INFLUENCE OF ORGANIZATIONAL SUPPORT ON COMMITMENT OF NON-TEACHING STAFF AT THE UNIVERSITY OF NAIROBI

BY

RUTH MALI MULWA

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DECLARATION

I, Ruth Mali Mulwa, declare that this research project is my original work and it has never been presented for examination for any degree in this or any other university or institution.

NAME: **MULWA, RUTH MALI**

REG: NO: **D64/5670/2017**

Signature: ………………………   Date: ………………………

This research project has been submitted for examination with my approval as the university Supervisor

Signature: ……………………………   Date: ……………………………

DR. FLORENCE MUINDI

Department of Human Resource,

School of Business,

The University of Nairobi

DEDICATION

I wish to dedicate this research project to my family who contributed immensely by supporting, understanding and allowing me time during my busy study period. Special appreciation also goes to Ms. Cecilia Warigia, my best friend throughout the study period for her unwavering support and encouragement.

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ABSTRACT

Organization that would want to win in the fierce competitive global market must try to support and make their personnel committed (Howell & Dorfman, 1986). Once workers are happy with the organization they work for, they are encouraged and act favourably towards the organization. The main aim of this research was to determine the influence of organizational support on commitment of non-teaching staff at The University of Nairobi. The research used descriptive survey. The research focused on three thousand four hundred and twelve (3,412) non-academic staff from different departments of the University of Nairobi. The sample size was 173 respondents. Primary data was collected using a structured questionnaire. Descriptive analysis was done for checking elements of the data provided using percentages, means, standard deviations and summaries. After analysis of the data obtained for the study, a strong positive linear correlation between organizational support and commitment of non-teaching staff at The University of Nairobi was found. The study found out that managers supported the employees to some extent however; there was no supervisor and co-worker support towards the non-teaching staff at The University of Nairobi. Further, the study found out that there was affective commitment by the non-teaching staff to The University however, continuance commitment and normative commitment was lacking. This research concludes that lack of supervisor support could be as a result of demoralization and therefore their support towards the junior staff is low. Further, the study concludes that lack of continuance commitment could lead to experienced and skilled workforce quitting the organization hence the management is left with the burden of making new recruitments leading to increased training and development costs. The study recommends that managers should value, notice and recognize efforts and contributions made by the non-teaching staff towards achievement of the organizational goals. Supervisors at The University of Nairobi should also care for the welfare of workers, consider their goals and values and be able to understand when employees talk to them about personal or family issues affecting the work of employees. Employees should be helpful to their fellow co-workers in getting their job well done and also show personal interest to each other as this will enhance the bond between the workforce and the sense of belonging in the organization hence the commitment will increase. Policies on employees' engagement and maintenance of a highly skilled and motivated workforce committed to serving the organization competitively should be revised to promote more openness and transparency within The University of Nairobi.

ABBREVIATIONS AND ACRONYMS

OS   -   Organizational Support

OST   -   Organizational Support theory

POS   -   Perceived Organizational Support

SET   -   Social Exchange Theory

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Organization that would want to win in the strong competitive global market must try to support

and make their workers committed (Howell & Dorfman, 1986). When workers are pleased with

the organization they work for, they are encouraged and act favourably towards the organization.

Organizational support increases employees' desire to assist the company attain its goals and it

increases their affective commitment to the company, and their anticipation that the organization

would compensate them for increased productivity (Eisenberger et al. 1986). Employees of an

organization express their views of their felt importance to the company on how favorable the

firm handles them. When the company increases compensation to its staff voluntarily, the

employees feel motivated because they regard the action as good gesture from the organization

since it is not a response to any pressure (Cotterell et al. 1992). On the basis of this gesture,

organizational support to employees will be efficiently improved if staff view organizational

benefits and desirable job terms for example compensation, promotions, job enrichment, and

involvement in organization's decision-making processes as deliberate organizational actions

(Eisenberger, et al. 1986).

