

**RELATIONSHIP BETWEEN EMPLOYEE COMMITMENT AND
JOB PERFORMANCE: A STUDY OF THE KENYA INSTITUTE OF
SURVEYING AND MAPPING (K.I.S.M)**

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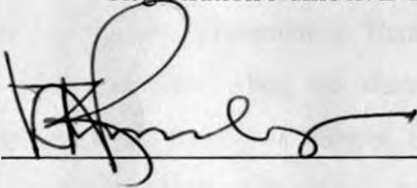
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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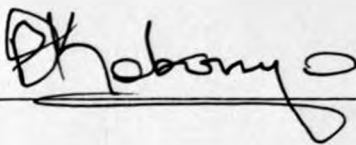
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This research project has been submitted for examinations with my approval as university supervisor.

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DEDICATION

The project is dedicated to my loving parents and dear wife, Muthoni for their prayers, support and great encouragement which inspired me to pursue and complete MBA course.

ABSTRACT

The study was set to establish the relationship between employees' commitment and job performance at the Kenya Institute of Surveying and Mapping (K.I.S.M). It was a descriptive survey. Primary data was collected by use of a questionnaire. Data analysis techniques used in the study were descriptive statistics (frequency, percentage, mean and standard deviation) and regression correlation analysis

Four commitment forms/foci (i.e. career, job, organization and supervisor) were used to measure employee commitment and were rated using the liker scale 1 to 5 for "Strongly Agree" to "Strongly Disagree" respectively. Job performance was measured in both percentage and with a likert scale for both self and peer appraisal with questionnaire Items covering both task and contextual job performance. The questionnaire was administered to 80 public employees working for the institute out of which 66 respondents returned completed questionnaires, which was 82.5% and composed of 59.1% males and 49.9% females. The departments where respondents were drawn from were: Administration (30.3%), Survey (15.2%), Cartography (13.6%), Photogrammetry (15.2%), Map Reproduction (7.6 %) and from Humanities and Sciences (18.2 %). Statistical Package for Social Scientists (SPSS) was used to analyze the data. The Pearson's Product of Moment Correlation Technique was used to test the relationship between each of the four commitment foci and job performance. The results showed that most of the employees are highly committed and value their career (62.1%) respondents and had a mean score of 4.2727, followed by their job (31.8%) respondents and a mean score of 3.9545, organization (6.2%) and a mean score of 3.4695 and supervisor only obtaining a mean score of 3.6515. Job performance showed that most of the employees rated themselves above 80%. They also rated job performance by their peer above 3.5 on a likert scale.

A high coefficient of correlation ($r=0.918$) between employees' commitment and job performance indicated a positive correlation between employees' job performance and organization, career, job and commitment to the supervisor. However, there was a negative correlation between career commitment and job performance which could be a

challenge in employees' retention for KISM. The main conclusion was that public employees at Kenya Institute of Surveying and Mapping are highly committed to their career and this negatively impacted on their job performance. From regression analysis, increasing commitment to job, institution and supervisors through employees' performance management strategies will result to higher job performance for KISM employees.

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CHAPTER ONE

INTRODUCTION

1.1 Background

In the recent past, efforts of many organizations in both public and private sector have been directed towards creating a 'performance culture', which is characterized by a search for strategies to improve the contribution of individuals to overall success of organization (Williams and Fletcher, 2001). In keeping with this trend, Kenya government started implementing public Sector reforms in 1993 with an aim of improving service delivery. The reform activities were aimed at attaining superior performance and winning a committed force in the civil service.

The public sector employee in Kenya include: Employee in the Government Ministries, Discipline Forces, Teaching Services, Judicially, Armed Forces, Local Authorities Employee, Public Universities, Parliamentary Service Commission, State Corporations and Employee working in Statutory Bodies. For the purpose of this research project, the public servant has been used to refer to employee working in the departments in the Government Ministries and specifically at Kenya Institute of Surveying and Mapping (K.I.S.M).

Performance Management strategies recently introduced in the public service include: performance contracting, appraisal systems, rapid results initiatives, competitive rewards and incentives, competitive recruitment, improved work environment and training of the employees. It is stated in the public servants Sensitization and Training Manual (2004), that performance in the service needs a continuous improvement by developing a committed workforce.

Kizito (2007) conducted a study and found that the rate of absenteeism, turnover and turnover intentions, external job search and moonlighting were common among public servants. He attributed the problem to low commitment to organizations by employees,

lack of job satisfaction and low pay. In a study done in United kingdom (2001), it was found that public customers who were not satisfied with the services they got from public offices complained severally and questioned whether government employees were committed to their work, careers, employer, managers or their supervisors(Williams and Fletcher,2001).

As organizations become less bureaucratic to meet increasing competitive pressure, control mechanisms have become more informal (Peters, 1993). Managers have relied less on formal rules and more on building a committed workforce to attain the organization's objectives (Carson et al 1999). The benefits of organizationally committed employee include: acceptance of organizational goals, reduced turnover and absenteeism and potentially better job performance (Meyer et al, 1989). Developing and maintaining a satisfied and highly committed workforce is critical to success of any business. This is because uncommitted employee leads to substantially high costs to the organization and seriously hinders efficiency and effectiveness in the delivery of services and competitiveness in the civil service.

1.1.1 The Concept of Commitment

Recent thinking about employee commitment has shifted from an emphasis on commitment to organization to an emphasis on commitment in organizations (Birbaum and Mark, 2000).The latter is broader and has a multiples of competing commitment foci (i.e., job, organization, career, supervisor, manager, work groups and union) commitments, while on the other hand, commitment to organization is only one of the mentioned competing commitment foci and which is broadened to include at least two forms i.e., affective commitment and continuance commitment (Birbaum and Mark, 2000). Scholarly literatures have given diverse definitions and measures of employee commitment. The definition shares a common component: a view of employee commitment as a sense of attachment to organization (Romzek, 1989). The attachment is in terms of such behaviors as investing in the course of employees actions. Emphasis has also been on effective and emotional component as a sense of loyalty and psychological

attachment (Buchanan, 1974; Etzioni, 1975; Hall et al, 1970; Porter et al 1974; Romzek and Hendricks, 1982). Organization commitment thus refers to psychological attachment to and identification with the organization that make separation from the organization difficult for employees (Mowday, Porter, and Steers, 1982).

Birnbaum and Somers (2000) studied the relationship between distinct patterns of commitment and work related outcomes with a sample of employees in United States. Their findings reveal that the concept of organization commitment is broader and include at least two forms: affective commitment and continuance commitment. Affective commitment is more widely studied of the two and is defined as an emotional attachment to an organization, and includes support for organization objectives and activities. Continuance commitment on the other hand refers to ones perceived investment in organization (both psychological and economical) so that it is associated with the perceived costs of exit. From their study, individuals with high level of continuance commitment believe that it is difficult to leave their present organizations because other organizations might not match the benefits they have (economic investments), and because change is often more difficult when one has been associated with an organization for an extended period of time (psychological costs). Individuals who are effectively committed remains with their organization because they want to, while individuals with high levels of continuance might remain because they have to (Birnbaum and Somers, 2000).

1.1.2 The Concept of Performance

Performance has been defined as the general accomplishment of a given task against preset standards of accuracy, completeness, cost and speed (Hogan, 1998). Campbell et al (1993), have defined performance as something that a single person does. He also defined it as a behavior. In his definitions he differentiates performance from outcomes which are as a result of individual's performance and other external influences. Campbell clarifies that performance does not have to be directly observable actions of an individual. He said that it can consist of mental productions such as answers or decisions and argued that

performance need to be under the individuals control, regardless of whether it is mental or behavioral.

Campbell (1988) also defined performance as productivity. This can be thought of as a comparison of the amount of effectiveness that results from a certain level of costs associated with the effectiveness. To him, effectiveness is the ratio of outputs to inputs. Inputs being: effort, monetary costs and resources. In 1990, Campbell explained that despite the emphasis on defining and predicting job performance, there is not a single unified definition. There are vastly many jobs, each with different performance standards and therefore job performance is conceptualized as a multidimensional construct consisting of more than one kind of behavior.

