₀₂: There is no significant relationship between demographic characteristics and organizational commitment the among academic staff of public universities in Nairobi City County. (Statistical test: Multiple regression analysis)

3.12 Data Management and Ethical Considerations

After a brief explanation of the purpose of the study, informed consent was sought from the academic staff before they took part in the study. To guarantee confidentiality, participants were informed that the gathered information would be handled with utmost discretion and would be utilized only for the study. The researcher clarified that taking part in the study was voluntary and that one can stop at any point without any penalty. Anonymity was upheld by ensuring that the participants did not write their names in the research questionnaire. Informed consent was sought (Appendix 1). The data collected was treated with confidentiality and only used for the research purpose.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings from the study on the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County. The chapter presents the demographic characteristics of the participants, the descriptive analysis and the inferential analysis in line with the research objectives. Thereafter, the researcher discusses the findings.

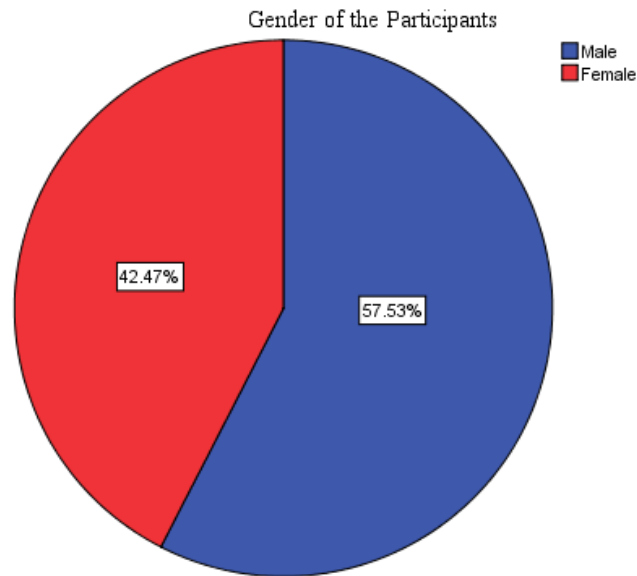
4.2 Demographic Characteristics

In this section, the researcher will describe the demographic characteristics of the research participants. These include the gender, the age, the highest educational level, the job title and the length of service in the current institution.

4.2.1 *The Gender of the Participants*

The study involved both men and women. The distribution of the participants according to their gender was as shown in Figure 4.1.

Figure 4.1
Gender of the Participants

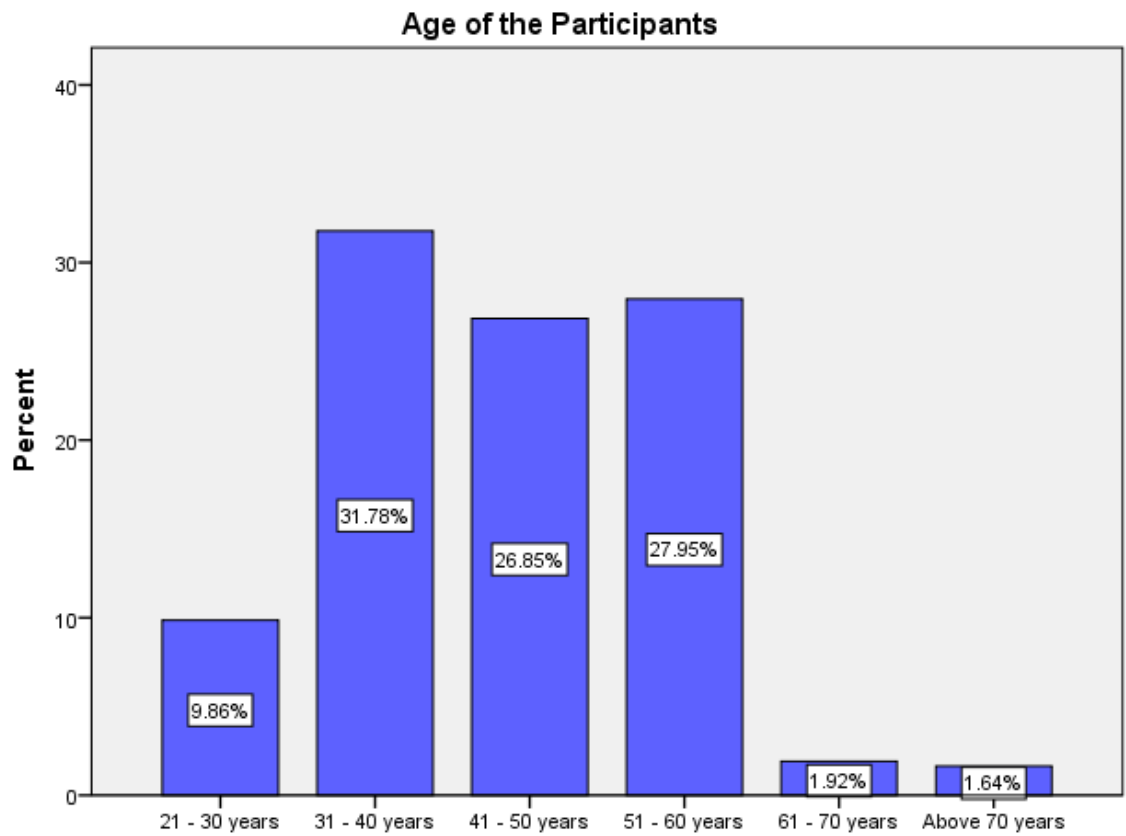


As presented in Figure 4.1, over half of the participants (57.53 %) were male while 42.47 % were female. That there were more male than female academic staff is reflective of the current gender distribution of academic staff in Kenyan public universities where there are more male than female workers (Commission for University Education, CUE, 2019). The disproportional gender distribution of faculty in favour of men has also been reported in other regions like Malaysia (Sadegi & Habibah, 2012), the UK (Santos & Dang Van Phu, 2019), and the USA (NCES, 2019). Different authors argue that the gender disparity in workforce composition is attributable to various factors that reinforce each other at various levels including at the individual, family, societal and the work environment (The African Academy of Sciences, AAS, 2020).

4.2.2 The Age of the Participants

Participants were further categorized in terms of their age as presented in Figure 4.2.

Figure 4.2
Age of the Participants



As shown in Figure 4.2, 31.8 % of the participants were aged 31 to 40 years. In addition, 27.9 % were aged 51 to 60 years; 26.8 % were aged 41 to 50 years and 9.86 % were aged 21 to 30 years. A paltry 1.9 % were aged 61 to 70 years and only 1.6 % were aged above 70 years. The ages of the academic staff were consistent with the statistics provided by CUE (2019) and by Munene (2002).

Further, the ages of the academic staff were crosstabulated with their gender as shown in Table 4.1.

Table 4.1
Summary of Participants' Age and Gender

Age (Years)	Gender		Total
	Male	Female	
21 - 30	22	14	36
31 - 40	62	54	116
41 - 50	41	57	98
51 - 60	75	27	102
61 - 70	4	3	7
71- 80	6	0	6
Total	210	155	365
Mean age (<i>SD</i>)	45.26 (11.88)	42.34 (9.31)	44.02 (10.94)

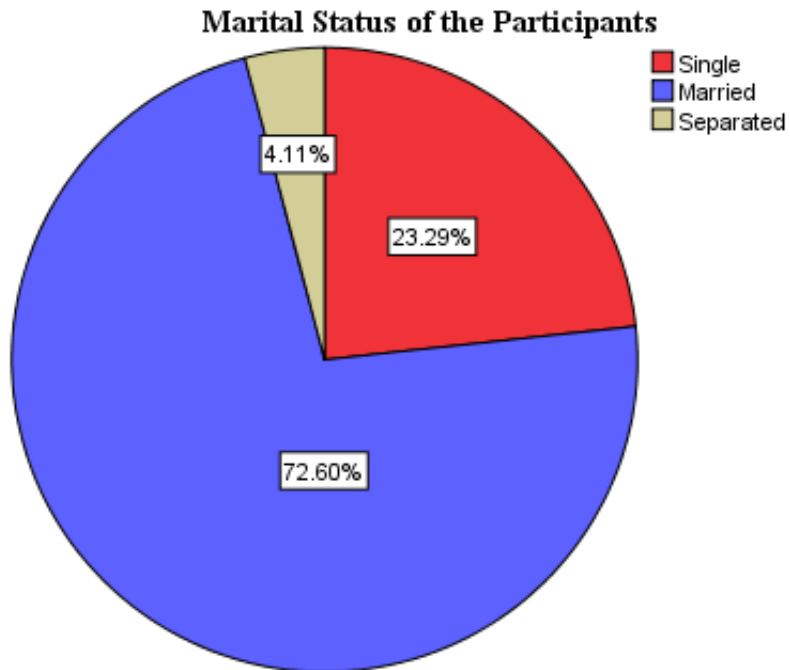
As shown in Table 4.1, majority of the male lecturers were aged between 51 and 60 while majority of the female participants were aged 41 to 50. No female respondents were within the age bracket of 71 to 80. The mean age for male respondents was $M_{age} = 45.26$ ($SD = 11.88$) while that for the female respondents was 42.34 ($SD = 9.31$). The difference between the mean ages of the male and female participants was statistically significant ($t_{(362)} = 2.54$, $p < .05$, $d = 0.27$) with a small effect size.

4.2.3 The Marital Status of the Participants

The marital status of the participants was as given in Figure 4.3.

Figure 4.3

Marital Status of the Participants

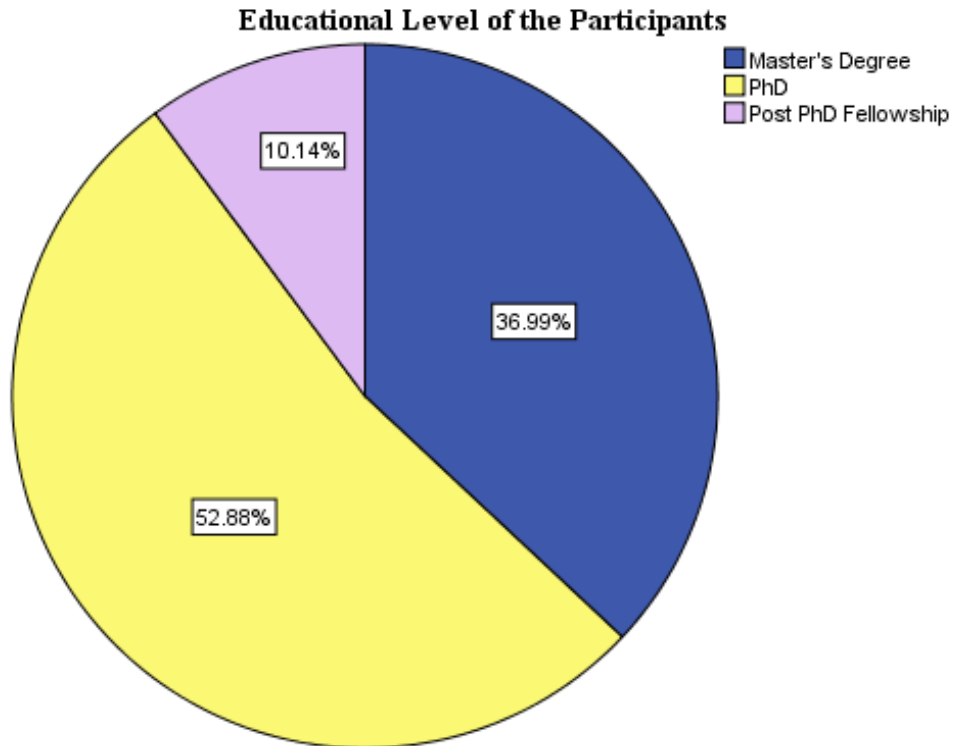


As given in Figure 4.3, majority of the participants (72.6%) were married with only 23.3 % reporting they were single and 4.1 % were separated. This is similar to academic staff of public universities in Ghana (Milledzi, et al., 2017).

4.2.4 The Educational Level of the Participants

Participants with different educational level were sampled. Figure 4.4 presents their educational level.

Figure 4.4
Educational Level of the Participants



As given in Figure 4.4 over half of the participants 52.9 % participants had PhD qualification, 37 % had a Master's qualification while 10.1 % had post PhD Fellowship. This contrasts the data by CUE (2019) which shows a significant majority of the academic staff in Kenyan universities as possessing masters' qualification followed by those with PhD qualification. The study finding is similar to the qualifications reported among the UK academic staff (HESA, 2018) where a majority (54.06 %) had a doctorate degree and 27.36 % had postgraduate qualification.

4.2.5 The Job Titles of the Participants

The sampled participants were further categorized in terms of their ranks. Figure 4.5 provides the share of participants in each rank.

Figure 4.5
Job Title of the Participants

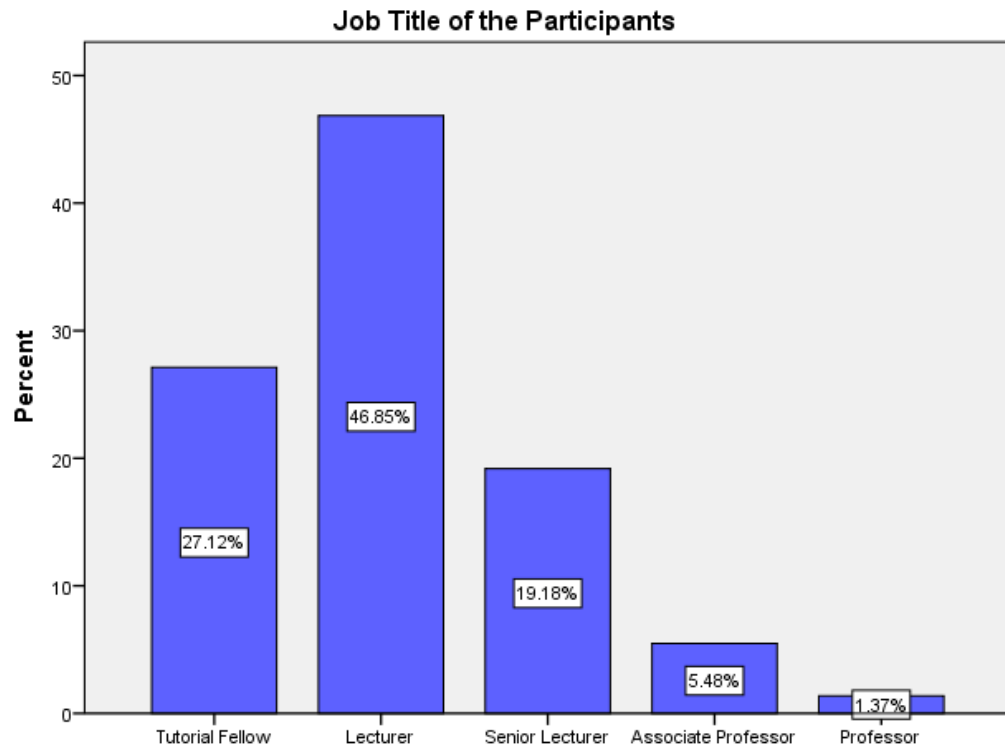
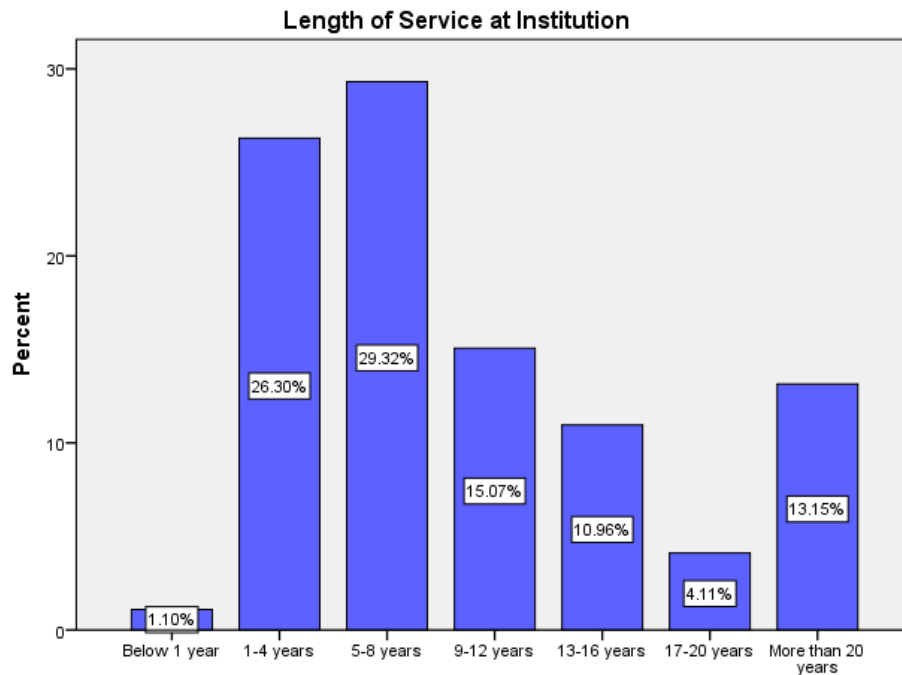