In today's economy, where companies are required to do more with fewer assets (for example

human capital and money), it is particularly crucial for companies to maintain their hard working

personnel. "Employees who are engaged in their work and committed to their organizations give

such companies crucial competitive advantage - including higher productivity and lower

employee turnover"(Vance, 2006 pages 1-9).

The research will be reinforced by social exchange theory (SET), organizational support theory (OST) and organizational commitment theory. The social exchange theory describes the relation between organizational support and organizational commitment. According to Eisenberger, Huntington, Hutchinson and Sowa (1986) findings, staff members feel an obligation to show commitment to an organization that shows commitment to them. They do this by assisting the company to attain its objectives. Social exchange and reciprocity theories (Gouldner, 1960) cited in Allen *et al* (2003) recommend that workers help those who help them and are obligated to do so. Social exchange theory is where employees view employment as the exchange of the work they do and the employee's loyalty for salaries and other benefits from the organization (Cropanzano and Mitchell, 2005).

According to organizational support theory, workers who believe that their company supports them are expected to have positive behaviors regarding the company (Eisenberger et al (1986). Organizational commitment is vital because it leads to favorable outcomes for the organization which may include profitability, growth for the organization and competitive advantage for the firm. According to Muthurveloo and Rose (2005), organizational commitment is the subsection of staff commitment on assumption that each of these elements that is, affective, normative and continuance is as a result of either attitude or behavior of an employee, which comprises of work commitment, career commitment and organizational commitment which can result to higher productivity.

The study focuses on non-teaching staff of The University of Nairobi who offers supportive role and a link between teaching staff and students through support and contribution towards

production of holistic graduates by availing facilities for extra-curriculum and other services. This promotes a favorable learning environment that builds a customer-centered approach in all the administrative and technical operations that ensure teaching runs smoothly. The non-teaching staff compliment the teaching role by ensuring that support services such as procurement, cleaning and other administrative functions of the university are implemented, therefore, the need to support and nurture a highly motivated and committed non-teaching workforce. The university therefore, ought to put up strategies to offer support for attainment of their goals both at individual and institutional level.

1.1.1 Organizational Support

Organizational support shows the company's general expectancies of its employees and acknowledgement of personal worth and their input to it. According to Eisenberger *et al* (1986), Organizational support (OS) refers to the universal conviction held by workers that the company values their impacts and bear in mind their welfare. In organizational support employees require support from their organizations, since the supported ones might use their expertise to benefit their organizations. Rhoades and Eisenberger (2002) define it as where employees' anticipations are met in the organization which has employed them in order to meet organizational objectives. Meeting staff anticipations, welfares and appreciating their contributions might additionally lead them to produce their assured hard work to the company. It is also seen as the benefits that a company gives to the employees which may imply whether they are recognized and needed (Demircan and Yildiz , 2009).

Organizational support is seen as providing the workers with safety, which is essential because it makes them realize that their organization supports them. Hence, great organizational support

drives to success and efficiency for any company (Eisenberger and Cummings, 1997). Acknowledging employees as a company resource, caring about their happiness and demonstrating it every now and then in an organization affects their open affiliations towards the organizations (Eisenberger, Huntington, Hutchison, and Sowa, 1986). Thus, a clear and affirmative bond will be created between the workforce and the company. However, the company meets the necessities of belonging, endorsement and consideration of staff concerns by appreciating staff input to the company and by recognizing the company is always pleased to work with the employees (Armeli, et al. 1996).

Employees who recognize that an organization supports them are committed to the organization and endeavor to pay for it (Howes, et al. 2000). According to Kraimer and Wayne (2004), there are several aspects that play vital functions to accord organizational support. Among these functions, compliance support, financial support and career support are crucial. While compliance support influences adjustment to job and facilities, financial support refers to financial requirements mainly compensation and income. Lastly, career support is associated with employee's career needs. It is therefore recognized that staff have numerous expectations. However, ensuring the work is significant and exciting enough may be added to these expectations (Aube, Rousseau, and Morin, 2007).