Hogan (1988) separates job performance into two parts: task performance and contextual performance. Task performance is the traditional notion of the ability: how well workers perform and complete specific tasks. Contextual performance measures aspects of performance unrelated to specific tasks: volunteering, putting in extra effort, cooperating, following rules and procedures and endorsing the goals of an organization that are important in the job. He found that the task performance and contextual performance contributes independently to overall job performance. Job experiences predicted task performance while employee's personality predicted contextual performance. He further argued that contextual performance can be further separated into two facets: Job dedication: working hard, volunteering, and commitment to organization and interpersonal facilitation: cooperating and helping others.

1.1.3 Employees Commitment and Job Performance

Research by Mowday, Porter and Steers(1982), Meyer and Allens(1997), has demonstrated that organization commitment is positively related to various employee outcomes such as attendance at work, citizenship behavior, job satisfaction, desire to do a good job, reduced turnover and turnover intentions, work performance and the desire to remain in the organization. Romzek (1989) found that organizationally committed

employees are more satisfied with their career progress. Such employees work harder than employees with lower levels of commitment to organizations or their careers and will produce superior performance.

Birnbaum and Somers (2000) also found that career and organizationally committed employees have a higher job performance. They also found higher performances when employees are both committed to the organization and their careers. However, in some studies, commitment to organization has been found not to translate to higher performances and careerists have demonstrated a reverse.

Individuals who are affective committed and career committed have shown positive work related outcomes (Carson, 1999). Whereas continuance organization committed employees have shown a different scenario in performance. According to Birnbaum and Somers (2000), continuance commitment is negatively related to job performance. It is therefore, not likely that public servants with continuance commitment will yield favorable work outcome.

Snape and Redman (2005), found from their study in United Kingdom with a sample of employees in private manufacturing, private services and public sector, that there was a weak or non existence relationship between organization commitment and job performance, but they found evidence of a stronger relationship between commitment to supervisors and managers and job performance. This has been attributed to employee seeing their good performances specifically benefiting their supervisors or managers.

1.1.4 The Kenya Institute of Surveying and Mapping (K.I.S.M)

According to the Ministry of Lands website and 2009 7th graduation ceremony booklet, Kenya Institute of Surveying and Mapping was established in 1996, initially as Survey of Kenya Training School to train and provide manpower in Surveying and Mapping fields under the project type technical cooperation between Survey of Kenya, Ministry of Lands and Japan International Cooperation Agency (JICA). The first students enrollment had 75 population which has risen to 400 currently and a staff population of 80. Half of the staff

is directly involved in teaching and the rest performs administrative and support duties (K.I.S.M, 2006 Staff Induction Manual Booklet).

From the 2009 7th graduation ceremony booklet, the institute offers training in Cartography, Land Surveying, Photogrammetry and Remote Sensing and Map Reproduction (Printing) at both Diploma and Higher Diploma levels examined by Kenya National Examination Council (K.N.E.C).The Institute also offers short term courses related to Surveying and Mapping. These include: Global Positioning Systems (GPS), Remote Sensing Technology and Desk Top Publishing (DTP) Systems. The Institute further runs regional courses involving public service officers from seventeen countries in Eastern and Southern African Region (K.I.S.M, 2009 7th Graduation Ceremony Booklet).

1.2 Statement of the Problem

Most of the recent research on commitment has focused on its relationship with job satisfaction, human resource practices, pay, work behaviors, management commitment to the subordinates and consequences of commitment. Very few studies have examined the relationship between employee commitment and job performance (Sinders, 2001).

Most of scholarly work on commitment have been carried out in the private sector and focused more on the senior management commitment to organizations, their subordinates and work attitudes. Only a few studies on commitment have been done in the public sector. Kizito (2007) and Njenga (2007) did their studies on commitment in secondary schools and at Kenya Institute of Communication and Technology (K.C.C.T), respectively and were mainly concerned with relationship between commitment and pay, job satisfaction and human resource practices. Despite many strategies having been introduced in the public service to improve performance and win employees commitment, little or no concern has been directed towards evaluating and establishing the relationship between commitment and job performance and the strategies that managers in the public service can adopt to achieve a committed workforce.

The Kenya Institute of Surveying and Mapping is a department in Kenya Public Service. Though most of its employees perform teaching jobs which are different from the jobs performed by employees in other government departments and parastatals, the job performance of its employees is measured just like the other government employees. From the researcher observations, the institute employees have consistently exhibited turnover and turnover intentions, low motivation and at times irregular job attendances, “moonlighting” and external job search. These attributes have also been observed by customers who seek services from public employees (GoK, 2006). The above attitudes and behaviors pose a great challenge to the commitment and performance of employees and the institute.

A similar study undertaken by Birnbaum and Somers (2000) revealed that affective organizational commitment is positively related to job performance, but it was done with data from hospital employees in a medical centre in the United States of America. It found that career commitment is positively related to job performance. The study also found that employees committed to both organization and career had higher job performance than those committed to either job or organization alone.

From the foregoing, it appears that different studies have been conducted on commitment to organization, commitment to career, commitment to supervisor and commitment to the job and their links with other variables such as motivation, pay, and human resource practices, among others. However, the researcher found no study that linked these various forms of commitment with individual performance. Yet performance is the most important outcome pursued by all organization. It is this gap of the link between commitment and performance in knowledge that this study had to address.

In view of the above gaps and inconsistencies, the study had sought to answer the following question: *‘What is the relationship between employees’ commitment and job performance at the Kenya Institute of Surveying and Mapping’?*

1.3 The Objective of the Study

To establish the relationship between employees' commitment and job performance at the Kenya Institute of Surveying and Mapping (K.I.S.M)

1.4 Significance of the Study

The findings and the recommendations of the study were useful to:

Managers and Supervisors in both public and private sector organizations were assisted to develop useful strategies of winning and developing a committed and dedicated workforce. They also understood the forms of commitment in their employees and their possible implication to their job performance and organization performance.

The Principal, Administration Secretary, Heads of Departments and Units Supervisors in the institution found the findings of the research useful in developing effective and efficient human resource assets who are highly committed.

Policy Makers and Strategists especially in the public service benefited by developing strategies that can be used in the reforms and paradigm shifts in their performance management practices. Other scholars found this study important as it added to their existing body of knowledge in employee commitment and job performance.

1.5 The scope of the Study

The study was undertaken at Kenya Institute of Surveying and Mapping, a department in the Ministry of Lands in the Kenya Public Service. The study units were employees seconded by the department of survey to teach in the Institute, Lecturers employed in the Institute, subordinate staff and the administrative staff. It focused on their forms of commitment, and how their commitment was related to their job performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Employees Commitment

Employee commitment is an important factor in organizational effectiveness especially at a time when competition is so intense. Salancik (1977) put it that “commitment is a state of being in which an individual becomes bound by his actions to beliefs that sustains his activities and his own involvement”. Salancik (1977:70) notes that “the power of commitment in shaping attitudes stem from the facts that individuals adjust their attitudes to fit the situations to which they are committed”. To him, commitment can be increased and harnessed “to obtain support for organizational ends and interests through such ploys as participation in decision about actions”.

Mowday et al (1982) defined commitment as the relative strength of and individuals’ identification with and involvement in a particular organization. Conceptually, it fosters a strong belief in and acceptance of the organization goals and values; a willingness to exert considerable effort on behalf of the organization and; a strong desire to maintain membership in the organization (Mowday, Porter and Steers, 1982:27). Hence, the definition suggests that organizational commitment is a multidimensional construct consisting of what are described as affective commitment and continuance commitment. Mowday et al (1982) also defined commitment as consisting of three components namely: identification with the goals and values of the organization, a desire to belong to the organization and a willingness to display effort on behalf of the organization.

Organizational commitment focusing on employees’ commitment to the organization is the most maturely developed of all commitment constructs as stated by Morrow and Mc Elroy’s (1993). Meyers and Allen (1990) developed a framework that was designated to measure three (3) different organizational commitment: Affective or value commitment refers to employee emotional attachment, identification with and involvement in the

organization. It measures whether the employee believes in his or her values that are in line with those of the organization. Employees with a strong affective commitment stay in the organization because they want to. Continuance or behavioral commitment refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying. Members of an organization make sacrifices to a point that it becomes too costly for them to leave. Hence this component of commitment measures the members' behavioral dedication to the survival of the organization (Mowday, Porter and Steers, 1982). Employee who perceives that the costs of leaving are greater than the cost of staying remains because they need to. This form of commitment is identified with Becker's "side -bet" theory, which suggests that individuals are likely to stay with an organization due to the extraneous benefits of staying. Normative or effort commitment refers to employees feeling of obligation to the organization. It measures whether the respondent is willing to exert effort to see the organization succeed. Employees with high levels of normative commitment stay with organizations because they feel they ought to. In arguing for the framework, Meyer and Allen (1990) contended that affective, continuance and normative commitment were components rather than types because employees could have varying degree of all the three.