Figure 4.5 revealed that close to half of the participants (46.8 %) were lecturers. In addition, over a quarter of the participants were 27.1 % tutorial fellows; close to a fifth (19.2 %) were senior lecturers; 5.5 % were associate professors and only 1.4 % were professors. This demographic characteristic follows the general pattern in Kenyan universities as reported by CUE (2019). However, the pattern is dissimilar to those of fifteen university faculty members in Sri Lanka (Amarasena, et al. 2015) where majority are senior lecturers (54.6 %), 34.8 % lecturers and the rest (10.6 %) were professors. It is also dissimilar to the situation in the US, where according to a 2015 census of university faculty majority were professors, followed by associate professors, assistant professors and lecturers in that order.

4.2.6 *The Length of Service at the Institution*

The sampled participants were requested to indicate their length of service in the current institution. Figure 4.6 shows their responses.

Figure 4.6
Length of Service at the Institution



In this study, close to a third (29.3%) and over a quarter of the participants (26.3%) had 5 – 8 years and 1 – 4 years of service at the institutions respectively. Only 4.1 % of the participants had served for 17 to 20 years and a paltry 1.10 % had served for a period below 1 year. This demographic characteristic is similar to that of public universities faculty in Czech Republic where Zabrodska, et al. (2017) found close to a third of the faculty had worked for 1 – 5 years, and slightly over a quarter had worked for 6 – 10 years.

4.3 Findings from the Study

This research on the relationship between psychological climate and organizational commitment among the academic staff of public universities in Nairobi City County had four objectives derived from the research problem. This section presents the research findings according to the research objectives.

4.3.1 Level of Psychological Climate among Academic Staff of Public Universities in Nairobi City County

The first objective of the study was to find out the level of psychological climate among the academic staff of public universities in Nairobi City County. The researcher first presents findings on the level of psychological climate, thereafter, the findings on levels of the various psychological climate constructs.

The psychological climate was measured by a 24 items scale developed and validated by Koys and Cotiis (1991) and adapted in consideration with the Campus Climate Survey. According to the psychological climate scale, the mean scores are calculated and categorized as follows: 24-71 low, 73-120 moderate and 121-168 high. A low psychological climate mean score suggests that the employees have a disheartened perception of their work environment. This implies that work environment does not meet their work expectations, hence they cannot flourish. A moderate psychological climate is a where the employees have a modest appraisal of their work environment. In such a situation, the work environment has relatively sufficient work attributes hence meets the employees' ordinary work objectives. A high psychological climate mean score indicates an extraordinary positive appraisal of the work environment. This means that the work

environment meets the employees' superior work objectives. In such a work environment, the employees flourish and relate exceptionally with work outcomes such as commitment and performance.

In this research, the finding of the psychological climate mean is presented in table 4.2 below.

Table 4.2:
Psychological Climate Mean

	N	Min	Max	Mean	Median	Mode	SD
Psychological Climate	365	35.00	165.00	111.7260	117.000	115.000	24.64
Valid N (listwise)	365						

From the finding denoted in table 4.2 above, a value of 111.73 ($SD = 24.64$) was found as the mean of the psychological climate level among the academic staff. In addition, the minimum psychological climate level was 35 while the maximum was 165. The median psychological climate level, that is, the middle value of a dataset, is 117.00 while the mode, that is, the value that appeared the most often in data, is 115.00. The mean level of 111.726 indicates a moderate psychological climate level among the academic staff. A moderate psychological climate is where the employees have a modest appraisal of their work environment. In such a situation, the work environment has relatively sufficient work attributes hence meets the employees' ordinary work objectives (Biswas, 2011). At the university, the physical, social and psychological environment the university academic staff operate in meets the minimum requirement. An example is the physical resources available to the academic staff, such as lecture halls, offices. In some cases, there may be large student numbers for the academic staff, a concern expressed by the participants. The

university's management practices, in a moderate psychological climate scenario, are measured. Constructs such as rewards and recognition of academic staff and ability to participate in decision-making were lowly scored. In the two constructs, for example, the academic staff have mediocre appraisal, indicating discontent perceptions and experiences in their institutions.

This finding is similar to those of Bates, Zhdanova and Parker (2009) in their study on psychological climate among 639 non-governmental organization employees in Midwest Location that found average mean scores of psychological climate. Psychological climate the employees the employees have will reflect on other organizational behaviour such as, motivation, attitude and productivity, hence the need for a positive appraisal. Toprak (2018) notes that this is significant because the levels of psychological climate depend on the individual's self-concept level associated with their perception of the institution events and processes. The individual judges the climate depending on their personal interest, goals and expectations.

The Theory of Organizational Climate by Shodhganga observes that the employees views of their organizational atmosphere will affect their work and satisfaction. The theory further suggests that a high organizational atmosphere supports while a low atmosphere restrains. A conducive environment is one where there is among other attributes, open communication, operational freedom, trust resulting in appealing results and employee development. In summation, organizations should create an environment that is conducive, favourable to enhance growth and generate innovation.

Further analysis was done on each of the eight psychological climate constructs. The following table presents the means of the eight psychological climate constructs, from the highest to the lowest.

Table 4.3:
Mean Scores of the Psychological Climate Constructs

Psychological Climate Construct	N	M	SD
Job Autonomy	365	15.73	4.32
Social Cohesion	365	15.01	4.21
Role Clarity	365	14.90	4.02
Perceived Supervisory Support	365	14.60	4.42
Job Challenge	365	13.64	3.73
Perception of Organizational Fairness	365	13.30	4.28
Greater Ability to Influence Decision-making	365	12.57	3.89
Rewards and Recognition	365	11.97	3.58

Note: M and SD are used to represent the Mean and the Standard Deviation respectively

Table 4.3 above shows that among the eight psychological climate constructs, job autonomy gained the highest mean ($M = 15.73$, $SD = 4.32$), followed closely by social cohesion ($M = 15.01$, $SD = 4.21$) and role clarity ($M = 14.90$, $SD = 4.02$). The constructs that gained low means were perception of organizational fairness ($M = 13.30$, $SD = 4.28$); and ability to influence decision-making ($M = 12.57$, $SD = 3.89$). Rewards and recognition scored the lowest mean ($M = 11.97$, $SD = 3.58$). The academic staff also indicated that they had average levels of perceived supervisory support and job challenge. Greater ability to influence decision-making and the rewards and recognition were the least scored constructs. The constructs that scored the lowest, did so with considerably very low mean

levels. The findings imply that the academic staff perceived the reward system in the universities as one that did not reflect their work qualifications nor their work activities. In addition, the academic staff felt that their workplace opinions and suggestions were not taken into consideration during workplace decision-making. The detailed findings of the eight psychological climate constructs, will be presented and discussed in the next section.

The above findings are similar to a Nammi and Nezhad (2009) who in their study among 170 teachers in Ahvaz-Iran found job autonomy and supervisory support having the highest psychological climate levels while recognition and reward having the least level. In addition, Baltes, Parker and Zhdanova (2009) in their comparison of psychological climate – organizational and individual levels among 2313 employees in 28 Midwestern locations that found had work group cohesion as the highest psychological component followed by role clarity. However, their least component was job challenge. Rosser (2004) notes that salary is one of the primary reasons faculty leave their institutions. He further implied that those who do not leave, are compelled to work outside their institutions to earn extra income. Similarly, Tettey (2006) states that dissatisfaction with salaries is one of the key factor deflating the commitment of academic staff to their institutions and some subsequently leave or have the intent to leave. In this study, job autonomy scored significantly highly in comparison to rewards and recognition. In addition, the low rewards and recognition mean significantly contributed to the moderate psychological climate level of the academic staff.

Responses of the participants to each of the psychological climate variables was analysed. The findings are presented in the next section.

4.3.1.1 Responses to the Job Autonomy Scale

The participants were requested to respond to the job autonomy subscale. They were asked to indicate whether they agreed or not to the statements on job autonomy. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.4:
Participants Views towards Job Autonomy

Job Autonomy	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. I have flexibility regarding work responsibilities	278	76.2	33	9.0	54	14.8
2. I am encouraged by the department chair/dean to venture into new areas or areas where I have little prior experience	242	66.4	50	13.7	73	19.9
3. The department chair/dean gives me the authority to do my job as I see fit	268	73.4	40	11.0	57	15.6

N = 365

From table 4.4 above, on job autonomy, flexibility regarding work responsibilities had the highest positive level at 76.2%. This was followed by the aspect that the department chair/dean gives them the authority to do their job as they see fit at 73.4%. The encouragement by the department chair/dean to venture into new areas or areas where they have little prior experience gained the least positive level at 66.4%. Of importance is that the three job autonomy subscale items had high positive scores suggesting that the academic staff have the freedom to make their own decisions about the content and planning of their work. Notably, is that in this study, job autonomy was the highest scored

psychological climate construct. Metlin (2019) emphasizes the significance of job autonomy stating that when employees have higher autonomy levels, they are likely to become more accountable and perform better.

At the universities, while the academic staff have the set work roles, domain guidelines on teaching and learning activities, their job autonomy levels are generally realized when they have the freedom and flexibility in achieving the objectives set. For instance, the academic staff have guided liberty to construct the course content which enables them to maximally utilize their resources such as knowledge, talents and skills. They can scheme their lessons and design the appropriate method in training the course content. This results in increased positive work environment and subsequently reduced work stress. Khoshnaw, Saifaddin and Alavi, Hamed. (2020) emphasize the importance of job autonomy suggesting that it will translate to the method of working, the pace of work, and the scheduling of work among employees. At the universities, job autonomy suggest that the academic staff have the leeway and room to make adjustment of their work schedule in line with some crucial work or personal responsibilities such as research, research supervision and other duties accorded to them. In addition, when academic staff have some latitude to schedule their lessons, they can align their institutional and personal goals increasing job crafting. Job crafting enables academic staff to customize their work and modify tasks, within given limits. This gives them room to re-imagine interactions with students during teaching-learning process, supervision of research and clinical practice that facilitates growth and subsequently increased self-efficacy. However, cautionary measures should be put in place to ensure that employees do not create outcomes at the expense of the organization, for example, no missing of classes for the academic staff personal gain.

Essentially, job autonomy empowers academic staff to utilize their competencies in attaining the institution's goals and objectives.

4.3.1.2 Responses to the Social Cohesion Scale

The participants were requested to respond to the social cohesion subscale. They were asked to indicate whether they agreed or not to the statements on social cohesion. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.5:
Participants Views towards Social Cohesion

Social Cohesion	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. In my department, the academic staff trust and support each other	237	65.0	41	11.2	87	23.8
2. The department chair/dean creates a cooperative supportive environment	279	76.5	46	12.6	40	11.0
3. In my department, there is a spirit of cooperation and teamwork in access to teaching assistants, scholarships and research opportunities	242	66.3	52	14.2	71	19.5

N = 365

On social cohesion, the aspect that the participants greatly agreed on at 76.5% is that the department chair/dean creates a cooperative and supportive environment. That there is a spirit of cooperation and teamwork in access to teaching assistants, scholarships and research opportunities followed at 66.3%. The aspect that academic staff trust and support each other was the least positive aspect at 65.0%. Particularly, social cohesion scored second among the psychological climate constructs. It had high values suggesting

high levels of interconnection among the academic staff. The level of harmony among the academic staff is strongest felt from the department chair/dean who the participants felt gave them a cooperative and supportive environment. Such an environment, nurtured, both the formal and the informal relationship among the academic staff.

Trevino (2013) impresses on the importance of social cohesion in her study having findings showing social cohesion strongly relating and mediating to quality decision-making and perceived organizational support. However, she found no strong and significant relationship between social cohesion and job performance, suggesting that social cohesion among the staff does not necessary culminate in high work performance.

Social cohesion involves building shared values and making the employees feel part of a community. An institution with high levels of social cohesion among the staff will largely have a staff bound together for a common purpose. Basically, social cohesion results in academic staff acknowledging and respecting one another. The findings of this research found high social cohesion levels, denoting high levels of bonding in their formal and informal experiences. These experiences take into consideration the opinions of others and are majourly inclusive, for example, teaching and learning activities, non-academic activities such as the welfare of the academic staff. Thus, before the final decisions are made, there is proactively seeking of the opinions and view of others.

Social cohesion does not only mean a professional bond, but also bonds of friendship and caring. It provides a healthy workplace environment that allows for opportunities for professional interactions that gives ideas for improved workplace productivity (Stanley, 2003). Social cohesion does not mean that assertiveness among the academic staff is stopped but it facilitates social interactions that build one another and help

reduce workplace conflict. Of importance, is that, among the three job autonomy items, the participants scored trusting and supporting one another the least. This finding alludes that the academic staff experience more support and trust from the department chair/dean than from their fellow colleagues. A likely insinuation is that the chair/dean may be in a more influential position to offer support to the academic members.

4.3.1.3 Responses to the Role Clarity Scale

The participants were requested to respond to the role clarity subscale. They were asked to indicate whether they agreed or not to the statements on role clarity. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.6:
Participants Views towards Role Clarity

Role Clarity	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. The amount of teaching responsibility and how it is to be done is clearly defined	306	83.8	42	4.7	17	11.5
2. The amount of research, mentoring of students and staff as well as clinical practice is clearly defined	231	63.3	46	12.6	88	24.2
3. The criteria for tenure, promotion and evaluation is clearly defined	221	60.5	42	11.5	102	28.0

N = 365

From the findings presented in table 4.6 above, the amount of teaching responsibility and how it is to be done is clearly defined was the aspect that gained the highest positive level at 83.8%. This was followed by the aspect that the amount of research, mentoring of students and staff as well as clinical practice is clearly defined at

63.3%. The criteria for tenure, promotion and evaluation is clearly defined earned the least positive level at 60.5%. Role clarity gathered a moderate positive value among the academic staff. Employees who have perceived their role clarity and know what they are expected to do, are more probable to provide services with higher quality (Allameh, Harooni, Chaleshtari & Asadi, 2013).