1.1.2 Organizational Commitment

Organizational commitment is described as an individual's contribution to his or her company and the organization's recognition of such contribution. It is also judged as an individual's awareness about the company (Hellman, Fuquaand Worley, 2006). Three levels of commitment exit, which are affective, normative and continuance. Northcraft and Neale (1996) explored that

commitment is a mindset indicating a worker's devotion to the company, and continuing procedure through which organization colleagues show their interest for the company and its persistent achievement and welfare. It is an individual's yearning to continue being motivated and committed to his or her job and it is determined by three instruments. These are affective, continuance and normative commitment (Meyer & Allen, 1991).

Northcraft and Neale (1996) added that organizational commitment is decided by several aspects, comprising individual aspects for instance age, duration in the company, character, inner or exterior control factors; organizational factors such as job design and the style of leadership of an individual's supervisor; non-organizational issues such as ease of changes.

There is a wide range of descriptions and degree of organizational commitment. Becker et al (1995), describe the phrase in three aspects; as a passionate longing to continue being an affiliate of a particular company; the willingness to exercise high degrees of hard work for the sake of the company; and a positive belief in and suitability of the company's principles and goals.

Dornstein and Matalon (1998) illustrate eight variables that are important to company commitment. These are exciting job, co-worker's opinions concerning the company they work for, organizational dependency, age, education, employment options, opinion of family and friends. According to Katz and Kahm (1977), one of the goals and the most crucial one to any organization is company commitment, considering it steers employees to utmost level of self-devotion. Balci (2003) confirmed that organization commitment drives to workforce unity at their workplace, output, advanced perception of accountability and fewer expenses for

companies. It is well-thought-out that the greater dedicated a worker is, the higher the worker's output. Furthermore, extraordinarily dedicated workforce desire to continue to be related with the corporation and enhance organizational objectives, and are therefore, less likely to quit the organization Armstrong et al. (1998).

1.1.3 University of Nairobi: Non-Academic Staff

Public universities, like other organizations, have to position themselves in the market as institutions of higher learning. They have therefore formulated strategies at corporate, business and functional levels in their quest to improve performance and compete in the global market. The public universities in Kenya include University of Nairobi, Moi, Egerton, Kenyatta, Jomo Kenyatta University of Agriculture and Technology and Maseno University. With the crafting and implementation of strategic plans in public universities, Kenya has witnessed rapid growth in university education in the last decade. For a long time, the University of Nairobi remained the only institution of higher learning in the country then Moi University in 1981, following the recommendations of the Presidential Committee Working Party on the establishment of a second university (Mackay , 1980). Since then the structure has undergone some commendable growth, and today there are 22 public universities offering varying degrees and postgraduate diplomas.

Staff in the University of Nairobi comprise of teaching staff and non-teaching staff. The non-teaching staffs are in other terms referred as service providers since they complement the teaching role which is the core business of the university by ensuring that support services such as procurement, cleaning and other administrative functions of the university are implemented. The non-teaching staff of the University of Nairobi comprises of administrative, secretarial,

technical and ancillary staff which is 63 percent of the entire workforce according to Human Resource Management Information System (2015) bringing the actual figure to 3,412 and their function is to offer support and administrative services to the core function of the university in accordance with the Commission for University Education Act (2012).

In order to produce holistic graduates, the role of the non-teaching staff in complementing the teaching staff is critical toward achieving the strategic goals of the university and attaining a world class status. The non-teaching staffs are therefore as important in the University of Nairobi as are members of teaching staff because of the key role they play in ensuring that the university achieves its strategic goal of being "A World Class University Committed to Scholarly Excellence". Therefore, to ignore the role of non-teaching staff within the public universities and specifically The University of Nairobi would indeed be a serious error.

1.2 Research Problem

Empirical research has shown that organizations that support their staff in numerous approaches help in retaining them in their organizations and profit from their accomplishments and the staff have a tendency of thinking positively about their organizations (Aketch, Odera, Chepkuto, and Okaka , 2012). Katz and Kahm (1977) ascertained through research that organizations that keep motivated and committed staff get tremendous benefits from them hence they have an opportunity to continue to exist and be successful. According to Northcraft and Neale (1996) companies that support their employees absolutely can take advantage of their knowledge and skills. In addition, they also have an opportunity to generate loyalty since dedicated employees are expected to have advanced feelings of accountability in terms of accomplishment, assignment and responsibilities compared with those who are not committed. The current

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research intents to analyze and look at organizational support and commitment ideas believed to have impacts on employee's behaviors in numerous ways. The university requires a committed workforce which is critical in ensuring that quality is maintained for effective performance.