Career commitment is defined as the attachment to and identification with ones profession (Marrow and Wirth, 1989). Understanding the influence of organizational and career commitment is important, as organization restructure and shrink in response to global competitiveness pressure, while still expecting to retain a workforce of committed survivors (Mwangi, 2002). Commitment to supervisors involves loyalty and compliance to their expectations and trying to win great trust. This is likely to yield positive performance due to belief by employees that a good performance will benefit the manager or the supervisor (Birnbaum and Somers, 2000). Job commitment is measured by the extent to which employees are able to attain their set targets, accomplish daily tasks, serve customers efficiently and effectively, and develop future work plans (Mwangi, 2002).

Birnbaum, 2000; Meyer, 1989; Marrow 1993, and Snape 2005, found an existence of a positive relationship between employee commitment and level of organizational performance. To a large extent, such evidence supports a common sense belief that raising employee commitment inevitably motivates them to high performance and thus enhances the firm's performance (Williams and Julian, 2004). High commitment is thought to release untapped reserves of human resourcefulness thus enabling employees put in more effort.

Arthur (1994) argued that managers who develop committed employee shape their behaviors and attitudes and creates a psychological link between the organization and employee goals, he further argues that such employee can be trusted to use their discretion to carry out job and tasks in ways that are consistent with organization goals. Organizational effectiveness will only be enhanced where management are able to elicit high levels of commitment from their employees. Committed employees show high work effectiveness, organization citizenship behaviors, lowers absenteeism and reduces employee turnover (Snape and Redman, 2005). Employees may experience commitment to a multiple of foci such as job, organization, career, managers, supervisor work groups and union (Reichers, 1985).

Commitment to job comprises of two sub commitments: internally generated commitment and externally generated commitment. Thus commitment to job is generated by both internal roles identification and external support. Commitment to job is based on the belief that the role individual plays in society is important to welfare of society and that those on the outside recognize the importance of the role (externally generated commitment). The two sub- commitments are expected to yield distinguishable results on the job performance (Olshfski and Lee, 2002).

Many factors influence employee's commitment including commitment to the manager, occupation, profession or career (Meyer and Allen, 1997). Organization commitment has been linked to leadership behaviors that are relations oriented and task oriented. Jermier and Berker (1979) found that employees who were allowed to participate in decision

making had higher levels of commitment to the organization. Meyer and Allen (1997) found that when employees were treated with consideration they display great level of commitment. Sekaran (1992) found that the greater the chances are for advancement with the organization, the higher is likely to be the level of organization commitment expressed by the employee. When employees know that they are going to grow and prosper in current organization, their level of commitment to stay with the organization is expected to be high. Kizito(2007 and Njenga (2007) found that if employees are highly satisfied with their work, coworker, pay and supervisor, and derive high level of overall job satisfaction with their jobs, they are more likely to be committed to the organization than if they are not satisfied.

Commitment can be increased and harnessed for the benefit of the organization through understanding of the importance of the behavior and the voluntary nature of commitment (Salancik, 1977). The achievement of excellence is related to getting the whole hearted commitment of workforce to the organization (Peter and Waterman, 1982). Japanese business success is credited to employees' full commitment to the organization values by leadership and involvement (Ouchi, 1981; Pascale and Athos, 1981). Workers are most responsive and creative when they are given broader responsibilities, encouraged to contribute and assisted to achieve satisfaction in their work. This can be achieved by a focus on how people are treated, job designed and organization managed. Management and employees need to be interdependent and the relationship mutually beneficial (Walton 1985). When people are trusted, treated as adults and made to feel they own the business, they may respond with total commitment (Peters and Austin, 1985).

A commitment strategy should recognize that an organization is a coalition of groups with different interests and values and presence of multiple and competing commitment for the individuals is inevitable (Coopey and Hartley, 1995; Cyert and March, 1963, Mintzberg, 1963). Employees should have an input in defining organizational values and goals. Values should have broader guidelines and should emphasize overall strategic directions to avoid resistance to change, lack of innovation and inflexibility. Commitment should not be synonymous with conformity (Coopey and Hertley, 1995).

High organizational commitment is associated with lower absenteeism and turnover (Guest, 1991). Its effect may not provide direction and immediate impact but on a long-term its positive correlation to motivation, will yield effective performance (Huczynski and Fitzpatrick, 1989). It is nevertheless acceptable that a strong commitment to work would result in self directed and conscientious application to the job, regular attendance, low supervision and increased effort (Mowday, 1982).

Buchan (2006) found that in measuring performance, there is a list of job duties which tells the employees what is to be done. Performance standards provide employees with specific performance expectations for each duty. These standards are the observable behaviors and actions which explain how the job is to be done, plus the results that are expected for a satisfactory job performance. The purpose of performance standards is to communicate job expectations by the supervisors and the managers to the subordinates (Buchan, 2006).

2.2 Job Performance

Job performance has become one of the significant indicators in measuring organizational performance in many studies (Wall et al, 2004). Job performance can be measured through a combination expected behaviors and task-related aspects (Motowidlo, 2003). He further categorized job performance into 'will-do' and 'can do'. The former refers to individuals' knowledge, skills, abilities and other characteristics required in performing certain job and the latter denotes the motivational level that individual may have in performing their work. On the same ground, Motowidlo and van Scotter (1994), pointed out that performance construct should consist of task performance and contextual performance. Both constructs are influenced by different factors. For instance, job related experiences determine task performance while individual personality type determines contextual performance (Motowidlo and Van Scotter, 1994).

In a parallel fashion, Cardy and Dobbins (2005) conceptualized job performance as work outcomes that relate closely to task performance such as: the quality and quantity of work done and job relevant behaviors that consist of behavioral aspects in achieving task performance (Williams, 2002). In other words, job relevant behaviors provide support in performing task-related matters.

Job performance reviews typically take place annually but can vary depending on the type of employee appointment: Contract or Professional. Managers and supervisors use these employees performance review to appraise their subordinates. Organizations which delay or skip this exercise miss a great opportunity to motivate their employees. For the supervisor, the annual performance review may just be another work task, but for the employee, the annual job performance review is equivalent to a super bowl (Garry, 2000). Employees get nervous prior to the annual review just like to how athletes get nervous prior to the big game. Most of the employees prior to their review are nervous because they wonder if their supervisors will recognize their accomplishments, overlook their failures, and acknowledge that he or she is a productive and worthwhile member of the organization. Employees are nervous because they are worried that their supervisor will not provide them with an accurate performance review. Above all else, employees want to receive an accurate evaluation of their performance (Garry, 2000).

Employees' motivation to job performance cannot be won by a pay increase only, but more by how accurate he or she is evaluated. Too many inaccuracies in the performance review will cause decline in employee motivation to perform their jobs even if they did receive a pay increase (Garry, 2000).

It is thus difficult to measure individual performance, as work outcomes are as a result of multiple interdependent work processes (Borman, 1991). Job performance has been conceptualized as an individual overall performance/task proficiency or performance of specific dimensions, such as the quality and quantity of work (Meyer et al, 1989, Steers, 1977). Overall performance measures tend to use subjective rating or perceptions of individual performance. Dimensions of performance measure job performance using

subjective supervisors' ratings. These performance measures often are tainted with leniency error, halo error, similarity error and low differentiation (Meyer, Allen, and Gallantly, 1990).

2.3 Commitment Foci

Scholars have investigated the implication of employee commitment to internal job foci, such as an organization and a supervisor, and external foci, such as unions and professions for work outcomes including job performance, absenteeism, and turnover. Although they have clearly identified the importance of various foci of commitment with respect to many work outcomes, they have been unable to document the elusive commitment-performance relationship (Mowday, Porter, and Steers, 1982). Little research has related multiple attitudinal commitment foci to job performance. Commitment studies have often used subjective assessments of an employees overall job performance or performance alongside specific dimensions, such as the quality and quantity of work or they have used objective measures of combined units or work group effectiveness.