Communication about the workplace role and responsibilities is essential if an institution wants to achieve their goals and objectives. The academic staff who have their working goals and obligations spelt out, for example, the teaching load, supervision and research activities, and other administrative responsibilities, will essentially have their goal attainment behaviour cut out.

The participants majorly agreed that their role in the teaching process is clear. However, their role in research, clinical practice and mentoring is not as clear. In addition, the criteria for tenure, promotion and evaluation is also not very well defined. In this research, there is the likelihood that the academic staff may not be aware of the criteria, or they may be unhappy with the criteria. Universities generally have various educational programmes. The articulation and informing of these programmes is essential for their success. This helps in accountability and standardization of educational programmes (Hassan, 2013). In this study, in the practice-based experiences the participants indicated that their role is not as well defined. Thus, it becomes challenging to develop a standardized curricula effective to meet the needs of the practice-based and mentoring experiences, especially since these experiences are generally semi-structured.

4.3.1.4 Responses to the Job Challenge Scale

The participants were requested to respond to the job challenge subscale. They were asked to indicate whether they agreed or not to the statements on job challenge. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.7:
Participants Views towards Job Challenge

Job Challenge	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. My teaching and research work is very challenging	224	61.4	42	14.2	89	24.4
2. I get an opportunity to do new and different things at work	220	60.2	46	12.6	99	27.2
3. It takes all my resources to achieve my work objectives	178	48.8	81	22.2	106	29.1

N = 365

From table 4.7 above, majority of the participants at 61.4% agreed to having teaching and research work been very challenging. This was followed closely at 60.2% by the aspect that they get opportunities to do new and different things at work. The aspect that gained the least positive level (48.8%) was that it takes all their resources to achieve their work objectives. The average job challenge scores allude to having academic staff that are not very highly stimulated and inspired. Job challenge is important because it provides the employees with opportunities to strengthen their skills as well as develop and learn new skills related to their work experiences (Lackeus, 2015). Academic staff need to feel challenged, to enable them design and develop educational programmes that meet the needs of undergraduate and postgraduate students and other education service, for example,

research, innovation and mentorship. This results in successful work experiences with the students, colleagues and the institution. Challenging work experiences appeals to the academic staff cognitive mid-sets making them design and develop creative rejoinders to work demands, for example in dealing with practice-related student experiences such as clinical practice, research. This keeps them intrinsically motivated and more likely to be committed to their institution. Practices that are derived from intrinsic motivation are linked to employee empowerment building self and work confidence. Institutions should develop a culture of training, of engaging work world experiences to meet the different job challenges especially since the participants indicated that their resources, that is, their knowledge, skills and abilities, are not been used to the maximum potential. The institutions management need to recognize the potential and offer support, such as organize forums to engage the academic staff in innovative projects which are emergent and responsive to meet the dynamic world work.

4.3.1.5 Responses to the Perception of Institutional Fairness Scale

The participants were requested to respond to the perception of institutional fairness subscale. They were asked to indicate whether they agreed or not to the statements on institutional fairness. The table below shows the findings presented in the table below.

Table 4.8:
Participants Views towards Perception of Institutional Fairness

Perception of Institutional Fairness	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. The teaching workload is fairly and equitably distributed in my department	247	67.7	41	11.2	77	21.1
2. There is fair and equitable expectations regarding research in my department	215	58.9	66	18.1	84	23.0
3. There is fair and equitable professional development opportunities	175	48.0	50	13.6	140	38.4

N = 365

The findings presented in table 4.8 above indicate that 67.7% of the participants felt that the teaching workload is fairly and equitably distributed in their department. This aspect gained the highest positive value in this subscale. This was followed at 58.9% by the aspect that there were fair and equitable expectations regarding research in the department. The aspect that gained the least positive level was that there were fair and equitable professional development opportunities in the department at 48.0%.

Generally, on perception of institutional fairness, the component that was particularly agreed upon was that the teaching workload is fairly and equitably distributed in their department. Getnet, Jebena and Tensay (2014) found a significant correlation between perceived fairness and overall employee satisfaction. Fair treatment is associated with universal norms of treating employees; it ensures that there is no impartiality when dealing with employees. It is assumed that where there is perception of institutional fairness, there is likelihood of enhanced positive work performance attributes.

Notably is that while the participants had moderate positive levels of fair distribution of the teaching load, the levels for fair and equitable professional development opportunities were low. While the academic staff did not strongly feel alienated when the teaching load is distributed, they felt that there was impartiality in allocation and distribution of the teaching of the undergraduate and postgraduate courses.

In addition, the academic staff felt that there was prejudice in the distribution of research opportunities and especially in professional development opportunities which was negatively scored. This implies that they are dissatisfied with the distribution of any research and professional development opportunities. Such perceived unfair treatment may result in some academic staff feeling devalued and can result in a poor work culture. These can include poor work behaviours such as missing classes, arriving late and leaving early for classes, and not completing tasks on time. Even of more magnitude is that the perceived impartiality can lead to both physical and mental distress, which ultimately, develops into a negative psychological work climate.

4.3.1.6 Responses to the Perceived Supervisory Support Scale

The participants were requested to respond to the perceived supervisory support subscale. They were asked to indicate whether they agreed or not to the statements on perceived supervisory support. The table below shows the findings in presented frequency and percentage (%) forms.

Table 4.9:
Participants Views towards Perceived Supervisory Support

Perception Supervisory Support	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. The department chair/dean treats academic staff in an even-handed way	237	64.9	57	15.6	71	19.5
2. There is fair and equitable in-training support by the department chair/dean	191	52.3	89	24.4	85	23.3
3. The department chair/dean communicates consistently with academic staff	270	74.0	40	11.0	55	15.0

N = 365

The findings on perceived supervisory support presented in table 4.9 above indicate that the majority of the participants (74.0%) agreed that the department chair/dean communicates consistently with academic staff. This was followed at 64.9% by the aspect that the department dean/chairman treats the academic staff even-handedly. There is fair and equitable in-training support gained the least positive level at 52.3%.

Notably, while the participants strongly felt that the department chair/dean communicated consistently with academic staff, they also felt that there was no fair and equitable in-training support. Boyer and Edmondson (2014) found that perceived supervisory support positively related to job satisfaction which translates to decreased employee turnover. The likely reason for this is the perceived organization support the employee has. With the supervisory support, the employee feels appreciated by their supervisor and this is likely to increase their organizational commitment.

The participants indicated, and with a high positive level, that the dean/chair communicates to them frequently. Typically, communication provides information and ideas for meeting not only the institution's needs but also the employees. Good communication helps the institution's management to understand the experiences of the academic staff thus helps in reducing conflict (Spaho, 2019). Thus, good communication is central to the achievement of an institution's goals. When the administration has good communication patterns with the academic staff, it results in a more engaged and productive workforce.

However, when the academic staff feel that the in-training opportunities are not fairly and equally distributed among them, they may become demotivated. Training is important so that a workforce feel that they are in touch with the industry standards. It enables the academic staff adapt to the changes in today's world, for example, embracing technology that has made the teaching-learning process possible anywhere, customization for a learner-first approach and teaching-learning process that is in response to the dynamic education sector. Academic staff need in-training support to enable them be responsive to such changes and to be more engaged at the workplace.

4.3.1.7 Responses to the Rewards and Recognition Scale

The participants were requested to respond to the rewards and recognition subscale. They were asked to indicate whether they agreed or not to the statements on rewards and recognition. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.10:
Participants Views towards Rewards and Recognition

Rewards and Recognition	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. I feel my current salary and benefits match my work responsibilities	205	25.7	66	18.1	94	56.2
2. My department chair/dean generally appreciate the way I do my job	266	72.9	40	11.0	59	16.2
3. Rewards for work performance are fairly and equitable distributed in my department	128	35.1	72	19.6	165	45.3

N = 365

On rewards and recognition, the aspect that the gained the highest positive level at 72.9% was that the department dean/chair generally appreciated the way they do their job. This was followed at 35.1% by the aspect that the rewards for work performance are fairly and equitably distributed in their department. The aspect with the lowest positive level at 25.7% was that the participants felt that their current salary and benefits match their work responsibilities. In addition, rewards and recognition was the lowest scored psychological climate construct.

Notably, on rewards and recognition, while the participants felt that the department chair/dean generally appreciated the way they do their job, they significantly did not feel that their current salary and benefits matched their work responsibilities. Rewards and recognition is likely to ensure that employees feel valued and increase their motivation levels, job satisfaction and work productivity. This is emphasized by Kelly (2019) who observes that when employees feel appreciated it is likely to increase productivity.

Recognizing and rewarding academic staff for their work is a necessity. A good reward system helps build a growth-centred work environment. This keeps the academic staff inspired for dynamic growth and new achievements. There are various criteria for recognizing and rewarding academic staff. It is crucial to acknowledge the endeavours of academic staff based on academic work efforts, on their expertise and based on the students teaching activities. The public universities have had an influx of students, in undergraduate and postgraduate courses, resulting in challenging teaching-learning activities such as the teaching and examining of large classes, the supervision of research and practice-based activities. Their remuneration should as much as possible reflect these factors. In addition, while it is important to reward work done by an individual academic staff, it is also important to reward teamwork, for example, a department. Exceptional performance should be recognized and appreciated.

Unfortunately, the participants had lowest positive level for recognition for the work done and especially felt that their salary and benefits barely matched the work they did. The salary should as much as possible commensurate the work conditions and the professional abilities of the academic staff (Kelly, 2019). Low perceptions of appreciation may lead to a demotivated, unhappy and dissatisfied academic staff. While it may not necessary result in low productivity, it may lead to hampered creativity and innovation in job performance.

4.3.1.8 Responses to the Ability to Influence Decision-Making Scale

The participants were requested to respond to the subscale on ability to influence decision-making. They were asked to indicate whether they agreed or not to the statements on ability to influence decision-making. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.11:
Participants Views towards Ability to Influence Decision-Making

Ability to Influence Decision-Making	Agree		Neutral		Disagree	
	F	%	F	%	F	%
1. I have a voice in the decision-making that affects the direction of my department	171	46.9	49	13.4	145	39.7
2. The department chair/dean is open to constructive criticisms	206	56.4	89	24.4	70	19.2
3. There is very little opportunity to participate in decision about work methods and procedures	147	40.3	58	15.9	160	43.8

N = 365

On ability to influence decision-making and as presented in table 4.11 above, the aspect that obtained the highest positive level at 56.4% was that the department dean/chair is open to constructive criticisms. This was followed at 46.9% by the aspect that the participants had a voice in the decision-making that affects the direction of their department. That there is very little opportunity to participate in decisions about work methods and procedures respectively gained a low negative level of 40.3%.

Generally, on ability to influence decision-making, the component that the participants mainly agreed upon was that the department chair/dean is open to constructive

criticisms. The importance of influencing decision-making in organization is emphasized by Ejimabo (2015) who demonstrated that it helped the workers acquire enough top to bottom information and comprehension of the issues and difficulties of the organization impacting adequacy and achievement of the organization.

While the departmental chair/dean were open to constructive criticism, the participants felt that they had minimal influence to the direction of their department or to the decisions on work methods and procedures. Thus, they do not have much authority to design teaching/research/practice decisions and activities that can impact on the students' learning and engagement with course activities.

4.3.2 Workplace Challenges Facing the Academic Staff

To understand the level of psychological climate of the academic staff, the researcher sought to find out the workplace challenges they experience. The participants were to give specific challenges that contribute to a non-conducive psychological climate at the universities. The table below presents the findings in order of the most common identified challenge.

Table 4.12:
Workplace Challenges Faced by the Academic Staff

POSITION	WORKPLACE CHALLENGE	N	%
1	Low remuneration system	343	94
2	Unfair distribution of responsibility roles	287	79
3	Unfair promotion of academic staff	246	67
4	Inadequate teaching and learning resources	221	61
5	Lack of adequate research resources	182	50
6	Low upward communication	152	42

N = 365

The research participants indicated that the highest workplace challenge they faced was a low remuneration system. This finding is also confirmed by the findings of the analysis of the qualitative data on psychological climate that showed rewards and recognition as the lowest scored psychological climate construct. Specifically, they implied a low salary and remuneration in comparison to their educational qualifications as confirmed in the remarks cited below by a participant (female, tutorial fellow):

The university should care about the welfare of the academic staff. The staff have spent time and money to have education even up to post PhD fellowship. Their salary should reflect this. Provide good medical cover, mortgage facility for the lecturers.

Another participant (female, tutorial fellow) inferred the low motivation among the academic staff as a result of the low remuneration. This was indicated by the statement:

The university should find ways of motivating employees with a proper and fair remuneration. Not only are they very learned, they prepare the country's workforce.

The need for an effective remuneration system is confirmed by Ojeleye (2017) who found that a fair and prompt remuneration including forms of bonus/incentives resulted in a motivated staff. He further suggested that remuneration not only plays a significant role in the psychological climate of a workplace but also on the effectiveness in performance of the staff. This is confirmed by Muchai, Makokha and Namusonge (2018) who in their study found that one of the effects of remuneration system at the public primary and secondary schools was the organizational performance which in turn affected the employee's turnover.

The second workplace challenge faced by the participants was that the unfair distribution of responsibility roles. A participant (female, lecturer) added remarks on lack of fair distribution of responsibility roles at the university in the following statement:

The university should ensure fairness in the distribution of responsibilities within the faculties/schools and departments. Some academic staff are given special treatment e.g. not teaching in satellite campuses, teaching smaller classes etc.

A similar statement that was made by a participant (male, tutorial fellow) was:

The university should create more professional development opportunities for the tutorial fellows. The tutorial fellows are usually not considered in available local and international sponsored research opportunities available to the teaching staff.

The importance of fair distribution of organizational roles and responsibilities is emphasized by Wayne, Shore, Bommer and Tetrick (2002). In their study, they observed that employees who felt inclusion and recognition by the management are likely to have higher levels of perceived organizational support. Further, they linked this to employee organizational commitment. Thus, they encouraged organizational practices that provided

organizational justice, inclusion and recognition. These findings suggest a form of reciprocity of behaviour, that is, employees who feel they are treated favourably, tend to feel indebted to the organization and have higher levels of support and commitment.

The third workplace challenge faced by the research participants was on the unfair promotion of academic staff. A participant's (female, lecturer) remarks include:

The university promotion criteria may be biased on gender, tribe etc. A more flexible criterion is needed especially for a big university to allow a more qualified female academics staff to get to senior administrators of the university.

Garcia-Izquierdo, Moscoso, and Ramos-Villagrasa (2012), in their study found that participants that perceived transparent organizational promotion methods reported high levels of perceived procedural justice. In addition, the participants indicated that the promotion methods comprehended as fair, were those that were based on assessment of performance. Of key importance is that the researchers directly related perception of fairness in promotion to most organizational work outcomes, such as job satisfaction. In this study, the academic staff indicated the need for a more responsive promotion criterion that would enable a more diverse senior management or administrative staff.

The fourth workplace challenge indicated by the research participants was the inadequate teaching and learning resources. On this a participant's (female, tutorial fellow) remarked:

The university should provide more facilities to make teaching/lecturing more effective, for example, spacious lecture halls, teaching materials and facilities like projectors, resource rooms, offices, equipment and furniture for the lecturers.