Various research have been done on organization support and organizational commitment for example, a Job Satisfaction survey at The University of Nairobi by Envag Associates (K) Ltd (2014) to establish the degree of non-teaching workers satisfaction found out that the overall non-teaching staff satisfaction and commitment index was 79.13 percent. The study showed that empowerment, training and development of non-teaching staff explained the highest percentage of 87.03 percent of the variance in non-teaching staff satisfaction as compared to reward system of the organization which accounted for only 67.34 percent. The study therefore concluded that non-teaching staff prefer higher organizational support in terms of issues like staff empowerment, training and development as compared to the reward system practiced by the institution. Once the organization supports them in this way, the non-teaching staffs become more engaged and happier with the company.

Wahab (2009) studied perceived organizational support and organizational commitment in his report of medium companies in Malaysia, the study showed supervisor support, formal procedure and job conditions were signs associated with commitment. Eisenberger et al., (1990) studied perceived organizational support and worker persistence, dedication and invention in the Department of Psychology in America and registered an unquestionable connection of workers' opinion of being appreciated and taken care of by the company with stated affective and calculative participation in the company. Miring'u (2016) studied "perceived influence of

organizational support on organizational commitment in Githunguri dairy co-operative society limited" and found out that the organization that value their employees end up contributing immensely to its success. A study by Nyambu (2011) on association linking perceived organizational support and organizational commitment at Kenya Petroleum Refineries Limited revealed that when workers realize that their company is caring, concerned and interested in their well-being, they are more likely to be evaluative of their workplace policies significantly relating to their commitment.

Despite the positive relationship linking organizational support and commitment of non-teaching staff in public universities, there have been few research done on organizational support and commitment at the institutions of higher learning but none has focused on The University of Nairobi, the top ranking public university in the region and therefore there is limited literature on organizational support in public institutions of higher learning and particularly the University of Nairobi. This research would help to meet this knowledge gap and attempt to respond to the question: How does organizational support influence commitment amongst non-teaching staff in the University of Nairobi.

1.3 Objective of the Study
To establish the influence of organizational support on commitment of non-teaching staff at The University of Nairobi.

1.4 Value of the Study
The research would add meaning in comprehending the influence of organizational support on commitment of non- teaching staff in at The University of Nairobi which would be of help to scholars and academia in addition to existing literature and be able to establish areas of further

interests and source of referred materials, further adding value to existing knowledge in the world of academia.

The study would help the institutions more especially universities to make fundamental policy decisions on engagement and maintenance of a highly skilled and motivated workforce committed to serving the organization competitively. It will also provide suggestions and recommendations that will help the university managers to solve administrative issues on performance and address commitment related challenges.

Furthermore, the study would also help human resource practitioners in implementation of the findings of this study and promote sound decision making and provide guidance to organizations. This research would therefore integrate the contribution of workers as the key human capital on the ground that they are entrusted with policy implementation, contributing to social change.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter investigates the theoretical foundation of organizational support, social exchange theory approaches of organizational support and levels of commitment. It also looks at the connection between organizational support and commitment of employees.

2.2 Theoretical Foundation

This section discusses organizational support which is established on social exchange theory and organizational support theory and levels of commitment.

2.2.1 Social-Exchange Theory

According to Emerson (1981) one of the simplest definitions of social exchange is explained by the connection between two people, where each gets something valuable from the other. Developed by Blau (1964) employee-organization relationship is justified by the social exchange theory. It is used in an attempt to research companies in an effort to better appreciate the mutual relationship that cultivates between staff and the company (Baran, 2012) and (Dawley, 2008). This implies that when a company handles its staff equitably and appreciates their efforts and offers favorable working environment, the staff will feel compelled to support the company to attain its goals (Dawley et al., 2008; Shoss et al., 2013). The workers' act of support includes greater commitment to organization and devotion that leads to lower levels of intention to exit the company (Allen, Shore, and Griffeth, 2003). Likewise, Allen et al. (2003) argued that employees who do not get any support from their company are likely to exit to join a company that they feel will treat them better.