Employees may be differentially committed to multiple organizational coalitions, such as departments, unions and top management on the basis of individual agreement or disagreements with coalitions goals and objectives (Reichers,1985). Angle and Perry (1986) found that in cooperative labor management relationships climates, employees showed higher levels of dual commitment to other foci, such as profession, top management, supervisor, coworkers, and customers, along with commitment to organization.

2.4 Relationship between Employees Commitment and Job Performance

Reichers (1985) examined the relationship between organization commitment, job performance and several work related variables among United States workers. The study

has some gaps among them being: the findings that characteristics like gender, race and education can determine commitment though in only a limited capacity raises many questions that: does their finding suggest policy implication for hiring? The findings that women, non-whites and less educated are more likely to be committed. This however does not suggest that employers should seek out non-white and female employees with less education since this would be illegal and it would violate the principle of equal employment opportunity.

Becker et al (1996) did a study on employees' commitment and found a weak or non existence of relationship between organization commitment and job performance, but at the same time, they found of existence of a stronger relationship between commitment to supervisors and job performance. The relationship between career commitment and job performance has been found to be sporadic across studies, with some evidence showing that career commitment is positively related to job performance (Birnbaum and Somer, 2000). Conventional wisdom holds that in organizations where employee's loyalty is rewarded with career progressions such as promotion, they are more committed and satisfied and have a prospect of high performance. This does not imply that such employee are likely to subjugate their personal ambitions, rather it means that there is high trust in organization they work, since they will be rewarded in future with career prospect (Romzek, 1989).

Internal foci commitment to organization and its members suggest an acceptance to an organizations goals and objectives and identification with it. Porter and Steers (1974) found out those employees who exhibit a high level of commitment to his or her organization, are more likely to engage in behaviors that help attain organization goals. These behaviors in turn influence employee performance and it is expected that commitment to internal foci should result in better job performance. Several commitment to career and profession studies have been found to yield sporadic relationship with job performance while commitment to supervisors and managers have in most cases yielded a positive relationship with job performance (Porter and Steers,1974).

Meyer and Allens (1997) argued that high commitment could indeed reduce organization performance. Cooper and Hartley (1995) found that commitment may decrease flexibility and inhibit creative problem solving. If commitment reduces staff turnover, it may result in few new ideas coming into the organization. Staff who would like to leave, the organization but who are committed to it in other ways, for example through high pay and benefits may stay but may not produce high levels of performance(Meyer and Allens,1997).

2.5 Strategies for Developing and Winning a Committed Workforce

Employees need to feel accepted and valued as stakeholders in the organization. This can be achieved through their involvement in decision making on new developments and changes in work practices that affect them. Employee's ideas need to be listened to and incorporated in final decision (Armstrong, 2005). Some high involvement practices are: suggestion programs, problem solving groups and job rotation (Pil and Macduffie, 1999). 'Employee voice' needs to be cultivated by provision of processes and structures which enable and empowers them directly and indirectly to contribute to decision making (Boxall and Purcell, 2003).

A reward system related to performance, honoring of the psychological contract and management reliance on consensus and cooperation rather than control and coercion will greatly increase the sense of ownership (Guest et al, 1996). The core of the psychological contract can be measured in relation to fairness of treatment, trust and the extent to which the informal contract is seen to be delivered. The consequence of honoring psychological contract is organizationally committed, motivated and satisfied work force (Guest et al, 1996).

Communication methods that eliminate misunderstanding should be sought. Complimentary channels of communication such as use of notice boards, newsletters and briefing groups are needed. Organization vision, mission and values need to be clearly communicated to employees as well as management and employees expectations by

communicating a company's shared vision and establishing a shared mission with employees are important means of enhancing the employees' commitment (Gibson and Hadgetts, 1990).

Communication needs to be two-way. Feedback is important because it gives the other party an opportunity to provide additional information. The sender of the message can seek feedback by encouraging the receiver to ask questions or make comments. The receiver thus becomes the sender, as these roles are continually reversed, feedback flows back and forth. Communication should encourage feedback by keeping the two-way channel open and keeping an open mind (Gibson and Hadgetts, 1990). Choice of communication media, body language, and tone of voice and timing of communication all affect the effectiveness of communication (Harry, 2001).

Leaders are the people who know the right thing to do and provide the force that makes things happen. They have a role to empower the collective effort of the organization towards meaningful goals, ensure learning and competencies are reinforced and make people feel part of the organization (Barnard, 1938). A development program to improve quality of leadership is an important strategy for increasing commitment. Managers need to gain the confidence and respect of their teams and therefore need training to increase their competencies in specific areas of their responsibility (Armstrong, 2005). Individuals follow a leader who is consistent, even if they have different viewpoints. Managers have to develop a climate of trust, by being honest with people, treating them fairly, justly and consistently and keeping their words (Armstrong, 2005)

Jobs need to be designed to increase intrinsic motivation by focusing on factors such as responsibility, achievement and recognition. Opportunities for workers to use their skills and abilities must be provided. A job is viewed as a fixed entity that does not change whoever is in the job. Such a routine and mechanistic job inherent in the notion of a job is not in accord with organizational realities and life of many people to be able to respond to new demands, employees face each day. A flexible approach to develop and use employees' skills is required. The concept of the roles takes into consideration the

realities of organization dynamisms into account. A role describes how an individual is expected to behave to meet given expectations (Armstrong, 2005)

Employee's compensation and job performance have been found to be related. Attractive incentives and reward schemes are not only important in motivating employees to deliver, but have also been found to have a significant impact on employees' satisfaction and organizational commitment. Employees perceive attractive rewards system and policies as genuine commitment by management. By rewarding exemplary efforts, management is aptly demonstrating its commitment to employee effort and in turn employees most likely will reciprocate with total commitment (Birnbaum and Somers, 2000).

It has widely been reported that employees who do not possess the requisite job and interpersonal skills will not provide high levels of services in dealing with customers. Subordinate Employees training has direct impact on job and organizational commitment. However, high levels of training have been found to cause high turnover to greener pastures (Siders, George and Dharwadkar, 2001).

Empowerment refers to the employees' degree of discretion to make daily decisions about activities related to their work (Lashley, 1995). By empowering employees, management demonstrates their trust and confidence in them. Lashley found that such employees will reciprocate by being committed to both work and their managers. Empowered employees have control over their work and how work is done. They have great deal of task autonomy and identity which are desirable to boost their morale, job satisfaction and achieve high performance (Lashley, 1995).

Supportive management characterizes management concerns and support for employees work and concern for personal problems likely to affect their performance. This represents the degree to which management creates a facilitative climate of support, trust and helplessness (Hartline, Maxham, McKee, 2000). Employees who perceive great support and authority from management will increase their effort as well as their sense of

obligation to reciprocate. Singh (2000), for example, found that a supportive management environment builds organization commitment, job satisfaction, reduces turnover intentions and enhances employees' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This was a descriptive survey since employee rather than the organization were the unit of analysis. Also, data was collected from a cross section of employees at the Institute.

3.2 Target Population

Kenya Institute of Surveying and Mapping had a total population of 80 public servants with different designations and in different departments. There were five departments namely: Land Survey, Cartography, Map Reproduction (Printing), Photogrammetry and Remote Sensing, Humanities & Sciences and Administration (K.I.S.M Induction and Training Manual, 2006). The study was a census and targeted all the 80 employees so as to achieve an appropriate size of at least 60 respondents that was ideal and valid for data analysis. The population of study was small and in one work station made data collection easier.

3.3 Data Collection

Primary sources of data were used to obtain information on employees' commitment levels and foci (forms) and relationship with their job performance. The data was obtained through a structured self completion questionnaire. The questionnaire items on employee commitment was adapted from Mowday et al, (1982), and Allen and Meyer (1990) Commitment Questionnaire, while peer job performance items were adapted from Moon et al (2005) and Pedsakoff and Mackenzie (2000) task and contextual job performance scale. The questionnaire comprised of both open-ended and closed questions. Pick and drop method was used to administer the questionnaires at departmental levels. The questionnaire had four sections: A, B, C and D. Section A

contained information on respondents personal profile, B on commitment foci/forms, C had information on employee commitment levels and D measured employee job performance.