A similar statement on the infrastructure was made by a participant (male, tutorial fellow):

The university should provide the teaching staff with adequate infrastructure i.e. offices, desks, stationary etc. to make teaching easier for the staff, to make it easier to meet students such as meeting with research students etc.

Bizimana and Orodho (2014) in their study found the significance of adequate teaching and learning resources and not only effective classroom management but also content delivery in schools. They suggested the increase of portion of basic showing learning assets, for example, audio-visual resources, library offices and PCs to encourage compelling instructing and learning. In the wake of the COVID-19 pandemic and the shift to remote teaching and learning (RTL), there is a unique challenge in the availability of not only the physical infrastructure to facilitate this but also the knowledge to facilitate RTL. According to Gorey (2020) the shift to online education needed the educators to reconfigure the education programme in the transmission of knowledge and engagement of students. The e-learning called for sustainable network facility, uninterrupted power supply and reliable communication tools (laptops, smartphones etc.)

The above statements confirm the findings that indicated the participants' need for increased support from the university especially on the resources for teaching/learning and research. In addition, the academic staff indicated the need for adequate infrastructure to facilitate their effectiveness in performing their role and meet their job challenge opportunities.

The fifth workplace challenge identified by the research participants was inadequate research resources. In addition, the participants indicated a need for increased support on research training and research mentoring. A participant (female, lecturer) specifically remarked that there was need for training in research as stated below:

The university should provide training in research, writing of proposals that attract funding, how to get scholarships, journal articles writing etc.

On research infrastructure, a participant (male, senior lecturer) had the following remarks:

The university should provide enough resources for research, including special equipment for conducting experiments, extensive research for both the lecturers and the assistants. The university can provide the manpower for the research such as research assistants, ease workload for the senior teaching staff to facilitate their research.

University World News (2013) challenge universities in Africa to be committed in both teaching and in research. They emphasized on one of the core mission of universities as research production that involved the training of students to engage in research. There is also the need to facilitate research with physical infrastructure, such as, well equipped libraries and laboratories, sophisticated information technology; collaboration, funding and sponsorship of research.

The sixth workplace challenge that the participants faced was the need for the management to appreciate upward communication. A participant's (male, lecturer) remarks confirm this inadequacy in the statements below:

The university should listen to the views, the opinions and the suggestions of the academic staff.

Another statement by a participant (male, tutorial fellow) is presented below:

The university should create an open culture for the flow of ideas from the administration to the junior academic staff, especially the tutorial fellows who feel left out, small.

This challenge is confirmed by another participant's (female, lecturer) remarks:

The university should encourage decision-making to include more staff views so that they may get more diverse and dynamic suggestions/opinions.

Hee, Qin, Tan, Husin and Pin (2019) in their study presentations emphasized on the impact of upward communication on employee performance. They noted that upward communication promotes enabled employees express their feelings about their jobs and procedures in the organization giving them an impression that they are working cohesively with the management, ultimately, leading to better results.

4.3.3 Level of Organizational Commitment among Academic Staff of Public Universities in Nairobi City County

The third objective of the study was to find out the level of organizational commitment among the academic staff of public universities in Nairobi City County. To measure the level of organizational commitment the researcher used the Three-Component Organizational Commitment Scale by Allen and Meyer (1990). The guideline to determine

the strength of the level is as follows: a mean of 24 – 72 indicates a low organizational commitment level, a mean of 73 – 120 indicates a moderate organizational commitment level, while a mean of 121 – 168 a high organizational commitment level. This is 24-item questionnaire with 10 negatively poled items. Negatively poled items differ in direction with the rest of the items. This helps in reducing response style bias (DeCastellamau, 2018). During the analysis, the 10 negatively poled items were first recoded into the same variable. This was done from the transform menu in the SPSS and resulted in the negative value been recoded into a new corresponding opposite value, for example, if a participant indicated the value 1 for strongly disagreed, during transforming, the value would change to 7 for strongly agree, a new corresponding opposite value.

The researcher will first present the finding of the level organizational commitment and thereafter, present the findings on the levels of the three organizational commitment components, that is, affective, continuance and normative commitment. The table below shows the findings of the level of organizational commitment among the research participants.

Table 4.13:
Organizational Commitment Mean

	N	Min	Max	Mean	Median	Mode	SD
Organizational Commitment	365	55.00	140.00	104.1644	102.000	102.000	15.76
Valid N (listwise)	365						

Table 4.13 above shows an organizational commitment mean of 101.16 ($SD = 15.76$) indicating a moderate organizational commitment level. In addition, the minimum organizational commitment level was 55 while the maximum was 140. The median

organizational commitment level, that is, the middle value of a dataset, is 102.00 while the mode, that is, the value that appeared most often in the dataset, is 102.00. A moderate organizational commitment level suggests that the research participants had average positive beliefs for their current institution. The academic staff in a mild way, identify with the universities' values and goals. The value of 104.16 out of a possible 168, alludes that the academic staff have a moderate positive association with their university. The significance of organizational commitment is reflected in their effort and motivation to the activities of the universities (PSUWC, 2014) and may further reflect on their level on engagement, especially, in today's dynamic economic world, where employees are expected to do more with less resources. The finding is similar to results by Nazari, Zaidatol, Ramli and Khairuddin (2012) in their study among 295 lecturers in technical and vocational colleges in Iran who found a moderate level of organizational commitment among the lecturers.

Further analysis was done on the three organizational commitment components. Briefly, affective commitment is the employees' emotional attachment to the organization, its values and goals. Continuance commitment is the belief that the employee has to stay with the organization because of the cost of leaving is too much. Finally, normative commitment are the feelings of obligation, feelings an employee has, of being indebted to their employer. The table below presents the mean scores for the three organizational commitment components.

Table 4.14:
Mean Scores for the Organizational Commitment Components

PSN	COMPONENT	MAX	MIN	MEAN	SD
1	Affective commitment	42.00	14.00	31.75	5.41
2	Normative commitment	48.00	11.04	30.39	7.46
3	Continuance commitment	43.04	13.04	29.45	7.47

Note: N = 365, M and SD represent the Mean and the Standard Deviation respectively.

The findings presented in table 4.14 above, indicate that affective commitment at ($M = 31.75$, $SD = 5.41$) had the highest mean and with a significant difference to the other two components of organizational commitment. This was followed by normative commitment at ($M = 30.39$, $SD = 7.46$) and finally continuance commitment at ($M = 29.45$, $SD = 7.47$). The three organizational commitment components, generally, had moderate means. A further analysis was done on the items of the three components of organizational commitment. The findings are presented in this section.

4.3.3.1 Responses to the Affective Commitment Scale

The participants were requested to respond to the affective levels of the commitment scale. Three of the items were negatively poled. These were items 4, 6 and 8. The table below shows the findings presented in frequency and percentage (%) forms.

Table 4.15:
Affective Commitment Scale

Affective Commitment Scale	AGREE		NEUTRAL		DISAGREE	
	F	%	F	%	F	%
1. I would be very happy to spend the rest of my career with this institution	260	71.3	43	11.8	62	16.9
2. I enjoy discussing my institution with people outside of it	272	74.5	47	12.9	46	12.6
3. I really feel as if this institution's problems are my own	168	46.1	77	21.1	120	32.8
4. I think that I could easily become attached to another institution as I am to this one	156	42.7	77	21.1	132	36.2
5. I feel like 'part of the family' at my institution	252	61.1	58	15.9	55	15.0
6. I feel 'emotionally attached' to this institution	248	67.9	57	15.6	60	16.5
7. This institution has a great deal of personal meaning for me	254	69.6	39	10.7	72	19.7
8. I feel a strong sense of belonging to my institution	261	71.5	48	13.2	56	15.3

N = 365

The findings presented in table 4.15 above, the aspect with the highest majority of the participants agreeing on at 74.5% was that they enjoyed discussing their institution with people outside it. This was followed by the aspect that the participants had a strong sense of belonging to their institution at 71.5%. The aspect of being very happy to spend the rest of their career with their institution came third at 71.3%. The three above aspects scored highly for affective commitment among the participants.

The aspect that the institution had a great personal meaning to the participants scored 69.6% followed closely by feeling ‘emotionally attached’ to their institution at 67.9% and feeling ‘part of the family’ at their institution at 61.1%. These three aspects scored moderately for affective commitment among the participants.

While 46.1% participants agreed that they felt like the institution’s problems were their own, 42.7% of the participants agreed that they could easily become attached to another institution. With these two aspects scoring the least for affective commitment, implying that fewer of the participants felt that they may become attached to another institution as they are to their current institution.

Generally, while the research participants enjoyed discussing their institution with people outside of it, they did not really feel that their institution’s problems were theirs. In addition, they somewhat felt that they could be easily get attached to another institution as they are to their current one.

The responses on Affective Commitment Scale were ranked from the highest to the lowest. The findings are presented in the table below.

Table 4.16:
Affective Commitment Scale Ranking

Affective Commitment Scale	Mean
1. I enjoy discussing my institution with people outside of it	5.31
2. I would be very happy to spend the rest of my career with this institution	5.05
3. This institution has a great deal of personal meaning for me	5.03
4. I think that I could easily become attached to another institution as I am to this one	4.12
5. I really feel as if this institution's problems are my own	4.04
6. I feel like 'part of the family' at my institution	2.80
7. I feel 'emotionally attached' to this institution	2.79
8. I feel a strong sense of belonging to my institution	2.60

Note: Means represent the participants average value for each item

The findings presented in table 4.16 above indicate that the affective commitment aspect that scored the highest was that the participants enjoy discussing their institution with people outside of it while the least is that they feel a strong sense of belonging to their institution. According to Werf (2020) employees with high affective organizational commitment, want to stay with their organizations. They identify with the organizational goals, feel valued and are generally great assets for their organization. The participants enjoyed discussing their institution and felt a strong belonging to the institution. This indicates a strong belief in and acceptance of the institution's goals and values. The participants thus, will have a high willingness to spend the rest of their career with the institution, that they felt that they could not easily become attached to another institution

as they are to their current institution. However, they did not quite feel as if their current institution's problems are their own. This may mean that they may be slightly persuaded to use their personal resources in tackling institutional problems, for example, use of their own stationery, equipment and materials for the teaching-learning process (such as projectors, laptops). In this study, the participants indicated that they did not feel a strong sense of belonging to their institution. This indicates that while they had moderate affective commitment that they can be persuaded to be psychologically attached to another institution with the same measures of warmth, loyalty and fondness.

4.3.3.2 Responses to the Continuance Commitment Scale

The participants were requested to respond to the Continuance Commitment Scale.

The table below presents the findings.

Table 4.17:
Continuance Commitment Scale

Continuance Commitment Scale	AGREE		NEUTRAL		DISAGREE	
	F	%	F	%	F	%
1. I am not afraid of what might happen if I quit my job without having another one lined up	73	21.4	78	20.0	214	58.6
2. It would be very hard for me to leave my institution right now, even if I wanted to	153	41.9	59	16.2	153	41.9
3. Too much in my life would be disrupted if I decided I wanted to leave my institution now	115	31.5	85	23.3	165	45.2
4. It wouldn't be too costly for me to leave my institution now	141	38.6	72	19.7	152	41.7
5. Right now, staying with my institution is a matter of necessity as much as desire	124	34.0	107	29.3	134	36.7
6. I feel that I have too few options to consider leaving this institution	144	39.4	58	15.9	163	44.6
7. One of the few serious consequences of leaving this institution would be the scarcity of available alternatives	123	33.7	62	17.0	180	49.3
8. One of the major reasons I continue to work for this institution is that leaving would require considerable personal sacrifice – another institution may not match the overall benefits I have	147	40.3	81	22.2	137	37.5

N = 365

The findings presented in table 4.17 above indicate that 58.6% of the participants were not afraid of what might happen if they quit their job without having another one lined up. However, there were equal scores for agreeing and disagreeing at 41.9% that it would be hard for them to leave their institution right then, even if they wanted to. The findings also indicate that 45.2% of the participants agreed that too much in their life disrupted if they decided to leave their institution then, while 41.7% agreed that it would not be too costly for them to leave their institution then. The participants who disagreed that staying with their institution then was a matter of necessity as much as desire were 36.7% while 44.6% agreed to the feeling that they had plenty of options when considering leaving their institution. This is also confirmed by the 49.3% of participants who indicated they had plenty of available resources, however, 40.3% indicated that another institution would not match the overall benefits that they had at their current institution.

The percentage of participants who agreed to the above findings were slightly below average level. This suggests an inadequate confidence and assurance the participants had in knowing that they had better if not equal options in other institution as in their current institution. While the participants felt that they had the options, they still felt that the benefits in the available options did not match those in their current institutions.

The responses on Continuance Commitment Scale were ranked from the highest to the lowest. The findings are presented in the table below.

Table 4.18:
Continuance Commitment Scale Ranking

Continuance Commitment Scale	Mean
1. One of the major reasons I continue to work for this institution is that leaving would require considerable personal sacrifice – another institution may not match the overall benefits I have	4.08
2. It would be very hard for me to leave my institution right now, even if I wanted to	3.98
3. It would be too costly for me to leave my institution now	3.76
4. Too much in my life would be disrupted if I decided I wanted to leave my institution now	3.75
5. I feel that I have too few options to consider leaving this institution	3.74
6. Right now, staying with my institution is a matter of necessity as much as desire	3.73
7. One of the few serious consequences of leaving their institution would be the scarcity of available alternatives	3.50
8. I am afraid of what might happen if I quit my job without having another one lined up	2.91

Note: Means represent the participants average value for each item

From table 4.18 above the aspect of continuance commitment that scored the highest among the participants was that one of the major reasons they would continue to work for their institution is that leaving would require considerable personal sacrifice – another institution may not match the overall benefits I have while the aspect that scored the lowest was one of that they are afraid of what might happen if they quit their job without having another one lined up.

Werf (2020) notes that continuance commitment is when the employees feel the need to stay in their organization. He further remarks that the underlying reason for the employees staying with the organization is usually lack of work alternatives and

remuneration. The participants indicated that they were moderately afraid of quitting their job because too much in their lives would get disrupted if they left their institution then. They indicated that in as much as they would like to leave their institution, it would be too costly to do so, these would probably include, the cost for postgraduate training, the loss of status, of leaving a well-respected institution or the benefits they would lose. The institutions provide postgraduate scholarships for their staff and bonds them for some years thereafter. Leaving the institution may require the staff to pay the university. Some of the public universities provide the staff with housing units, with access to hospital treatment as well as extra workload for pay. Notwithstanding, the prestige that comes with being associated with the institution. Such benefits may discourage staff from leaving their current institution. In addition, the academic staff may have found ways of acclimatizing to their institution. This is confirmed by the aspect that another institution may not match the overall benefits they enjoy in their current institution. Accordingly, while they may get job offers from other institutions, they may not be persuaded to leave their current institution.

4.3.3.3 Responses to the Normative Commitment Scale

The participants were requested to respond to the Normative Commitment Scale.

The table below presents the findings presented in frequency and percentage (%) forms.