The connection between organizational support and employee commitment is generally described by reciprocity and social exchange. Based on Eisenberger *et al*, (1986), social

exchange theory argues if workers feel that the company is committed to their welfare and progress in the organization, then the staff will be loyal to their employer as well. Committed employees to their company on the affective level feel obliged to assist the company attain its goals through their contributions for example, increased performance (Rousseau, 1989) and (Eisenberger *et al*., 1986). Organizational support is increased if the company meets the staff requirements, including appreciation and a sense of inclusion in the organization that can be achieved by offering employees the chance to contribute to the process of making decisions (Fuller, Barnett, Hester, and Relyea, 2003) and (Eisenberger, Huntington, Hutchison, and Sowa, 1986).

The connection between commitment and organizational support can be explained accordingly, when an employee in a certain organization is treated fairly or is rewarded appropriately. This leads to the employee feeling the need of returning favor by improving job performance and good workplace attitudes. An employee who recognizes the organization they work for cares for his or her well-being will demonstrate engagement and decision to remain in the company. This demonstrates that the connection linking organizational support and normative commitment is positive. Shore and Tetrick (1991) state that organizational support lowers any mindset that a worker may have about the organization; feelings that may develop when leaving the organization is deemed high and costly.

2.2.2 Organizational Support Theory

Organizational Support theory was initially presented by Professor Eisenberger (1986) who described this theory as the extent that workers think their company appreciates their inputs and is mindful about their welfare and satisfies socio-emotional requirements. Based on Organizational Support Theory (OST; Eisenberger, Huntington, Hutchison, and Sowa, 1986; Eisenberger and Stinglhamber, 2011; Shore and Shore, 1995), workforce develops an overall awareness with respect to what degree the company values their inputs and is mindful about their welfare (perceived organizational support, or POS). OST has drawn significant concern due to the possible importance of looking at the employee-organization association from the worker's perspective, the simplicity of the POS concept, and POS's convincing relations with affective organizational commitment, job satisfaction, and other attitudinal results.

Rhoades (2002) empirical study revealed that POS is connected to the main assumed backgrounds of POS such as equality, human resource practices, and support from supervisors; attitudinal outcomes for example, affective organizational commitment, job satisfaction, and job performance. A latest study by Riggle et al., (2009) established the attitudinal conclusion need more research. Workers who realize that their employer helps them, respond by assisting the company gain its goals by working effectively and efficiently to achieve company's set goals (Scott, Restubog and Zagenczyk, 2013). Eisenberger *et al* (2001), state that the assistance of the company towards its staff through concern and appreciation causes the staff to have an understanding of belonging within the company and to truly take up their task in the company.

Shanock and Eisenberger (2006) observed permanent retail workers and their managers to study connections of supervisors' Perceived Organizational Support (POS) with subordinates' view of support from their managers (Perceived Supervisor Support), POS, and in-role and extra-role performance. The two established that supervisors' POS was absolutely associated with their subordinates' judgments of supervisor support. Subordinates' Perceived Supervisor Support, in addition, was absolutely connected with their Perceived Organizational Support, in-role and extra-role performance. Beyond these bivariate interactions, subordinates' opinions of supervisor support resolved positive connections of the supervisors' POS with the subordinates' POS and performance. These results mean that managers who are backed by their company react with a extra supportive handling of subordinates.

2.3 Types of Organizational Support

There are three levels of organizational support, namely managerial support, supervisory support and coworker support. (Woo, 2004).