3.4 Data Analysis and Presentation

Before analysis, data collected were cleaned and edited for any spelling mistakes, omissions; wrong arithmetic to ensure completeness, relevance, consistency and uniformity. It was classified using frequency tables to put data with similar characteristics together. Data were presented in tables and charts to enhance understanding and depiction of the break-down of the various aspects under study. Data coding was done to facilitate statistical analysis. Data analysis involved computation of statistical measures such as descriptive statistics, measures of relationship (Correlation Analysis and Chi-Square tests for dependence variables). Statistical Package for Social Scientists (SPSS), MS Excel (Analysis Toolpak) and MS Access were used for the data analysis.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1: Introduction

The research objective was to establish the relationship between employees' commitment and job performance at the Kenya Institute of Surveying and Mapping (K.I.S.M). This chapter presents the analysis and findings with regard to the objective and discussion of the same. The data was collected from the population of 80 employees of K.I.S.M. The findings are presented in pie charts, tables, frequency distributions and narrations.

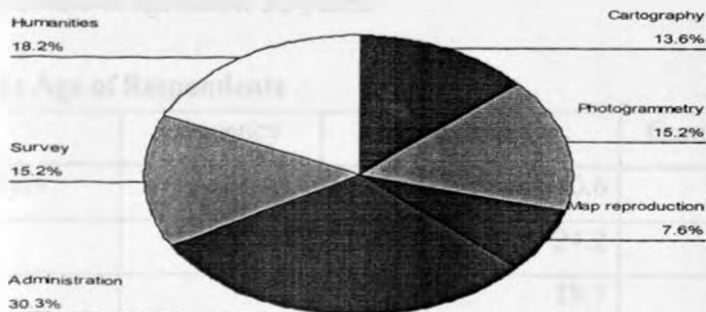
4.2: General Information

The general information considered in this study were; gender, age, marital status designation and length of stay (YEARS) at K.IS.M.

4.2.1: Distribution of Respondents by Department

As can be observed, in Figure 1, the respondents were distributed in six main departments. Specifically, 30.3% were from administration department, 18.2% were from humanities departments, 15.2% were from both survey and Photogrammetry departments, 13.6% were from cartography and 7.6% were from map reproduction department.

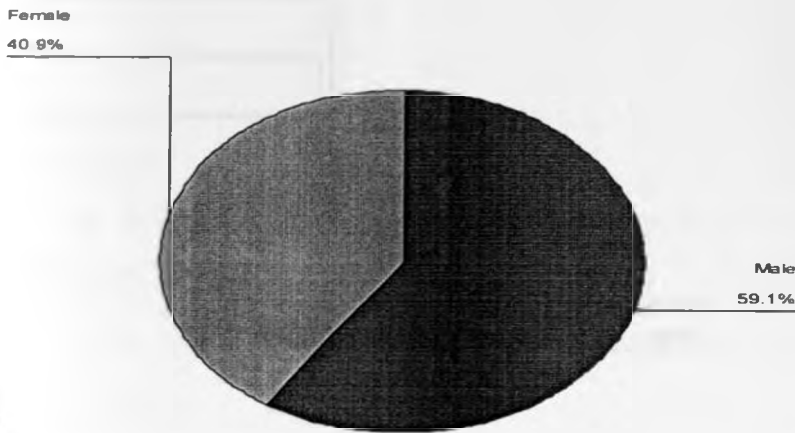
Figure 1: Distribution of the Respondents by Departments



4.2.2: Distribution of Respondents by Gender

The finding in Figure 2 shows that 59.1% of the respondents were male while the remaining 40.9% were female.

Figure 2: Gender Composition



4.2.3: Distribution of Respondents by Age

As shown in table 4.2.1, most of the respondents (24.2%) were of age brackets 31-35 years and above 46 years, 21.2% were of age 41-45 years, 19.7% were of age 36-40 years while 10.6% were of age below 30 years.

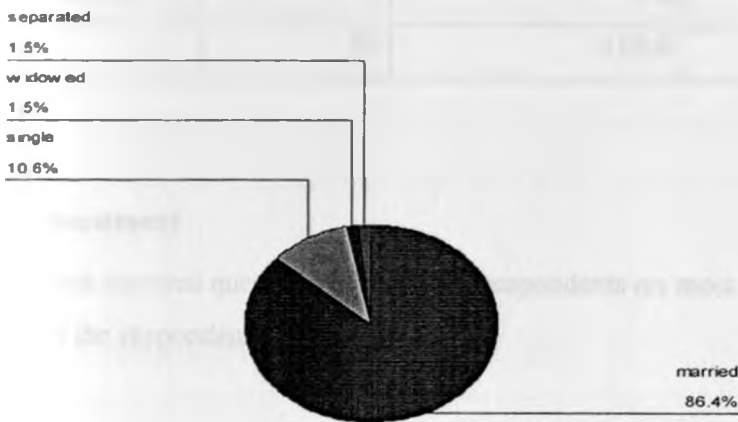
Table 4.2.1: Age of Respondents

	Frequency	Percent	Cumulative Percent
Below 30yrs	7	10.6	10.6
31-35yrs	16	24.2	34.8
36-40yrs	13	19.7	54.5
41-45yrs	14	21.2	75.8
Above 46yrs	16	24.2	100.0
Total	66	100.0	

4.2.4: Distribution of Respondents by Marital Status

As indicated in Figure 3, majority of the respondents (85.4%) were married, 10.6% were single and 1.5% each were either separated or widowed.

Figure 3: Marital Status



4.2.5: Length of Service at K.I.S.M (years)

The results presented in table 4.2.2 shows that the number of years of service in the organization varies from a period of less than 5 years to above 20 years. Majority of the respondents (48.5%) had worked at K.I.S.M for less than 5 years, 24.2% had worked for a period of 6 to 10 years, and 12.1% had worked for a period of 11 to 15 years and 7.6% had worked for period of 16 to 20 years and above 20 years each. In general most of the respondents have worked at K.I.S.M for less than 10 years.

Table 4.2.2 Number of Years Worked in the Institution

	Frequency	Percent	Cumulative Percent
Below 5yrs	32	48.5	48.5
6-10yrs	16	24.2	72.7
11-15yrs	8	12.1	84.8
16-20yrs	5	7.6	92.4
Above 20yrs	5	7.6	100.0
Total	66	100.0	

4.3: Commitment

This section covered questions posed to the respondents on most value items and level of loyalty of the respondents on the same.

4.3.1 Most value item

The respondents were asked to indicate what they valued most from a list of four predetermined items.

Table 4.3.1: Scores on Most valued item

	Frequency	Percent	Cumulative Percent
Your job	21	31.8	31.8
Your career	41	62.1	93.9
Your institution	4	6.1	100.0
Total	66	100.0	

The findings indicate that most respondents 62.1% valued mostly their career followed by 31.8% who valued their job and only 6.1% valued the institution. It was noted that none of the respondents valued their supervisor/head of department. It is therefore important for K.I.S.M to come up with career development programs to maintain its staff.

4.3.2 Level of loyalty

The respondents were to rate their level of loyalty to predetermined variables in a five point likert scale. The range was 'very high (5)' to 'very low' (1). The scores of very low' and 'low' have been taken to present a variable which had an impact to a small extent (S.E) (equivalent to mean score of 0 to 2.5 on the continuous likert scale ;($0 \leq S.E < 2.4$). The scores of 'moderate' have been taken to represent a variable that had an impact to a moderate extent (M.E.) (equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale: $2.5 \leq M.E. < 3.4$). The score of both 'high' and 'very high' have been taken to represent a variable which had an impact to a large extent (L.E.) (equivalent to a mean score of 3.5 to 5.0 on a continuous likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of >1.1 implies a significant difference on the impact of the variable among respondents.

Table 4.3.2: Mean Scores on the Rating of loyalty

	Mean	Std. Devi
Your job	3.9545	.84910
Your career	4.2727	.73475
Your institution/organization	3.4697	.96428
Your supervisor	3.6515	.73364

From the findings to a large extent the respondents attached their loyalty to; career (mean of 4.2727), job (mean of 3.9545) and supervisor (mean of 3.6515). On the other hand to a moderate extent the respondents rated loyalty to institution/organization (mean of 3.4697).