Table 4.19:
Normative Commitment Scale

Normative Commitment Scale	AGREE		NEUTRAL		DISAGREE	
	F	%	F	%	F	%
1. I think that academic staff these days move from university to university too often	150	41.2	127	34.8	88	24.0
2. I do not believe that a person must always be loyal to his or her institution	88	24.0	40	11.0	237	65.0
3. Jumping from institution to institution does not seem at all unethical to me	149	40.8	82	22.5	134	36.7
4. One of the major reasons I continue to work for this institution is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	235	64.4	45	12.3	85	23.3
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my institution	90	24.7	107	29.3	168	46.0
6. I was taught to believe in the value of remaining loyal to one institution	128	35.1	92	25.2	145	39.7
7. Things were better in the days when people stayed with one institution for most of their careers	101	27.7	79	21.6	185	50.7
8. I do not think that wanting to be a “institution man” or “institution woman” is sensible anymore	125	34.3	127	34.8	113	30.9

N = 365

From the findings presented in table 4.19 above, majority of the participants at 41.2% agreed that lately, the academic staff move from university to university too often. This belief is confirmed by 65.0% of the participants who disagreed that academic staff must always be loyal to his or her institution. Moreover, 40.8% of the participants agreed that jumping from institution to institution does not seem unethical. However, 64.4% of the participants felt that one of the major reasons they continue to work for their institution is the belief that loyalty is important and therefore felt a sense of moral obligation to remain.

The findings also indicated that 46.0% of the participants agreed they would feel right to leave their current institution if they got another offer for a better job elsewhere. In addition, 39.7% of the participants agreed that they were not taught to believe in the value of remaining loyal to one institution. This finding is confirmed by the 50.7% participants who disagreed that things were better in the days when people stayed with one institution for most of their careers. Majority of the participants at 34.8% neither agreed nor disagreed that wanting to be an “institution man” or “institution woman” is sensible anymore.

The above findings suggest that while a moderate number of participants believed that a person does not always have to be loyal to his or her institution, they still felt a sense of moral obligation to remain with their current institution. These findings suggest that the participants would leave their current institution for better job offers. However, a minimal number of participants felt that due to the benefits and values they have gained with their current institution, they would still feel an obligation arising from their conscience to stay with their current institution.

The responses on Normative Continuance Scale were ranked from the highest to the lowest. The findings are presented in the table below.

Table 4.20:
Normative Commitment Scale Ranking

Normative Commitment Scale	Mean
1. One of the major reasons I continue to work for this institution is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	4.71
2. I think that academic staff these days move from university to university too often	4.33
3. Jumping from institution to institution does not seem at all unethical to me	4.02
4. I think that wanting to be a “institution man” or “institution woman” is sensible anymore	3.98
5. I was taught to believe in the value of remaining loyal to one institution	3.84
6. Things were better in the days when people stayed with one institution for most of their careers	3.36
7. If I got another offer for a better job elsewhere I would feel it was right to leave my institution	3.35
8. I do not believe that a person must always be loyal to his or her institution	2.79

Note: Means represent the participants average value for each item

From the findings presented in table 4.20 above, the aspect of normative commitment that gained the highest score was that one of the major reasons they continue to work for their institution is that they believe that loyalty is important and therefore feel a sense of moral obligation to remain while the lowest was that they do not believe that a person must always be loyal to his or her institution.

Normative commitment is when employees stay at their organization because if they left it would have disastrous consequences and they feel a sense of guilt about the possibility of leaving (Werf, 2020). While this component of organizational commitment had the lowest scores, the participants strongly felt that an academic staff does not have to

be loyal to their institution nor do they have a moral obligation to remain with their institution. They also did not agree that moving from one institution to another was unethical. In addition, if they would get a better job offer elsewhere, they would leave their current institution. This indicates participants do not morally feel that they have to stay with their institution, thus, should there be a better job offer, they are not obliged to stay with their current institution. The majority of the academic staff indicated that they are not indebted to staying with their institution, hence, they feel that one does not have to stay with one institution for most of their career.

The findings are partly similar to those of Bisgin (2014) in his examination on organizational commitment among teachers in Turkey that found affective commitment having the highest levels, followed by normative commitment and finally continuance commitment. Research has linked affective commitment to positive organizationally relevant behaviour of the employee of an organization. High affective commitment levels are as a result of what the employees feel is a supportive work environment. They feel valued, fairly treated and thus are more likely to be more engaged and more productive. This is also pointed out by Chelliah, Sundarapandiyam and Vinoth (2015) who noted that organizational commitment is a leading factor impacting the level of achievement in many organizations. An employee must not only have the requisite knowledge and skills but more crucially have the willingness and positive attitude to accomplish the assigned job. When employees feel motivated and valued, they are inspired. They feel that the organization they work for cares about their needs – material, emotional and intellectual. They feel that the leadership has created a trusting working environment that helps them optimally utilise their energies, capacities and creativities.

The above opinions are also supported by the Meyer and Allen Model of Organizational Commitment (1990) that explains commitment to an association as a mental state with three different segments. Affective commitment which is the most admirable of the three, makes the employees feel valued by the organization that employs them. Such employees are inclined to sync their goals and values to those of the organization, leading to high productivity levels. Consequently, not only is their workplace an opportunity for career progression for the employees but the organization thrives in output. In continuance commitment, the employees stay with their organization because of high cost of quitting and the benefits of remaining in the organization, for example, an employee may have devoted many years of working, the prestige of working for a particular organization, resulting in fear of loss of seniority, loss of pension, if they were to leave the organization. Normative commitment is when the employees feel morally obligated to work with the organization because of the resources the organization has invested in them. The employee feels that they owe it to the employer to stay with the organization. they may feel indebted to the employer.

The three components of organizational commitment are related yet distinguishable from one another. The implication in the public universities is that since the academic staff had higher affective commitment than continuance and normative commitment levels, they are likely to be moderately enthusiastic employees. Furthermore, the interplay of the three components will have an inference on academic staff work behaviours. The moderate organizational commitment level is more likely to exhibit moderately in negative work outcomes, such as, high turnover, decreased productivity and lower workforce morale (Waswa & Katuna, 2008).

4.3.4 The Relationship between Psychological Climate and Organizational Commitment

The fourth objective of the study was to establish the relationship between psychological climate and organizational commitment among the academic staff of public universities of Nairobi City County. This following null hypothesis was tested.

H₀₁: There is no significant relationship between psychological climate and organizational commitment among the academic staff of public universities in Nairobi City County.

The researcher used Pearson Product-Moment Correlation as the statistical test for testing the relationship between psychological climate and organizational commitment.

The findings are presented in the table below.

***Table 4.21:
Relationship between Psychological Climate and Organizational Commitment***

		Psychological Climate	Organizational Commitment
Psychological Climate	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	365	365
Organizational Commitment	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	365	365

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

The findings presented in table 4.21 above indicate a positive moderate correlation between psychological climate and organizational commitment, $r(365) = 0.365$, $p < 0.001$. The null hypothesis was thus rejected. The finding indicates that psychological climate has a moderate positive relationship with organizational commitment. Thus, the psychological

climate level of the academic staff will moderately have a positive association with their organizational commitment. The finding is consistent with findings by Berberoglu (2018) in her empirical study on the impact of organizational climate on organizational commitment and perceived organizational performance among employees of public hospitals in Cyprus who found a moderate correlation coefficient level of 0.452 between organizational climate and organizational commitment. Additionally, Waktola (2014) who in his cross-sectional survey among 200 commercial bank staff found a significant positive relationship between psychological climate and organizational commitment.

In this research, the implication is that a more positive psychological appraisal of the university by the academic staff will lead to a higher organizational commitment level to the university. The academic staff psychological appraisal of the multidimensional workplace aspects of their university results in a moderate positive commitment to the university. Based on findings from previous research (Konya, et al., 2016; Hassan, & Rohrbaugh, 2011; Khoshnaw, et al., 2020), the interplay of the eight psychological constructs will shape what the academic staff will appraise the university as a conducive work environment or not. In this research, the academic staff had a moderate psychological appraisal of the universities. This appraisal culminated in their moderate organizational commitment level.

Further, the researcher used Pearson Product-Moment Correlation to determine the strength and the direction of the correlation value of each of the eight psychological climate constructs to organizational commitment. The findings are presented in the table below.

Table 4.22:
Correlation between Psychological Climate Constructs and Organizational Commitment

		Organizational Commitment
Job Autonomy	Pearson Correlation	.275**
	Sig. (2-tailed)	.000
	N	365
Social Cohesion	Pearson Correlation	.169**
	Sig. (2-tailed)	.001
	N	365
Role Clarity	Pearson Correlation	.242**
	Sig. (2-tailed)	.000
	N	365
Job Challenge	Pearson Correlation	.351**
	Sig. (2-tailed)	.000
	N	365
Perception of Organizational Fairness	Pearson Correlation	.218**
	Sig. (2-tailed)	.000
	N	365
Perceived Supervisory Support	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	365
Rewards and Recognition	Pearson Correlation	.283**
	Sig. (2-tailed)	.000
	N	365
Greater Ability to Influence Decision-making	Pearson Correlation	.265**
	Sig. (2-tailed)	.000
	N	365
Organizational Commitment	Pearson Correlation	1
	Sig. (2-tailed)	
	N	365

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

The findings presented in table 4.22 above shows all the psychological climate constructs had a positive correlation to the organizational commitment of the academic staff of public universities in Nairobi City County. A positive correlation coefficient between variables suggests that the two variables move in the same direction (Fernado, James & Velasquez, 2021). In this study, the positive correlation suggests that the higher the psychological climate construct, the higher the organizational commitment levels and similarly, the lower the psychological climate construct, the lower the organizational commitment levels.

Specifically, the psychological climate construct that had the highest positive correlation to organizational commitment was perceived supervisory support at $r(365) = 0.415, p < 0.001$. This was followed by job challenge that had a moderate positive correlation coefficient to organizational commitment at $r(365) = 0.315, p < 0.001$. Rewards and recognition followed with a positive correlation coefficient at $r(365) = 0.283, p < 0.001$. Job autonomy followed with a positive correlation coefficient at $r(365) = 0.275, p < 0.001$. What followed next were greater ability to influence decision-making and role clarity at $r(365) = 0.265, p < 0.001$ and $r(365) = 0.242, p < 0.001$ respectively. The final two constructs with the least positive correlation to organizational commitment were perception of organizational fairness and social cohesion at $r(365) = 0.218, p < 0.001$ and $r(365) = 0.169, p < 0.001$ respectively.

The findings that are presented above indicate that while the academic staff deemed job autonomy as the most favourable psychological climate construct, its correlation coefficient value ranked fourth to their organizational commitment. Similarly, social cohesion that had the second highest psychological climate levels, has the least correlation

coefficient value to their organizational commitment and role clarity that had the third highest psychological climate level, ranked sixth to their organizational commitment level. This implies that the constructs that the academic staff had appraised more positively in their work environment, had a lower influence to their organizational commitment level.

The findings also indicated that rewards and recognition that had the lowest psychological climate level had the third highest correlation coefficient value to their organizational commitment levels. This suggests that the construct — rewards and recognition — that was least favourable to the academic staff, significantly correlated to their moderate organizational commitment level.

The importance of support is corroborated by findings by Caesens, Stinglhamber, Demoulin, De Wilde and Mierop (2019) in their study on perceived organizational support and workplace conflict among 263 teachers from Belgium. Their study findings indicated that in the institutions that the teachers perceived support, had less task and relational conflict. In the same way, the importance of psychological climate is validated by Nazari, Zaidatol, Ramli and Khairuddin (2012) in their study who noted that psychological climate, which is the employees' perception of their organization environment and their experiences can predict work performance outcomes such as organizational commitment and job satisfaction. Thus, the suggestion from the findings is that in organizations with employees having high psychological climate, there are likely to have high organizational commitment.

At the university, the psychological climate will infer the academic staff's cognitive appraisal and evaluation of their institution. The psychological climate constructs were related to organizational commitment using Pearson Moment Correlation Coefficient. The

findings that were presented in table 4.22 indicated that among the eight psychological climate constructs, perceived organizational fairness had the highest correlation coefficient to the participants' organizational commitment levels. Perceived supervisory support had the fourth highest level among the eight psychological climate constructs, however, it had the highest positive correlation coefficient to organizational commitment. This implies that according to the participants, perceived supervisory support is the most important component to their organizational commitment. To the participants, supervisory support was more crucial than any other construct. This was followed by job challenge indicating the need for academic staff to feel challenged thus motivating them to be creative and innovative. Job challenge will also inspire the academic staff to augment the use of their talent and resources in their work.

The construct that followed at third position in the positive correlation coefficient was rewards and recognition. Rewards and recognition had the lowest levels among the eight psychological climate constructs. The findings indicate that the research participants consider rewards and recognition the third most crucial construct relating to their organizational commitment. Since it had the lowest values, it is imperative for the university management to address the very low positive perceptions, and especially, given that rewards and recognition significantly relates to the academic staff organizational commitment levels.

Job autonomy came third in its relation to organizational commitment. While job autonomy had the highest positive levels among the eight psychological climate constructs, it ranked fourth in its relation to organizational commitment. Thus, despite its high positive levels, the research participants moderately considered it important to their organizational

commitment. As much as the participants positively appraised and appreciated their job autonomy, its relation to their organizational commitment was not as significant.

The psychological climate constructs that followed were ability to influence decision-making, role clarity, perception for institution fairness and finally social cohesion. Of important concern is social cohesion. Social cohesion had the second highest positive mean among the psychological climate construct and the lowest correlation to organizational commitment. This implies that while research participants had such high positive appraisal and appreciation of social cohesion, it least correlated to their organizational commitment. Thus, it does not matter how much academic staff appraise and appreciate their interconnection and unity, it does not have a significant weight to their organizational commitment.

In addition, five of the eight psychological climate constructs scored moderately while two constructs had low means. This may explain the moderate organizational commitment findings as well as the moderate coefficient between psychological climate and organizational commitment. There is a meaningful contribution of the psychological appraisal of the academic staff of the university work environment to their moderate organizational commitment level. University management can make efforts to strengthen the psychological constructs especially, the two that scored lowly and improving the other moderate constructs to enhance the level of organizational commitment among the academic staff. This finding is important because it suggest that various work environment structures relate to the employee commitment (Nazari, et. al., 2012).

Further and beyond the correlation, the researcher sought to find out how the psychological climate constructs predicted the organizational commitment of the

participants. A linear regression analysis was used to predict the value of the independent variables (in this study, the psychological climate constructs) and the dependent variable (in this study, the organizational commitment). The first table of interest is the Model Summary Table as show below:

Table 4.23:
Model Summary

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.537 ^a	.288	13.44092	.288	18.031	8	356	.000	

a. Predictors: (Constant), Influence, Job Challenge, Social Cohesion, Recognition, Job Autonomy, Role Clarity, Support, Fairness

As shown in the model table, Greater Influence to Decision Making, Job Challenge, Social Cohesion, Rewards and Recognition, Job Autonomy, Role Clarity, Perceived Supervisory Support and Perceived Organizational Fairness explained 27.2 % of the variation in organizational commitment as indicated by the adjusted R square value. The next table is the ANOVA table, which reports how well psychological climate predicts organizational commitment.

Table 4.24:
ANOVA

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26059.749	8	3257.469	18.031	.000 ^b
	Residual	64314.388	356	180.658		
	Total	90374.137	364			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Influence, Job Challenge, Social Cohesion, Recognition, Job Autonomy, Role Clarity, Support, Fairness

The ANOVA table indicates that the regression model was a statistically significant predictor of organizational commitment from the combined independent variables, $F(8, 356) = 18.031, p < 0.05$.