2.3.1 Managerial Support

Managerial support is shown by way of company's equality, involvement in decision making process, organizational compensation method, and upward mobility boost. Workers' motivation is crucial to every business entity and this can only be attained via skilled and educated managers (Ducker, 1992). Managers are viewed as agents of the company since they evaluate workforce accomplishment and report the same to the senior management. This results to personnel valuing their managers when they realize that managers function as linkage between them and the senior level managers; as viewed by Eisenberger (2002), this support is known as organizational

support. Workers who understand their executives as courteous, impartial and innocent in their jobs are willing to help the company achieve its objectives because they know they are backed by their executives (Gaertner, Nollen, and Benkhoff, 1989); (Benkhoff, 1997). Managers who give each employee the chance to contribute to the decision-making system inspire staff to improve their general efficiency (Savery, Dick, and Metcalfe, 1993). As viewed by Shanock and Eisenberger (2006) workers who do not receive managerial assistance will not be committed to the company resulting in a loss of efficiency, non-attendance to duties and additional staff exiting the company.

2.3.2 Supervisory Support

In any given enterprise an employee must relate to other participants of the same company, this consists of the supervisor, managers, co-workers and the sub-ordinates. The supervisor's behaviors are viewed by workers as comparable to the behaviors of the enterprise in view that supervisors are regarded as representatives of the agency by the workforce. Levinson (2002) affirms that what the supervisor needs to attain and count on his or her teams to attain are the same as those of the enterprise.

Jokisaari and Nurmi (2001) clarifies that the supervisor is the first point of touch for a fresh worker in the company, making the supervisor's function integral because the employee's interpretation of the employer is explained by the supervisor. The supervisor assists the workers to understand what they are working towards, the goals, how they will accomplish those goals and the compensation they will anticipate once the employer's goals are achieved. The supervisor acts as a hyperlink between top management and the workforce due to the fact that they talk

what the targets are to the staff and later present the outcomes of their teams to the top management.

2.3.3 Co-workers' Support

This refers to co-workers assisting team members to attain organization's set objectives via sharing information and help where one of the team member is deficient (Zhou & George, 2001). Co-worker support can have an effective or bad outcome in the organization; high-quality through extraordinary team work which enhances efficiency and harmony in the company or negative if some company employees exploit others by forcing them to do all the job. Some employees of a company may also be reluctant to receive assistance from their colleagues, given that this may additionally mean incompetence on their part or absence of capacity (Ng. and Sorensen, 2008).

Teams created in organizations have raised the activity in support of co-workers because of the varied characters that work together to achieve the same objectives as those of an employer (Hodson, 1997). In an organization where co-worker assistance is above average, workers feel free and are cooperative to share their views more freely with others including their managers and co-workers. Levy (2006), indicates that if workers feel appreciated by their company and provided with a sense of belonging in the right direction of the corporation, then this results to decline of workforce exiting the organization.

2.4   Levels of Employee Commitment

This study encroaches into the existing differentiation available between attitudinal and behavioural commitment, viewed as a psychological state. It views commitment as three separable components: affective, a desire; continuance, a need and thirdly, normative, an

obligation for each of these mind sets characterizing commitment to an organization and implications of work place behaviour as follows:

2.4.1 Affective Commitment

Affective commitment relates to an employees' psychological involvement with an organization (McCormack, Casimir, Djurkovic, and Yang, 2007). It specifically touches on emotional attachment, employee identity and engagement of an employee with the company. It has been confirmed workers who have a tight bond and are more discerning, stay in one organization for long because of the liking they have for it (Meyer and Allen, 1997). The commitment theory suggested by (Meyer et al., 1997) indicates that this type of trust involves issues such as work challenge, clarity of role and goal, and its hardness, broad-mindedness by leaders, peer oneness, equity, self- importance, feedback, involvement and reliability.

It is strongly influenced to some extent by where the desires of the individuals and the desires of the organisations merge with their real experiences (Storey, 1995). Tetrick (1995) details it as logical, ethical, grounded dedication, stating the extent to which worth matches that of the employee and the organization. Affective development encompasses the feeling of belonging and acceptance (Beck and Wilson, 2000). An individual's commendable relationship with an organization is founded by identifying with the want to establish beneficial relations with the organization.