4.4 Levels of Commitment

This section covered questions posed to the respondents on organization commitment, job commitment, career commitment, commitment to supervisor/head of department in a five point likert scale. The range was 'Strongly Agree (5)' to 'Strongly Disagree' (1). The scores of 'Strongly Disagree' and 'Disagree' have been taken to present a variable which

had an impact to a small extent (S.E) (equivalent to mean score of 0 to 2.5 on the continuous likert scale ;($0 \leq S.E < 2.4$). The scores of neither 'Neither Agree nor Disagree' have been taken to represent a variable that had an impact to a moderate extent (M.E.) (equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale: $2.5 \leq M.E. < 3.4$). The score of both 'Agree' and 'Strongly Agree' have been taken to represent a variable which had an impact to a large extent (L.E.) (equivalent to a mean score of 3.5 to 5.0 on a continuous likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of > 1.5 implies a significant difference on the impact of the variable among respondents

4.4.1 Organizational Commitment

From the findings to a large extent I am happy to tell others that i work in this institution (mean of 3.8906) and I have a strong sense of belonging to this institution (mean of 3.5455), while on a moderate extent i would be very happy to spend rest of my career with this institution (mean of 2.8333) and Even if it were to my advantage, i do not feel it would be necessary to leave this institution (mean of 2.5606).

Table 4.4.1: Means and Standard Deviations for the Ratings of Organizational Commitment

	Mean	Std. Dev
I would be very happy to spend rest of my career with this institution.	2.8333	1.11746
I am happy to tell others that i work in this institution.	3.8906	.91056
I have a strong sense of belonging to this institution.	3.5455	1.01044
Even if it were to my advantage, i do not feel it would be necessary to leave this institution.	2.5606	1.03966

4.4.2: Job Commitment

To a large extent I feel real enjoyment in my work (mean of 3.8182) and I do not leave office before i have accomplished daily tasks (mean of 3.6061). To a moderate extent I do not do other related jobs beside this one (mean of 3.3538) and I am willing to do more work than required without an extra pay (mean of 2.9091).

Table 4.4.2: Mean Scores and Standard Deviations for Ratings on Job Commitment

	Mean	Std. Dev
I am willing to do more work than required without an extra pay.	2.9091	1.26159
I feel real enjoyment in my work.	3.8182	1.00627
I do not leave office before i have accomplished daily tasks.	3.6061	1.05070
I do not do other related jobs beside this one	3.3538	3.00744

4.4.3: Career Commitment

All the variables were rated as to a large extent, specifically, I feel proud talking to others about my career (mean of 4.0909), I would recommend others to join my career (mean of 4.0152), I think it was not a mistake to choose this career over others that i had (mean of 4.000) and I would be comfortable to spend rest of my life in this career (mean of 3.7273).

Table 4.4.3: Mean Scores and Standard Deviations for Ratings of Career Commitment

	Mean	Std. Dev
I feel proud talking to others about my career	4.0909	.94017
I think it was not a mistake to choose this career over others that i had.	4.0000	.91147
I would recommend others to join my career	4.0152	.90286
I would be comfortable to spend rest of my life in this career.	3.7273	1.08904

4.4.4: Commitment to Supervisor

All the statements were rated as to a large extent, that is, I would feel very guilt to offend my Supervisor (mean of 3.9091), My Supervisor (HOD) is willing to listen to work related problems (mean of 3.8281), My Supervisor is fair and just in his/her decisions (mean of 3.7273) and My Supervisor is very concerned about the welfare of those under him (mean of 3.5000).

Table 4.4.4: Mean Scores and Standard Deviations for Ratings on Commitment to Supervisor

	Mean	Std. Dev
My Supervisor (HOD) is willing to listen to work related problems	3.8281	.91815
My Supervisor is very concerned about the welfare of those under him.	3.5000	.94868
I would feel very guilt to offend my Supervisor	3.9091	.94017
My Supervisor is fair and just in his/her decisions.	3.7273	.92063

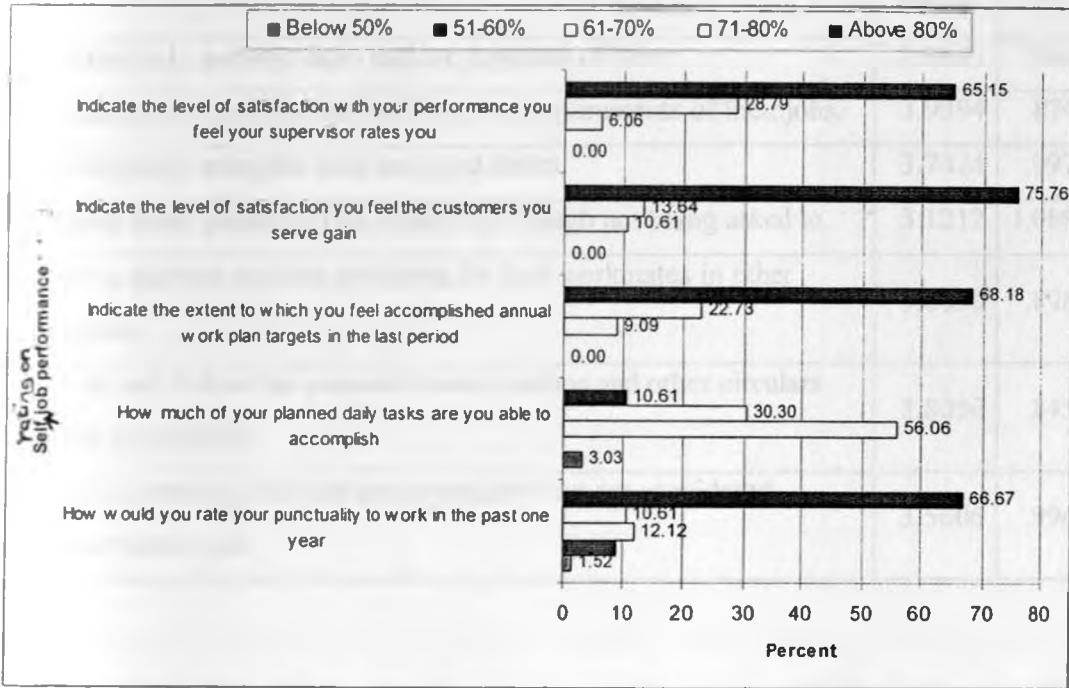
4.5 Job Performance

This section covered questions posed to the respondents on job performance. Specifically the section addressed Self job Performance rating and Peer job Performance rating

4.5.1 Self job Performance rating

As shown in figure 4, majority of the respondents had a rating of above 80% for all self job performance criteria, that is, 65.15% rated 'Indicate the level of satisfaction with your performance you feel your supervisor rates you' above 80%, 75.76% rated Indicate the level of satisfaction you feel the customers you serve gain ' above 80%, 68.18% rated Indicate the extent to which you feel you accomplished annual work plan targets in the last period' above 80%, 66.67% rated 'How would you rate your punctuality to work in the past one year and only 10.61% rated 'How much of your planned daily tasks are you able to accomplish' above 80%. How much of your planned daily tasks are you able to accomplish was significantly rate at 61-71%.