Table 4.25:
Coefficient between Psychological climate and Organizational Commitment

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
Model		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	73.306	3.620		20.252	.000	66.188	80.425
	Job Autonomy	2.004	.666	.183	3.011	.003	.695	3.313
	Social Cohesion	-3.872	.853	-.345	-4.539	.000	-5.550	-2.194
	Role Clarity	.937	.811	.080	1.156	.249	-.657	2.531
	Job Challenge	2.461	.696	.194	3.534	.000	1.092	3.831
	Fairness	-2.037	.863	-.184	-2.361	.019	-3.734	-.340
	Support	5.599	.816	.523	6.863	.000	3.995	7.203
	Recognition	3.249	.813	.246	3.997	.000	1.651	4.848
	Influence	-1.745	.836	-.144	-2.088	.037	-3.388	-.102

a. Dependent Variable: Organizational Commitment

From the findings on the presented in table 25 above, job autonomy, social cohesion, job challenge, fairness, perceived supervisory support, rewards and recognition and greater influence to decision making contributed statistically significantly to the prediction of organizational commitment, $p < .05$. However, role clarity did not significantly contribute to the prediction of organizational commitment, $p > .05$.

Further, perceived supervisory support had the highest positive prediction to organizational commitment at ($\beta = .52, p < .05$) followed by rewards and recognition at ($\beta = .246, p < .05$). These findings indicate that the both perceived organizational support and reward and recognition as high predictors to the moderate organizational commitment level that the academic staff have. This is confirmed by the above findings that show perceived supervisory support have a positive correlation to organizational commitment. In addition, the findings indicate that the low rewards and recognition levels among the academic staff are high predictors to the moderate organizational commitment levels. The findings also indicate social cohesion and perceived organizational fairness having a negative prediction to organizational commitment at ($\beta = -.345, p < .05$) and ($\beta = -.185, p < .05$) respectively.

Additionally, the researcher sought to find out how the variation in eight psychological climate constructs in predicting of affective commitment. The findings are presented in the table below:

Table 4.26:
Coefficients between Psychological Climate and Affective Commitment

		Coefficients ^a								
		Unstandardized	Standardized			95.0% Confidence		Collinearity		
		Coefficients	Coefficients	t	Sig.	Interval for B		Statistics		
Model		B	Std. Error	Beta		Lower Bound	Upper Bound	Tolerance	VIF	
1	(Constant)	2.528	.156		16.233	.000	2.221	2.834		
	Job Autonomy	.050	.029	.106	1.740	.083	-.006	.106	.540	1.851
	Social Cohesion	.036	.037	.075	.980	.328	-.036	.108	.347	2.885
	Role Clarity	-.001	.035	-.002	-.025	.980	-.069	.068	.421	2.377
	Job Challenge	.219	.030	.402	7.299	.000	.160	.278	.663	1.508
	Fairness	-.070	.037	-.147	-1.883	.060	-.143	.003	.328	3.051
	Support	-.110	.035	-.238	-3.123	.002	-.179	-.041	.344	2.905
	Recognition	.274	.035	.482	7.821	.000	.205	.342	.529	1.891
	Influence	-.057	.036	-.109	-1.587	.113	-.128	.014	.422	2.370

a. Dependent Variable: Affective Commitment

The study findings show that of the eight psychological climate subscales, only three, that is, rewards and recognition, job challenge and perceived supervisory support statistically predicted affective commitment at $F(8, 356) = 17.772, p < .05$. The variables with significant positive prediction of affective commitment were: rewards and recognition ($\beta = .48, p < .05$); job challenge ($\beta = .40, p < .05$). Perceived supervisory support had a negative prediction to affective commitment at ($\beta = -.21, p < .05$). The findings presented suggest that only two psychological climate subscales have a prediction to affective commitment. Two of them, that is, rewards and recognition and job challenge had a positive prediction while perceived supervisory support a negative prediction to organizational commitment.

Further, the researcher sought to find out how the variation in eight psychological climate constructs in predicting of continuance commitment. The findings are presented in the table below:

Table 4.27:
Coefficients between Psychological Climate and Continuance Commitment

		Coefficients^a						
		Unstandardized		Standardized		95.0% Confidence		
		Coefficients		Coefficients		Interval for B		
		Std.		t		Sig.		
Model		B	Error	Beta		Lower Bound	Upper Bound	
1	(Constant)	1.850	.212		8.707	.000	1.432	2.268
	Job Autonomy	.038	.039	.059	.983	.326	-.038	.115
	Social Cohesion	.012	.050	.018	.237	.813	-.087	.110
	Role Clarity	-.058	.048	-.083	-1.211	.227	-.151	.036
	Job Challenge	.179	.041	.238	4.367	.000	.098	.259
	Fairness	-.109	.051	-.167	-2.158	.032	-.209	-.010
	Support	.323	.048	.509	6.741	.000	.229	.417
	Recognition	-.028	.048	-.036	-.589	.556	-.122	.066
	Influence	.017	.049	.023	.343	.732	-.080	.113

a. Dependent Variable: Continuance Commitment

As shown in table above, of the eight psychological climate constructs, only perceived supervisory support ($\beta = .51, p < .05$), job challenge ($\beta = .24, p < .05$) had significant positive prediction to continuance commitment. the other six significantly predict continuance commitment at $p > 0.05$. The findings suggest that the interaction the academic staff have with their heads of department and administration will predict them to staying at their institutions because leaving would be too costly.

Additionally, the researcher sought to find out how the variation in eight psychological climate constructs in predicting of normative commitment. The findings are presented in the table below:

Table 4.28:
Coefficients between Psychological Climate and Normative Commitment

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	3.009	.230		13.053	.000	2.555	3.462
	Job Autonomy	.239	.042	.370	5.645	.000	.156	.323
	Social Cohesion	-.132	.054	-.198	-2.422	.016	-.238	-.025
	Role Clarity	-.017	.052	-.025	-.337	.736	-.119	.084
	Job Challenge	.045	.044	.060	1.009	.314	-.042	.132
	Fairness	.137	.055	.210	2.493	.013	.029	.245
	Support	.146	.052	.231	2.817	.005	.044	.248
	Recognition	-.142	.052	-.182	-2.745	.006	-.244	-.040
	Influence	-.161	.053	-.224	-3.028	.003	-.266	-.056

a. Dependent Variable: Normative Commitment

As shown in the table above, of the eight psychological climate constructs, four had significant prediction to normative commitment. In particular, the job autonomy had the highest positive prediction to normative commitment ($\beta = .37, p < .05$), followed by perceived supervisory support ($\beta = .23, p < .05$). The other two constructs, greater influence to decision-making ($\beta = -.22, p < .05$), and rewards and recognition ($\beta = -.18, p < .05$) have

a negative prediction to normative commitment. These findings suggest that the work freedom and flexibility that the academic staff enjoy contribute positively to their moral obligation to stay with their institution despite having better job opportunities.

The Theory of Organizational Climate suggests that employees mentally quantify properties of their workplace not only in a hierarchical structure, but also positively or negatively. In addition, this appraisal will affect their work attitudes, values and fulfillment. Positive work atmosphere will increase the academic staff affective commitment and work fulfilment. While negative work atmosphere may result in unfavourable work behaviours such as high stress levels, high turnover, high absenteeism levels (Wolowska, 2014). Similarly, the findings relate with the Three-Component Model of Organizational Commitment that emphasizes on a positive appraisal of the workplace. This theory puts significance on employees developing not only high organizational commitment, but more of affective commitment than normative and continuance commitments. Higher levels of affective commitment ensure more positive work behaviours, such as, satisfaction and loyalty. The academic staff with high organizational commitment and especially affective commitment will invariably have their personal, career and the institution goals and objectives synched and will enthusiastically work towards their achievement.

The importance of psychological climate cannot be downplayed. Thus, when the institutional leadership evaluate their employees' perception of their work environment in relation to organizational commitment. This may suggest the magnitude of improving the work environment to facilitate a more than average cognitive appraisal that the employees have of their work environment. Subsequently, high levels of organizational commitment

lead to a much more favourable work outcome such as work productivity (Kelly, 2019). The findings imply that to improve the organizational commitment level among the academic staff, the management should endeavour to enhance the work environment, and subsequently an increase in the psychological climate level.

4.3.5 Relationship between Demographic Characteristics and Organizational Commitment among Academic Staff

The fifth objective of the research was to establish the relationship between demographic characteristics and organizational commitment among the academic staff of public universities in Nairobi City County. The demographic characteristics under study were: the gender, the age, the marital status, the educational level, the job title and the length of service at the institution. The findings begin with the descriptive analysis of the personal characteristics and psychological climate, that is, the highest and the lowest levels of organizational commitment across the different demographic characteristics. Thereafter, the inferential analysis, if demographic characteristics moderate the levels of organizational commitment of the academic staff. The summary of the descriptive findings is presented in table 4.29 below.

***Table 4.29:
Demographic Characteristics and Organizational Commitment***

Characteristic of the Participants		Highest Mean	SD		Lowest Mean	SD
Gender	Male	105.91	14.91	Female	101.72	16.58
Age	61-70 years	107.86	11.04	41-50 years	99.10	13.57
Marital Status	Married	107.08	15.31	Separated	89.8.	12.15
Educational Level	Post PhD Fellowship	108.89	19.35	PhD	103.47	14.96
Job Title	Senior Lecturer	105.01	14.77	Professor	99.20	1.79
Length of Service	17-20 years	114.93	10.88	Below 1 year	91.00	8.08

The findings presented in table 4.29 above indicate that the male participants had a higher organizational commitment level than the female participants. Studies reviewed report inconsistent findings on gender differences in levels of organisational commitment. For instance, a descriptive-correlational study done on job satisfaction factors among 120 faculty members at the University of Balochistan by Malik (2010) found the female faculty report higher organisational commitment than male faculty. While past studies of Leetrakul and Freestad (2014) and Techai, Chitman, and Phosri (2015) who found no gender differences in organizational commitment. In this study, the male academic staff have higher organizational commitment levels possibly because they may be holding better career positions, that come with better privileges, than their counterparts. Higher earnings and fringe benefits indicate that an employer places high value on an employee and this may be reciprocated by higher organizational commitment levels. The male academic staff are likely to perceive a higher economic and social cost with that can come with lower organizational commitment levels, for example, leaving their institution.

The other possible source of their higher organizational commitment levels, is sex role socialization. Research (Aydin, Sarier & Uysal, 2011) has shown that for the male academic staff, more than the female, their career/job position are their form of identity in the family roles. Further, the male academic staff may take their commitment more earnestly than the female because it is presumed that the female academic staff may afford to take time off their work, especially if they are not the key breadwinners, than their counterparts. Extensive family ties, that is, marriage and children, may lower the organizational commitment levels. In many family circumstances, the female parent is likely to have more hands-on ties to family duties than the male parent. This could bring

about competing affiliations, the family and the university. Such a scenario may result in the female academic staff having lower organizational commitment levels than her male academic staff counterparts. Another argument is that men and women have different psychological traits predisposing them to commitment levels, for example, women are predisposed to higher commitment levels in social circumstances than the men. Hence the female academic staff, who are likely to view their institution a workplace and a non-socialization place, are inclined to have lower commitment levels.

On age, the findings presented in table 4.29 indicate that participants aged 61 – 70 years had the highest organizational commitment level, while those aged 41 – 50 years had the lowest organizational commitment level. Hulpia, Devos and Rosseel (2009) found that older and more experienced employees were more committed than beginner employees. The possibility that as age increases, employees tend to settle at their institutions and thus, tend to be more loyal is very high.

The high organizational commitment levels that academic staff aged 61 – 70 years have, may be due to career and personal development peaks. They have invested time in the institution, and facilitated in the advancement and success of the institution. This is likely to have translated to workplace promotion, higher self-esteem levels, better remuneration and benefits, career and personal stability. For such academic staff, their commitment level to the institution tends to be high. The academic staff aged 41 – 50 years, are markedly in their generativity stage according to Erik Erickson, a stage where they are longing to create, to nurture and develop. Hence, there is a possibility that they are keeping their career options open for opportunities for both career and personal growth, thus the

lower commitment levels. They are more willing to relocate, to leave the institution for the purpose of career and personal promotion.

On marital status, table 4.29 shows that the married participants had the highest level of organizational commitment while the separated participants had the lowest level of organizational commitment. The married participants had a significant higher level of organizational commitment in comparison to the single and the separated participants. The findings are similar to Yuen-Onn, Chia-Guan, Yan-Teng and Chun-Eng (2013) who noted that married people are more committed with their organization. The possible proposition is that they have family roles and responsibilities to fulfil and, thus, need a stable job while the unmarried people may have more freedom to try out work in different organizations until they feel stable and secure. The side effects of separation among the academic staff, could be probable sources of their low organizational commitment level. Families that are separated and/or divorced, may experience significant and weighty changes, for example, the family and financial instability, change in family roles etc. These changes can have high magnitude aftermath before the family finds stability. For instance, separated or divorced academic staff who may not have stabilized and adapted in their new status, may not feel so committed to their organization, mainly due to the universities' work demands of odd working hours, amount of preparation and assessment of students' work. They may have to still have to get their way into a new work-family balance and work commitment may suffer in this experience.

On educational level, the findings presented in table 4.29 show that participants with post PhD fellowship had the highest organizational commitment level while those with PhD had the lowest. This finding may suggest that participants with post PhD

fellowship may have seniority thus have higher organizational commitment level. The participants with a master's degree and probably pursuing a PhD have had a higher organizational commitment level because they may possibly be more appreciative and committed to their current institution than the PhD holder. This observation is confirmed by Mubarak, Wahab and Khan (2012) who stated that employees with low educational qualification had higher organizational commitment levels compared with those with higher qualification. This suggests that employees with lower educational qualification may have a more positive work appraisal and may be more appreciative of their organization/institution. The findings of this research indicated that the academic staff with the highest education level had the highest organizational commitment level. Universities are basically centres for higher education and research. With this in mind, academic staff with post PhD fellowship tend to hold superior work positions, tend to get or consult in post-doctoral research opportunities etc. Such academic openings may not be enjoyed by all the other staff, especially the ones with master's degree only. In the long run, these academic opportunities may bring about higher organizational commitment among the staff with post PhD fellowship, especially, to the institution that give them such prospects. In addition, academic staff who may have to take leave, usually, paid leave, to do their post PhD fellowship, probably abroad, may feel more committed to their institution.

On job title, findings show that the senior lecturers and lecturers had the highest levels of organizational commitment levels. Participants with the lowest levels were the professors and the associate professors. The findings are unlike Sisodia and Das (2013) who found employees with higher job titles having higher job commitment than those with lower job titles. In addition, Hossain (2000) in his study found that bank executives were

significantly more committed in their jobs than non-executives. He proposed that higher level employees were more committed because they enjoyed more opportunity to satisfy their ego needs, will tend to enjoy higher status, higher payment and self-direction than lower level employees. In this study, the professors had the lowest commitment levels to their institution. The professors are at the peak of career. They have not only high levels of education but immense work experience. Many of the professors hold high work positions, including the administrative positions at the universities, from the vice chancellor and the deputies, registrars etc. They could also be in a place where they may be seeking a more challenging role. In addition, they are very few in number, for instance, in during this study, they comprised about 13% of the target population. With these dynamics in play, these calibre of academic staff will be highly sought after, not only by other universities and the larger government entity, but also the private sector. These attributes will could make them have a lower attachment to their institution than their counterparts. To them, it can be more of attaining self-actualization and can therefore, ascribe to the institution/organizational that will offer this opportunity.