Figure 4: Self Rating on job Performance



4.5.2 Peer Rating on job Performance

This section covered questions posed to the respondents on peer job performance rating (task performance and contextual performance) in a five point likert scale. The range was 'Strongly Agree (5)' to 'Strongly Disagree' (1). The scores of 'Strongly Disagree' and 'Disagree' have been taken to present a variable which had an impact to a small extent (S.E) (equivalent to mean score of 0 to 2.5 on the continuous likert scale ; $0 \leq S.E < 2.4$). The scores of neither 'Neither Agree nor Disagree' have been taken to represent a variable that had an impact to a moderate extent (M.E.) (equivalent to a mean score of 2.5 to 3.4 pm the continuous likert scale: $2.5 \leq M.E. < 3.4$). The score of both 'Agree' and 'Strongly Agree' have been taken to represent a variable which had an impact to a large extent (L.E.) (equivalent to a mean score of 3.5 to 5.0 on a continuous likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of > 1.5 implies a significant difference on the impact of the variable among respondents

Table 4.5.1: Means and Standard Deviations of the Rating of Task performance

	Mean	Std. Dev
They effectively perform tasks that are expected of them.	3.9697	.94413
They consistently meet formal performance requirements of their jobs.	3.9394	.87493
They adequately complete their assigned duties.	3.7424	.99708
They often work beyond office hours even though not being asked to.	3.1212	1.08861
They try to prevent creating problems for their workmates in other departments.	3.8030	.89820
They read and follow the announcements, memos and other circulars given out by institute.	3.8030	.84525
They attend meetings that are not compulsory but are considered important to their job.	3.5606	.99427

The respondents were asked to state the extent to which various variables influence task performance on self job performance rating. The results are shown in table 4.5.1. From the findings to a great extent; They effectively perform tasks that are expected of them (mean of 3.9697), They read and follow the announcements, memos and other circulars given out by institute (mean of 3.8030), They try to prevent creating problems for their workmates in other departments (mean of 3.8030). They adequately complete their assigned duties (mean of 3.7424) and They attend meetings that are not compulsory but are considered important to their job (mean of 3.5606).

On a moderate extent; they often work beyond office hours even though not being asked to (mean of 3.1212). In general the most important measures of task performance were; effectively performance of tasks that are expected of them, reading and following the announcements, memos and other circulars given out by institute, trying to prevent creating problems for workmates in other departments and adequate completion of assigned duties

Table 4.5.2: Contextual performance

	Mean	Std. Dev
They are ready to help others who have problems with their work even if they are from another department.	3.7273	.95346
They try to make innovative and creative suggestions to improve the department.	3.7121	.97294
They try to adopt improved job procedures in the department.	3.6212	1.09214
They try to institute new and effective work methods on their job	3.4091	1.03741
They are ready to help others who have heavy workload in the department.	3.2727	.98521
They speak up and are ready to adopt new changes in the department.	3.3182	1.13895

The respondents were asked to state the extent to which various statements on contextual performance influence rating of self job performance. The results are shown in table 4.5.1. From the findings, the respondents are ready to a greater extent to help others who have problems with their work even if they are from another department (mean = 3.7273), they try to make innovative and creative suggestions to improve the department (mean = 3.7121) and they try to adopt improved job procedures in the department (mean = 3.6212).

They try, to a moderate extent, to institute new and effective work methods on their job (mean = 3.4091), they speak up and are ready to adopt new changes in the department (mean = 3.3182) and they are ready to help others who have heavy workload in the department (mean = 3.2727). In general, the most important measures of contextual performance were: being ready to help others who have problems with their work even if they are from another department, making innovative and creative suggestions to improve the department and adopting improved job procedures in the department.

4.6 Relationship between Employee Commitment and Job Performance

4.6.1: Correlation analysis

Two predictor variable are said to be correlated if their coefficient of correlations is greater than 0.5. In such a situation one of the variables must be stop. On the other hand it is expected that there exist a strong correlation between the dependent and independent variables (linear relationship between independent and dependent variable). As shown in table 4.6.1, none of the predictor variables had coefficient of correlation between themselves more than 0.5 hence all of them were included in the model. The matrix also indicated high correlation between the independent and predictor variables, that is, Organization Commitment and job performance with the highest correlation coefficient followed by Job Commitment, Career Commitment and Commitment to Supervisor/HOD respectively. It was also noted that there exist negative relationship between Career Commitment and job performance, that is as employees tend to pursue their career development job performance deteriorates.

Table 4.6.1: Results of Pearson Correlation Analysis

	Job Performance	Organization Commitment	Job Commitment	Career Commitment	Commitment to Supervisor/HOD
Job Performance	1.000				
Organization Commitment	.836	1.000			
Job Commitment	.752	.118	1.000		
Career Commitment	-.667	.128	.247	1.000	
Commitment to Supervisor/HOD	.307	.254	.254	.380	1.000

4.6.2 Strength of the model

Analysis in table 4.6.2 shows coefficient of correlation of 0.918 which indicates that there exist a very strong positive correlation between independents and dependent variables. Also, coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R² equals 0.843, that is, changes in Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD explain 84.3 percent of job performance, leaving only 15.7 percent unexplained. The P- value of 0.000 (Less than 0.05) implies that the model of job performance is significant at the 5 percent significance

Table 4.6.2: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.918(a)	.843	.805	.51038	.843	1.242	4	62	.000

Predictors: (Constant), Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD

Dependent Variable: Job Performance

Table 4.6.3: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.852	4	.213	1.242	.000
Residual	6.173	62	.171		
Total	7.024	66			

Predictors: (Constant), Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD

Dependent Variable: Job Performance

ANOVA findings (P- value of 0.00) in table 4.6.3 shows that there is correlation between the predictors variables (Organization Commitment, Job Commitment, Career

Commitment and Commitment to Supervisor/HOD) and response variable (Job Performance)

4.6.3 Regression equation

The established multiple linear regression equation becomes:

$$Y = 0.260 + 0.131X_1 + 0.170X_2 + 0.051X_3 + 0.048X_4$$

Where

Constant = 0.260, shows that if Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD were all rated as zero, Job Performance rating would be 0.260

$X_1 = 0.131$, shows that one unit change in Organization Commitment results in 0.131 units increase in Job Performance

$X_2 = 0.170$, shows that one unit change in Job Commitment results in 0.170 units increase in Job Performance

$X_3 = 0.051$, shows that one unit change in Career Commitment results in 0.051 units decrease in Job Performance

$X_4 = 0.048$, shows that one unit change in Commitment to Supervisor/HOD results in 0.048 units increase in Job Performance

Table 4.6.4: Coefficients of regression equation

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		.260	.460		0.565	.231
Organization Commitment	X_1	.131	.048	.254	2.729	.001
Job Commitment	X_2	.170	.045	.300	3.778	.000
Career Commitment	X_3	-.051	.023	-.113	-2.217	.002
Commitment to Supervisor/HOD	X_4	.048	.022	.093	2.182	.000

Dependent Variable: Job Performance

CONCLUSIONS

All the independent variables are linearly related with the dependent variables as shown by P-Values below 0.05.

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CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

In this section we discuss the main findings, draw conclusions and make recommendations

5.1: Summary

The objectives of the study was establish the relationship between employees' commitment and job performance at the Kenya Institute of Surveying and Mapping (K.I.S.M)

From the findings, respondents highly attached their loyalty to career development and job and moderately to institution/organization. The study indentified that Organization Commitment were based on employees being able and happy to tell others that they work in this institution and having a strong sense of belonging to the institution. They also rated moderately as being happy to spend rest of their career in the institution and do not feel that it would be necessary to leave the institution even if it were to their advantage.

The employees feel to a large extent real enjoyment in their job and do not leave office before they have accomplished their daily tasks. To a moderate extent, they do not do other jobs besides being employees of the institute and are not willing to do extra work than required without an extra pay. They scored very high on all the career commitment items: feeling proud telling others of their career, recommending others their career, making the right career choice and willing to spend rest of their life in their career. The high loyalty found among the employees on their career could explain the love for their job and accomplishment of daily tasks before leaving office. This implied that most of the employees performed job tasks that are related to their career.

The findings also revealed that employees to a large extent respect their supervisors and would feel very guilty to offend them. It found that supervisors were moderately concerned about the welfare of those who work under them and were also moderately fair and just in their decisions. The study found that the job performance of the employees of the institute as above 80% from the self appraisal and also high in terms of peer rating from the likert scale items used

The study used regression analysis to find the association between predictors' variables (Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD) and response variable (Job Performance). Forecasting model was developed and tested for accuracy in obtaining predictions. The finding of the study indicated that the model was significant. This is demonstrated in the part of the analysis where R^2 for the association between predictors' variable (Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD) and response variable (Job Performance) was 84.3%.