On length of service, the findings presented in table 4.29 indicate that participants who had worked in their current institution for 17 – 20 years had the highest organizational commitment levels while those that had worked in their institution for less than a year had the lowest commitment levels. The findings suggest that as academic staff stayed longer with their institution, they were more likely to get attached to it. These findings are consistent with Bisgin (2014) who found that teachers in Kutahya Province, Turkey, that had stayed longer with their institution, had higher organizational commitment levels. However, the findings are inconsistent with Kelarijani, Heidarian, Jamshidi and Khorshidi

(2014) who in their study found that nurses with more than 20 years of service were more likely to have average organizational commitment levels. In this study, it is likely that the academic staff with over 17 years of service, may have with the high institutional tenure, developed high remuneration incremental effects and a strong understanding of educational (including research) policies and processes making them more productive. Another reason could be the adaptation to the institution's culture the academic staff have gained, thus have specialized set of skills and abilities to the institution expectations.

Long tenure with the institution will result in job security and stability, better remuneration and fringe benefits resulting in higher commitment to the institution. The long tenured academic staff tend to feel more secure in their careers and their work positions. They are in a position to mentor newly employed academic staff due to their broad and deeper knowledge in their fields. Long-tenured academic staff have gained the aspect of creative freedom, where they can influence their teaching and research assignments. These features possibly compel the academic staff with long tenure to have higher commitment levels to their institution.

The above section presented and discussed the findings on the organizational climate mean scores for the different demographic characteristics. This section presents inferential statistics on the relationship between the demographic characteristics of the research participants and their organizational commitment level. Prior research has shown that demographic characteristics can be predictors of organizational commitment (for example, Pala, et al., 2008; Chitpakdee & Chontawan, 2011; Salami, 2008). The demographic characteristics that were studied include gender, age, marital status, educational level, job title and length of service.

The researcher desired to find out, not only if the demographic characteristics had a positive or a negative association, but also the degree of strength the demographic characteristics had with organizational commitment. The inferential analysis test used was multiple regression. The findings are presented in table 24 below were guided by the following null hypothesis.

H₀₂: There is no statistically significant relationship between demographic characteristics and organizational commitment among academic staff of public universities in Nairobi City County.

Table 4.30:

Relationship between the Demographic Characteristics and Organizational Commitment

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	76.976	5.650		13.623	.000
Gender	-1.593	1.588	-.050	-1.003	.317
Age	-3.876	1.028	-.269	-3.770	.000
Marital Status	3.581	1.813	.111	1.975	.049
Educational Level	1.936	1.402	.078	1.381	.168
Job Title	-1.485	1.111	-.084	-1.337	.182
Length of Service	2.647	.645	.283	4.107	.000

a. Dependent Variable: Organizational Commitment

The findings from Table 4.30 indicate that, of the six demographic characteristics, three had a positive correlation to organizational commitment. These are the length of service of the participants, the marital status of the participants and the educational level

of the participants. The three demographic characteristics that had a negative correlation with organizational commitment were: the age of the participants, the job title of the participants and the gender of the participants.

The length of service at the institution had the greatest positive correlation with organizational climate at $r(365) = 0.283, p < 0.000$. This was followed by the marital status of the participants at $r(365) = 0.111, p < 0.049$ and finally, the educational level of the participants at $r(365) = 0.078, p < 0.168$. A positive correlation suggests that the demographic characteristic and the organizational commitment move in the same direction. For instance, the longer the length of stay, the higher the organizational commitment level. This is confirmed by the findings that revealed academic staff with more than 17 years of service at their institution, had the highest levels of organizational commitment. In addition, the married participants as well as the participants with the highest educational level, in this research, the post-PhD fellowship had the highest organizational commitment levels.

The age of the participants had the highest negative correlation to organizational commitment at $r(365) = -0.269, p < 0.000$. The job title of the participants followed with a correlation of $r(365) = -0.084, p < 0.182$ to organizational commitment. The gender of the participants followed with the lowest negative correlations to organizational commitment at $r(365) = 0.050, p < 0.317$. A negative correlation suggests that an increase of one variable is associated with a decrease in the other variable, fundamentally, an increase in demographic characteristic is associated with a decrease in organizational commitment. Thus, in this research, the older the participants, the lower their organizational commitment levels. The research findings presented indicate that participants aged 21 – 40 years had

higher organizational commitment levels in comparison to participants aged 61 years and above. In addition, the academic staff with the highest job titles, that is, the professors, the associate professors, had the lowest organizational commitment levels, while the tutorial fellows, lecturers and the senior lecturers had the highest organizational commitment levels.

Further analyses were done to find out how much of the variation of organizational commitment can be explained by the demographic characteristics. The researcher conducted a hierarchical regression model (see Table 4.31).

Table 4.31:
Coefficients between Demographic Characteristics and Organizational Commitment

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	101.938	4.540		22.451	.000	93.009	110.868
	Gender	-3.178	1.666	-.100	-1.907	.057	-6.455	.099
	Age	-4.439	1.087	-.308	-4.083	.000	-6.576	-2.301
	Marital Status	5.588	1.898	.173	2.944	.003	1.856	9.320
	Educational Level	2.282	1.486	.092	1.535	.126	-.641	5.204
	Job Title	-2.218	1.172	-.126	-1.892	.059	-4.524	.087
	Length of Service	2.665	.684	.285	3.898	.000	1.321	4.010

a. Dependent Variable: Organizational Commitment

Notably, of the six demographic variables age, marital status and length of service significantly predicted organizational commitment. In particular, length of service ($\beta = .29$, $p < .05$) and marital status ($\beta = .17$, $p < .05$) had positive predictive values on organizational commitment. This implies that the organizational commitment of academic staff seemed to increase with the length of service. On the other hand, age ($\beta = -.31$, $p < .05$) had negative predictive values on organizational commitment, suggesting that the organizational

commitment of the academic staff will decrease with their increase in their age. These findings are similar to Onuoha and Idemudia (2020) who in their study among Nigerian University female staff, found age to have a direct influence on organizational commitment. However, their study found higher levels among the younger employees.

Previous researches have emphasized the crucial role demographic characteristics have on the organizational commitment of employees. An example is Kipkebut (2010) who in his study on organizational commitment and job satisfaction in higher educational institutions in Kenya found that among the 446 scholastic workers, age and education were the most essential indicators of organizational commitment. Atif and Zubairi (2018) in their study on marital status, work-life balance and organizational commitment found the importance of marital status on the organizational commitment of employees. Jena (2015) found positive correlations between job tenure and organizational commitment and job level and organizational commitment.

In this study, the researcher has presented findings demonstrating the importance of demographic characteristics of the academic staff on their organizational commitment levels. The findings point out, that demographic characteristic is important and crucial variable to correlate with organizational commitment. They suggest a dynamic and critical role in the commitment of the academic staff, for example, newly employed academic staff will have higher organizational commitment levels in comparison to staff who have longer tenure. In addition, academic staff with higher educational levels will have lower organizational commitment levels in comparison to the academic staff with master's education level. The higher the education level the more the staff are open to other work

opportunities, probably, because they may offer better remuneration and benefits, as well as, what may be perceived as more challenging work.

The understanding of the influence of the characteristics is important since it is important to recognize and acknowledge the influence of these subjective attributes in academic staff in their commitment to their institution (Salami, 2008). For instance, the marital status, family-work balance and how this may influence the commitment of the academic staff. In this research, the married academic staff had the highest organizational commitment levels while the separated/divorced had the lowest, and that there was a statistically significant difference between the groups. Such a key finding implies the magnitude marriage has on the academic staff' organizational commitment, possibly, because of the physical, psychological, social, financial benefits of marriage.

Demographic characteristics play a vital role as they can be predictors of organizational commitment. This study found the higher the job title and the older the academic staff, the lower the organizational commitment level. This implication can advise on proactively building a workforce that is engaged and committed all through their career path. This is especially so since the universities would like to maintain a high work commitment that translates to the achievement of not only the institutions' goals but also individual academic staff demographic and professional goals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, the conclusions and the recommendations attained from the study on the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County. First, the researcher will present the summary the findings of the study. Thereafter, the researcher will present the conclusions of the study. Finally, the researcher presents the recommendations drawn from the research findings and discussions.

5.2 Summary of the Findings

The present study is on the relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County, Kenya. The major findings of the study are presented below as per the research objectives.

5.2.1 Level of Psychological Climate among Academic Staff of Public Universities

The following summary is drawn on level of psychological climate among academic staff of public universities in Nairobi City County. In general, the academic staff of public universities had a mean of 111.72 indicating a moderate level of psychological climate. Additionally, among the eight psychological climate constructs, job autonomy gained the highest mean of 125.87 whereas rewards and recognition gained the lowest mean of 95.76.

On job autonomy, flexibility regarding work responsibilities gained the highest positive level, while the encouragement by the department chair/dean to venture into new areas or areas where they have little prior experience gained the lowest positive level.

On social cohesion, the highest positive component was that the department chair/dean creates a cooperative supportive environment while the lowest positive component was that the academic staff trust and support each other.

On role clarity, the amount of teaching responsibility and how it is to be done is clearly defined gained the highest positive value whereas the tenure, promotion and evaluation is clearly defined gained the lowest positive value.

On job challenge, the highest positive value was gained by the component that teaching and research work is very challenging while the lowest positive value was gained by the component that it takes the academic staff all their resources to achieve their work objectives.

On perception of institutional fairness, the highest positive level was obtained by the component that the teaching workload is fairly and equitably distributed in the department, while the lowest positive level obtained by the component that there is fair and equitable professional development opportunities.

On perceived supervisory support, the department chair/dean communicates consistently with academic staff obtained the highest positive value while there is fair and equitable support in the in-training by the department chair/dean obtained the lowest positive value.

On rewards and recognition, the department chair/dean generally appreciates the way the academic staff do their job gained the highest positive value while the feeling that their current salary and benefits match their work responsibilities gained the lowest positive value.

On ability to influence decision-making, the component that gained the highest positive level was that the department chair/dean is open to constructive criticisms while the component that gained the lowest positive value was that there is very little opportunity to participate in decisions about work methods and procedures.

5.2.2 Workplace Challenges Faced by the Academic Staff of Public Universities

The following summary is drawn from findings on the workplace challenges faced by the academic staff of public universities in Nairobi City County. The academic staff identified six major workplace challenges that they faced and that contributed to a lowered psychological climate experience. The highest workplace challenge, and with a great margin that the academic staff faced was the low remuneration system. Unfair distribution of the responsibility roles and unfair promotion of the academic staff followed. The least workplace challenge the academic staff faced was low upward communication process.

5.2.3 Level of Organizational Commitment among Academic Staff of Public Universities

The following summary is drawn from findings on organizational commitment among the academic staff of public universities in Nairobi City County. The academic staff had an organizational commitment mean level of 104.16 suggesting a moderate organizational climate level. In addition, the findings indicated that of the three

organizational commitment components, affective commitment had the highest mean followed by normative commitment and finally continuance commitment.

On affective commitment, the aspect with the highest positive value was the participants enjoyed discussing their institution with people outside of it while the aspect with the lowest positive value was that they really feel that institution's problems were their own.

On continuance commitment, the aspect with the highest positive value was that the participants feared what may occur in the event that they quit their place of employment without having another fixed up while the viewpoint with the most minimal positive worth was that at the present time, remaining with my organization involves need as much as of desire.

On normative commitment, I do not really accept that that an individual should consistently be faithful to their establishment scored the highest positive value, while, if I got another proposal for a superior occupation somewhere else, I would not feel it was on the right track to leave my organization scored the least.

5.2.4 Relationship between Psychological Climate and Organizational Commitment among Academic Staff of Public Universities

The findings indicated a moderate positive correlation of $r(365) = 0.365$, $p < 0.001$ between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County. In addition, the psychological climate construct that had the highest positive correlation of $r(365) = 0.415$, $p < 0.001$ to organizational commitment was perceived supervisory support while the construct with the lowest

positive correlation of $r(365) = 0.283, p < 0.001$ to organizational commitment was social cohesion. The findings further revealed that all the psychological climate constructs had a positive correlation to the organizational commitment of the academic staff of public universities in Nairobi City County.

5.2.5 Relationship between Demographic Characteristics and Organizational Commitment among Academic Staff of Public Universities

Among the six demographic characteristics, the categories that had the highest organizational commitment levels are: the male participants; the married participants; participants that were aged 61 – 70 years; participants with post PhD fellowship; the senior lecturers and the participants that had 17 – 20 years of service. In addition, the length of service at the institution had the greatest positive correlation with organizational climate at $r(365) = 0.283, p < 0.000$. The age of the participants had the highest negative correlation to organizational commitment at $r(365) = -0.269, p < 0.000$. Of the six demographic variables, the length of service ($\beta = .29, p < .05$) and marital status ($\beta = .17, p < .05$) had positive predictive values on organizational commitment. and length of service ($\beta = .15, p < .01$) had the highest predictive values on organizational commitment.

5.3 Conclusions

From the research findings and summary presented, the psychological climate had a moderate positive correlation to organizational commitment. In addition, research participants had a moderate psychological climate level as well as a moderate organizational commitment level. On psychological climate, job autonomy had the highest mean while rewards and recognition had the lowest mean. On organizational commitment,

the research participants had a higher affective commitment level, followed by normative commitment and continuance commitment. Further, the academic staff identified six workplace challenges, with low remuneration system as the highest and low upward communication process as the least. In this study, organizational commitment seemed to increase with the academic staff length of service, age, perceived supervisory support, and rewards and recognition. It also increased when gender interacted with role clarity, perception of organizational fairness and ability to influence decision-making. It can be concluded that the universities strive to have a conducive environment for the academic staff, for instance, the enabling supervisory support. However, there are limitations such as unsatisfactory rewards and recognition that may have led to a moderate level of the psychological climate.

5.4 Recommendations

The following are the recommendations made from the study:

5.4.1 Recommendations for Policymakers and Implementers

1. Develop research and innovation infrastructure: The research findings suggested that the institutions were not fully utilizing their research and innovation sectors. In addition, the institutions were financially strained. The researcher recommends an earnest development and collaboration with stakeholders such as industries, government and other researchers to facilitate research and innovation opportunities. Subsequently, such activities will lead to economic development that will address the emerging challenges facing not only the institutions but the country as a whole.

2. Create an effective incentive package. The research findings had rewards and remuneration as the least scored psychological climate construct. The current salary package should be improved to a fairer package that will be applicable to the academic staff exhaustive duties. Academic staff are an invaluable asset in having an effectual and efficient education system. Academic staff are engaged in teaching, research and responsible for innovative ideas in enhancing the employment even self of university graduates. In addition, there can be improved research, supervision incentives and fringe benefits since these tasks that are very engaging.
3. Amend promotion standards. Findings from the study indicated dissatisfaction with the promotion criteria citing possible prejudice and bias in promotion of staff. One way institutions can recognize and appreciate their academic staff is by having fair and applicable promotion standards. This will ensure the staff do not stagnate in one job position for long. It also boosts their morale and commitment levels. Equal recognition and fairness in promotion is also vital.
4. Increase of the human workforce. The institution can do a rapid assessment of the ratio of students to lecturers, especially the postgraduate students to lecturers. The findings indicated a necessity to an increase in workforce. An adequate workforce will encourage a more thorough and exhaustive student-lecturer relationship that can ensure higher productivity.
5. Enhancing research programmes. Universities are centres of research. Having facilities and academic staff dedicated only to research, can enhance innovation not only in the university but the in the county as a whole. The participants in the current study indicated lack of resources to facilitate their research.