All the independent variables were also linearly related with the dependent variable thus a model of five predictor variables (Organization Commitment, Job Commitment, Career Commitment and Commitment to Supervisor/HOD) could be used to improve Job Performance at K.I.S.M

5.2 Conclusion

Most of the employees of KISM lack dual commitment .They highly exhibit career commitment which had a negative association with job performance. It is therefore important to note that when employees of KISM are highly committed to their careers, they negatively impact their job performance. Most of the employees were affectively and normatively committed to the institutions and therefore KISM had a challenge in retaining its employees who feel that there are more benefits and less costs of exit from KISM than there are the benefits and the costs of remaining. A large percentage of respondents were below 35 years and had worked for the institution for a period less than

five years. This implied that KISM employees' turnover was high. A moderate level of commitment to the organization implied average organization citizen behaviors by the employees. Low loyalty and moderate level of commitment to the supervisors and low correlation between commitment to supervisor and job performance implied low recognition and appreciation for the employees' effort by their supervisors. Also, employees did not think that their extra efforts were being recognized or rewarded by their supervisors. Alternatively, this could be attributed to the existing style of leadership and management where supervisors have delegated too much of their roles such that they lacked direct influence and interaction with their subordinates and hence employees performed their duties with very minimal supervision. Both contextual and task job performance by the employees were rated high. From regression analysis however, it was evident that increasing the levels of job and organization commitment through various employees' management strategies will lead to a dual commitment which will increase job performance with a big margin. Birnbaum and Somers (2000) and Carson (1999), have confirmed that dual commitment which incorporate continuance organization and job commitment by employees together with career commitment translates to higher job performance.

5.3: Recommendations

The following recommendations are given to both the policy makers and researchers;

5.3.1. Recommendations on policy

There is a need to strengthen KISM employees' commitment to job, organization and the supervisors so as to achieve superior performances. A high career commitment exhibited should be fostered within KISM. This is because, according Birnbaum and Somers (2000), a high employees career commitment outside organization leads to low employees retention and moonlighting, thus there is a need for KISM to develop employees retention plans and assist it's employees develop and grow in their career while benefiting from such an investment possibly through bonding employees who have been facilitated to develop in their career. One way of raising organization, job and

commitment to supervisor is through motivation, involvement and participatory leadership, supportive management, good communication, rewarding exemplary performance and recognition by their supervisors. Being appreciated and recognized, employees will think that supervisor is recognizing their effort and this will result to total dedication in their job and organization thus high performance. Management could also increase the level of employees' commitment to the organization by increasing satisfaction of employee with compensation, organization policies and work conditions. Managers and supervisors interactions with employees in staff meetings and open discussions related to employees' welfare and job will not make them lose their power and authorities rather will make employees feel valued, and this will raise both their organization and commitment to their supervisors leading to an increased job performance.

5.3.2. Recommendations for Further Research

The measurements of the study were acceptable in terms of validity and reliability. Secondary data on the employees' job performance were difficult to obtain due to the legality and procedures involved in the Kenya Public Service departments in obtaining such information. While the expected relationship between forms of commitment and job performance were observed, it would be appropriate for future researchers to incorporate performance appraisal information as they would yield a more reliable result on employees' job performance instead of relying on self and peer job performance appraisals alone. Low loyalty to supervisor and low level of organization commitment imply a knowledge gap exist for future researchers on the role of leadership and management on employees' commitment at KISM. The study can be replicated in other departments in the Kenya Public Service to assist in improving employees' performance management strategies.

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APPENDICES

APPENDIX I: LETTER OF AUTHORITY

University of Nairobi,
School of Business,
Department of Business Management.

April 2010

The principal,
Kenya Institute of Surveying & Mapping (KISM),
MINISTRY OF LANDS.

Thro'

The Dean,
School of Business,
UNIVERSITY OF NAIROBI.

Dear Sir,

**RE: PERMISSION TO UNDERTAKE MBA PROJECT RESEARCH
FOR WAMBUGU JOEL KIRERU: D61/71596/2007**

Kindly grant the above student permission to undertake an academic study in your institution.

His project research is on 'commitment and job performance'. It will be conducted using a self completion questionnaire administered to your staff.

The information gathered will be treated with strict confidence and used for academic purpose only.

Your cooperation is highly appreciated.

Thank you.

Yours sincerely,

**PROF. PETER K. K'OBONYO
STUDENTS' SUPERVISOR**

**APPENDIX II
QUESTIONNAIRE**

S/No.....

Information given in this questionnaire will be treated with strict confidence and used for academic purpose only.

Please tick in the appropriate box or give brief necessary details in the space provided.

SECTION A: RESPONDENT'S PROFILE

1. Name (Optional).Department/Section.....
2. Gender: Male Female
3. Age: *Below 30 yrs* *31-35 yrs* *36-40 yrs*
41-45 yrs *above 46 yrs*
4. Marital Status: *married* *Single* *Widowed*
Divorced *Separated*
5. Designation:
6. How long have you worked in this institution?
Below 5 yrs *6-10 yrs* *11-15 yrs*
16-20 yrs *above 20 yrs*

SECTION B: COMMITMENT FOCI/FORMS

7. What do you value most? *Your Job* *Your Career*
Your Institution *Your Supervisor/Head of Department*
8. Using the likert scale given below, indicate using a tick () level of loyalty you feel towards each of the following:

		Very Low	Low	Moderate	High	Very High
		1	2	3	4	5
(a)	Your Job					
(b)	Your Career					
(c)	Your Institution/Organization					
(d)	Your Supervisor/HOD					

SECTION C: LEVELS OF COMMITMENTS

Using likert scale, given below please tick (✓) a number 1-5 indicating your level of agreement or disagreement.

(A) ORGANIZATION COMMITMENT		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
9.	I would be very happy to spend rest of my career with this institution.					
10.	I am happy to tell others that I work in this institution.					
11.	I have a strong sense of belonging to this institution.					
12.	Even if it were to my advantage, I do not feel it would be necessary to leave this institution.					
(B) JOB COMMITMENT		1	2	3	4	5
13.	I am willing to do more work than required without an extra pay.					
14.	I feel real enjoyment in my work.					
15.	I do not leave office before i have accomplished daily tasks.					
16.	I do not do other related jobs beside this one					
(C) CAREER COMMITMENT		1	2	3	4	5

17.	I feel proud talking to others about my career					
18.	I think it was not a mistake to choose this career over others that i had.					
19.	I would recommend others to join my career					
20.	I would be comfortable to spend rest of my life in this career.					
(D) COMMITMENT TO SUPERVISOR/HOD		1	2	3	4	5
21.	My Supervisor (HOD) is willing to listen to work related problems					
22.	My Supervisor is very concerned about the welfare of those under him.					
23.	I would feel very guilt to offend my Supervisor					
24.	My Supervisor is fair and just in his/her decisions.					

SECTION D: JOB PERFORMANCE

Kindly rate your performance in percentage (%) by ticking () in the appropriate box.

Self job Performance rating

25. How would you rate your punctuality to work in the past one year?
 Below 51-60 61-70 71-80 Above 80
26. How much of your planned daily tasks are you able to accomplish?
 Below 50 51-60 61-71 71-80 Above 80
27. Indicate the extent to which you feel you accomplished annual work plan targets in the last period. Below 50 51-60 61-70 71-80 Above 80
29. Indicate the level of satisfaction you feel the customers you serve gain.
 Below 50 51-60 61-70 71-80 Above 80
29. Indicate the level of satisfaction with your performance you feel your supervisor rate you. Below 50 51-60 61-70 71-80 Above 80
30. Indicate your previous performance Appraisal scoring. Below 50 51-60 61-70 71-80 Above 80

Using likert scale, given below please tick () a number (from 1 to 5) that indicates your rating of job performance of employees in your department.

Peer job Performance rating

TASK PERFORMANCE		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
31.	They effectively perform tasks that are expected of them.					
32.	They consistently meet formal performance requirements of their jobs.					
33.	They adequately complete their assigned duties.					
34.	They often work beyond office hours even though not being asked to.					
34.	They try to prevent creating problems for their workmates in other departments.					
35.	They read and follow the announcements, memos and other circulars given out by institute.					
36.	They attend meetings that are not compulsory but are considered important to their job.					
CONTEXTUAL PERFORMANCE						
37.	They are ready to help others who have problems with their work even if they are from another department.					
38.	They try to make innovative and creative suggestions to improve the department.					
39.	They try to adopt improved job procedures in the department.					
40.	They try to institute new and effective work methods on their job					
41.	They are ready to help others who have heavy workload in the department.					
42.	They speak up and are ready to adopt new changes in the department!.					

Thank you for your cooperation.