6. Improve on the physical workplace. This would include adequate and conducive physical office space, provision of basic material resources that would enhance their teaching, research and supervision responsibilities. Lack or inadequate physical facilities was cited as a major concern by the research participants
7. Solicit employee feedback. The institutions' leadership and management should devise ways of not only seeking their employees' evaluation, criticisms and suggestion, but also ways of analysing the suggestions and implementing constructive recommendations. It is vital for the institution to engage the employees in when making decisions and especially those that impart on their lives. This may give to make productive proposals and in the very least make employees more receptive to the ideas.
8. Create a social programme. Social cohesion was found to be the least correlated to organizational commitment. The institution can create casual events that have be fun and merry making. Such events may provide a bonding opportunity as well as stress-relieving opportunity.
9. Benchmarking. University leadership and management can benchmark both locally and internationally to borrow ideas of ways of enhancing psychological climate. Generally, this will help in boosting a psychological climate from a moderate level to a higher level.

5.4.2 Recommendation for the Academic Staff

1. The research findings indicated that remuneration and rewards scored the least among the psychological climate constructs. In addition, the research participants indicated that the universities needed to find ways of motivating the academic staff.

The researcher recommends that the academic staff may develop healthy and effective coping strategies for the challenges faced at the workplace. These strategies can be physical and emotional.

2. The research findings revealed dissatisfaction on the adequacy of infrastructure and other physical teaching and learning resources. The academic staff may develop innovative ways of dealing with the challenges at the workplace. This can be time managing, physical creations etc. Improvisation may be vital in sorting the issues faced.
3. The research participants implied a need for more human resources suggesting an overworked workforce as well as a perception that the academic staffs' welfare is barely addressed by the university. The researcher recommends that the academic staff engage in healthy stress management strategies. These can be at individual and group level.

5.4.3 Recommendations for Further Research

The following are recommendations for further research:

1. The present study established a moderate positive correlation between psychological climate and organizational commitment among academic staff of public universities. The researcher recommends future study on the relationship psychological climate and organizational commitment among academic staff in private universities. This can shed light on the levels of psychological climate organizational commitment in the private universities. In addition, a comparison

can be done on the relationship between two variables among the public and private universities.

2. The present study was conducted in Nairobi City County, one of the three cities of the country. The researcher recommends a study on the relationship between psychological climate and organizational commitment among academic staff in universities in other counties in the country. This can help inform on the emotional perception of the academic staff on their work environment across other counties.
3. The present study demonstrated the association of psychological climate and selected personal characteristics on organizational commitment. Research can be done on other work attributes that can affect organizational commitment among academic staff in the universities, for example, job satisfaction, work motivation, work/life balance etc. In addition, further research can be conducted on the relationship between psychological climate and other work outcomes among academic staff, for example, employee turnover, work productivity etc.
4. Rewards and recognition had such a significant low psychological climate level, as well as, a high negative correlation to organizational commitment. The researcher would like to explore ways the universities administration may counteract such negative perceptions. In addition, the researcher would like to explore measure the academic staff have put in place to cope with the need for better reward and recognition.

Moreover, the findings indicated that the senior lecturers and the PhD holders had the least levels of psychological climate. The researcher would like to explore the

experiences of that particular academic staff to find out more on the challenges they may be facing to enable the making of unique and appropriate recommendations.

5. The present study established that among the selected personal characteristics, marital status had such a significant correlation to both psychological climate and organizational commitment. Future research can examine and explore more on marital life that may result in result in the significant association.

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APPENDIX I: INFORMED CONSENT FORM

My name is Susan Kagendo Kimotho. I am a PhD (Counselling Psychology) candidate at Kenyatta University. I am conducting a study on the *Relationship between psychological climate and organizational commitment among academic staff of public universities in Nairobi City County, Kenya.*

You are kindly invited to participate in this study. Before agreeing to participate in this study, it is important that you read and understand the following information outlining what this study involves. Once you understand what this study involves you may or may not decide to give informed consent to participate.

Purpose of the Study

The academic staff in public universities are employed to undertake teaching, research and administrative obligations within a specialist subject area. The prerequisite for general responsibility to the activity normally results in long working hours, now and then including at night and over the weekend. The work environment the academic staff are exposed to is very crucial for the attainment of not only the institutional goals but also the individual's personal goals. The psychological climate experienced will culminate to higher organizational commitment. Very little research done on organizational commitment among workers in Kenya and even fewer done on the relationship between psychological climate and organizational commitment among academic staff of public universities. This study strives to find out the psychological climate the academic staff experience, as well as, their organizational commitment.

Procedures to be Followed

Potential participants will be randomly selected and requested to participate in the study. The selected participants will be requested to fill in a questionnaire that has four sections. Participants can withdraw from the study at any time

Discomforts and Risks

There is no reason to believe that any adverse events will result for participants taking part in this study.

Benefits

It is hoped that the research findings will lead to recommendations that will benefit not only the academic staff but the universities as well.

Rewards

There will be no rewards for participation in this study.

Confidentiality

Privacy and confidentiality will be ensured. If you agree to participate in this study, the researcher will be the only individual that will have direct access to the information you provide and is required to uphold confidentiality.

Contact information

If you have any questions you may contact Dr Merecia Sirera on 0715457405 or Dr Christine Wasanga on 0721355108 who are my supervisors and members of Department of Psychology, Kenyatta University. You can also contact the Kenyatta University Ethics Review Committee Secretariat on chairman.kuerc@ku.ac.ke, secretary kuerc@ku.ac.ke, or ercku2008@gmail.com

I have read and understood the above information and willingly participated in this study

Signature

Date

Section B: Psychological Climate

Listed below are comments about how people may feel about their organizations. Using the seven-point scale provided, please indicate by ticking (√) your level of agreement or disagreement with each comment.

1 – Strongly Disagree

2 – Moderately Disagree

3 – Slightly Disagree

4 – Neither Disagree or Agree

5 – Slightly Agree

6 – Moderately Agree

7 – Strongly Agree

	1	2	3	4	5	6	7
Job Autonomy							
1. I have flexibility regarding work responsibilities							
2. I am encouraged by the department chair/dean to venture into new areas or areas where I have little prior experience							
3. The department chair/dean gives me the authority to do my job as I see fit							
Social Cohesion							
4. In my department, the academic staff trust and support each other							

5. The department chair/dean creates a cooperative supportive environment							
6. In my department, there is a spirit of cooperation and teamwork in access to teaching assistants, scholarships and research opportunities							
Role Clarity	1	2	3	4	5	6	7
7. The amount of teaching responsibility and how it is to be done is clearly defined							
8. The amount of research, mentoring of students and staff as well as clinical practice is clearly defined							
9. The criteria for tenure, promotion and evaluation is clearly defined							
Job Challenge	1	2	3	4	5	6	7
10. My teaching and research work is very challenging							
11. I get an opportunity to do new and different things at work							
12. It takes all my resources to achieve my work objectives							
Perception of Institutional Fairness	1	2	3	4	5	6	7
13. The teaching workload is fairly and equitably distributed in my department							
14. There is fair and equitable expectations regarding research in my department							
15. There is fair and equitable professional development opportunities							
Perceived Supervisory Support	1	2	3	4	5	6	7
16. The department chair/dean treats academic staff in an even-handed way							

17. There is fair and equitable in-training support by the department chair/dean							
18. The department chair/dean communicates consistently with academic staff							
Rewards and Recognition	1	2	3	4	5	6	7
19. I feel my current salary and benefits match my work responsibilities							
20. My department chair/dean generally appreciate the way I do my job							
21. Rewards for work performance are fairly and equitable distributed in my department							
Ability to Influence Decision-making	1	2	3	4	5	6	7
22. I have a voice in the decision-making that affects the direction of my department							
23. The department chair/dean is open to constructive criticisms							
24. There is very little opportunity to participate in decision about work methods and procedures							

Section C: Challenges Experienced by Academic Staff

In order (from the highest to the lowest degree), write down the challenges the academic staff experience at the workplace environment that bring about a low psychological climate level.

Section D: Organizational Commitment

Listed below are comments about how people may feel about their organizations. Using the seven-point scale provided, please indicate by ticking (√) your level of agreement or disagreement with each comment.

1 – Strongly Disagree

2 – Moderately Disagree

3 – Slightly Disagree

4 – Neither Disagree or Agree

5 – Slightly Agree

6 – Moderately Agree

7 – Strongly Agree

Affective Commitment Scale	1	2	3	4	5	6	7
1. I would be very happy to spend the rest of my career with this institution							
2. I enjoy discussing my institution with people outside out it							
3. I really feel as if this institution's problems are my own							
4. I think that I could easily become attached to another institution as I am to this one							
5. I don't feel like 'part of the family' at my institution							
6. I don't feel 'emotionally attached' to this institution							
7. This institution has a great deal of personal meaning for me							

8. I do not feel a strong sense of belonging to my institution							
Continuance Commitment Scale	1	2	3	4	5	6	7
9. I am not afraid of what might happen if I quit my job without having another one lined up							
10. It would be very hard for me to leave my institution right now, even if I wanted to							
11. Too much in my life would be disrupted if I decided I wanted to leave my institution now							
12. It wouldn't be too costly for me to leave my institution now							
13. Right now, staying with my institution is a matter of necessity as much as desire							
14. I feel that I have too few options to consider leaving this institution							
15. One of the few serious consequences of leaving this institution would be the scarcity of available alternatives							
16. One of the major reasons I continue to work for this institution is that leaving would require considerable personal sacrifice – another institution may not match the overall benefits I have							
Normative Commitment Scale	1	2	3	4	5	6	7
17. I think that academic staff these days move from institution to institution too often							
18. I do not believe that a person must always be loyal to his or her institution							
19. Jumping from institution to institution does not seem at all unethical to me							
20. One of the major reasons I continue to work for this institution is that I believe that loyalty							

<p>is important and therefore feel a sense of moral obligation to remain</p> <p>21. If I got another offer for a better job elsewhere I would not feel it was right to leave my institution</p>						
<p>22. I was taught to believe in the value of remaining loyal to one institution</p> <p>23. Things were better in the days when people stayed with one institution for most of their careers</p> <p>24. I do not think that wanting to be a “institution man” or “institution woman” is sensible anymore</p>						

APPENDIX III: THE RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 115853

RESEARCH LICENSE



Date of Issue: 16/October/2019


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Applicant Identification Number: 115853

Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

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1. The License is valid for the proposed research, location and specified period
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7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

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E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX IV: RESEARCH AUTHORIZATION LETTERS



THE CO-OPERATIVE UNIVERSITY OF KENYA

P.O BOX 24814-00502, Karen-Nairobi Tel:020-2430127/2679456 Fax:0202470638
Email:dvc-cdri@cuk.ac.ke Website:www.cuk.ac.ke

**OFFICE OF THE DEPUTY VICE CHANCELLOR
(CO-OPERATIVE DEVELOPMENT, RESEARCH & INNOVATION)**

CUK/A/1/VOL. VI (60)

25th November, 2019

Susan Kagendo Kimotho
Kenyatta University
P O Box 43844 - 00100
NAIROBI

Dear Ms. Kimotho,

RE: AUTHORIZATION TO COLLECT DATA

Reference is hereby made to your letter dated 4th November, 2019 which you sought permission to collect data for your doctorate research entitled '*Relationship between Psychological Climate and Organizational Commitment Among Academic Staff of Public Universities in Nairobi City County.*'

Approval has been granted on the understanding that all raw data collected will be kept confidential throughout the research and even after completion of the research. You are required to submit a copy of your final research report to the university.

Yours sincerely,

**DR. WYCLIFF OBOKA
AG. DEPUTY VICE CHANCELLOR, CDRI**

Copy to: Vice Chancellor
Deputy Vice Chancellor, AA
Deputy Vice Chancellor (FPA)

W/O/pm



QUALITY CO-OPERATIVE TRAINING
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MULTIMEDIA UNIVERSITY OF KENYA

P.O. BOX 15653 - 00503, NAIROBI, Kenya

(MMU is ISO 9001:2015 Certified)

OFFICE OF THE DEPUTY VICE CHANCELLOR (AA, R&I)

REF: MMU/DVC AA R&I/RESEARCH/VOL.2

12th November, 2019

Ms. Susan Kagendo Kimotho
Kenyatta University
P O Box 43844 - 00100
NAIROBI

Dear Ms. Kimotho

RE: REQUEST FOR COLLECTION OF DATA IN THE UNIVERSITY

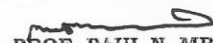
Reference is made to the above subject matter pursuant to your letter dated 4th November, 2019 vide which you sought permission for data collection from the University.

We note that you are a registered PhD. student at Kenyatta University and we are pleased to inform you that your request has been granted and permission approved for collection of data within Multimedia University of Kenya, Main Campus.

You are required to report to the Registrar Administration before you commence your data collection. You will be required to observe the University Rules and Regulations. Upon completion of your study, ensure that you submit a copy of your Project Report/Dissertation/Thesis to Multimedia University of Kenya.

We hope that our support will contribute to the success of your career development.

Yours faithfully,


PROF. PAUL N. MEATIA PhD.
Deputy Vice-Chancellor (AA, R&I)

C.c. Vice Chancellor
Deputy Vice Chancellor – AF&P
Reg. Administration
Ag. Registrar, (R&I)
Ag. Librarian
Chief Security Officer

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KENYATTA UNIVERSITY

**OFFICE OF DEPUTY VICE-CHANCELLOR, RESEARCH, INNOVATION
AND OUTREACH**

Ref: KU/DVCR/RCR/VOL.3/294

Ms. Susan Kimotho
School of Humanities & Social Sciences
KENYATTA UNIVERSITY

P. O. Box 43844 – 00100
Nairobi, Kenya
Tel. 254-20-810901 Ext. 026
E-mail: dvc-rio@ku.ac.ke

30th May, 2020

Dear Ms. Kimotho,

RE: REQUEST TO COLLECT RESEARCH DATA AT KENYATTA UNIVERSITY

This is in reference to your letter dated 7th May, 2020 requesting for authorization to collect research data at Kenyatta University on the topic "**Relationship between Psychological Climate and Organizational Commitment among Academic Staff of Public Universities in Nairobi City County**" towards the *PhD Degree of Kenyatta University*.

I am happy to inform you that the Vice-Chancellor has approved your request to collect data. It has been noted that your data will be collected from academic members of staff and that you will use the online mode in doing so .

Yours Sincerely,

Prof. F. Q. Gravenir
Deputy Vice-Chancellor
Research, Innovation & Outreach
cc. Vice-Chancellor
DVC, Academic



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Innovation & Enterprise)

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 +254-020-4913164 (DL)

Email: dvrrie@uonbi.ac.ke
 Website: www.uonbi.ac.ke

UON/RPE/3/5/

November 11, 2019

Susan Kagendo Kimotho
 Kenyatta University
 PO Box 43844-00100
 Nairobi, Kenya
 0723342166

Dear Kimotho

AUTHORITY TO CONDUCT RESEARCH

I refer to your request to conduct research at the University of Nairobi, towards your PhD Degree thesis entitled: "*Relationship between Psychological Climate and Organizational Commitment among Academic Staff of Public Universities in Nairobi City County, Kenya*".

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library & Information Services on completion of your study.

MADARA OGOT
DEPUTY VICE-CHANCELLOR
(RESEARCH, INNOVATION AND ENTERPRISE)
AND
PROFESSOR OF MECHANICAL ENGINEERING

Copy to: Director, Library and Information Services

/jwn



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