2.4.2 Continuance Commitment

Meyer and Allen (1997) refers to cognition value affiliated with quitting an organization, the worker whose principal connection is based on continued trust stay in the organization as it is the expectation. These two issues have been noted to impact the continued growth in an

organization; firstly it is interconnectedness to the bulk of investments made and secondly relates to lack of alternatives. Continuance organizational commitment is therefore, most powerful when there is lack of alternatives, the reasoning does predict with the view that if provided with better choices, workers are likely to quit.

Tetrick (1995) underpins the idea by recounting the concept of continuance commitment as a reciprocity framework; productivity and trust are reciprocated with tangible monetary gains and pay. However, for one to keep employees demonstrating the desire to keep relating with the company, recognition of the employees' needs ought to be given priority to boost their confidence. Therefore, continued commitment develops gradually due to shortage of choices out there compelling an individual to stay in an organization longer.

2.4.3 Normative Commitment

Meyer, Kam, Goldenberg and Bremner (2013) talk of behaviors and attitudes in situations that guide one to achieve organizations' goals as they understand they have a high stake in the company. Workers who keep themselves attached to a company's commitment exhibit a high affinity to stay; they are indebted, right and honest. Very normative workers feel compelled to continue with the company. The normative element has been linked to affective and said to contain notable resemblance, specifically when demonstrating the scales (Meyer and Allen, 1997). The foundation to these proportions extends to before and after employment.

The mutual duty founded on the social exchange conceptualization, advocates that the individual who receives the payment is responsible for returning the reward in some way (McDanald and Makin, 2000). It simply concludes that a worker has a perception of commitment to plough back

to the organization for investing so much in them, coaching and developing them. Arguing on this noble moral duty, then there should be a process of consulting with the teams and the organization. The normative element is therefore founded on standard mutual understanding; that is if the employee gets rewarded, it positions the worker or the company under the noble obligation to react in compassion.

2.5 Organizational Support and Commitment

The relations between the employee and the organization they work for highlights that if the employees are treated fairly the organization achieves its goals (Gloud and Levinson, 1979); (Levinson, 1965). The company acts as a significant source of socio-emotional resources for staff, including salaries, other benefits and respect from organization. Workers who are aware of the organization's recognition of their efforts are more likely to reciprocate in different ways, such as increasing their performance levels to achieve organization's objectives, and are also extra committed to the company. Workers with high level organizational support feel the need to react positively to the company in the form of good employment attitudes and deeds. (Loi, Foley, & Hang-Yue, 2006).

Rahman and Karan (2018) examined the connection between perceived organizational support and organizational commitment in order to provide a greater insight into perceived organizational support connection with three aspects of organizational commitment: affective, continuance and normative commitment. The findings showed that worker engagement with their organizations is heavily affected by their perception of the assistance they receive from their companies. This implies that a leader should focus on matters that increase the perceived organizational support of staff to boost staff commitment with their organizations of all kinds.

Aube, Rousseau, and Morin (2007) examined perceived organizational support and organizational commitment, the purpose of this article was to raise awareness of the relationship linking perceived organizational support (POS) and the organizational commitment aspects (i.e. affective, normative and continuance commitment). They found that POS is related absolutely and largely to affective and normative engagement. Hence, highlighted the importance of supporting the workers to raise their affective and normative commitment to the company. Furthermore, the result stipulated support in favor of managerial involvement expected to improve felt exploitation and thus reducing the undesirable results of absence of company's assistance on the affective engagement of staff.

According to Aselage (2003), the stronger the perceived organizational support is, the greater the duty to accomplish the goals of the company is. Therefore, as the organizational support intensifies the level of accountability for carrying out the work increases (Hutchison 1997). In addition, it is believed that organizational support strengthens the determination of workers (Johlkeet al. 2002). It is shown in some studies that those with high expectations of organizational support build strong psychological commitment (Sleebos et al., 2006). Taking all these into account, when it comes to education matters, organizational support increases both teaching and non-teaching staff performance and output over standards.

Northcraft and Neale (1996) examined that commitment reflects the loyalty of an employee to the company, and continuous means through which workers show their interest for the company and its sustained achievement and welfare. It is the desire of a person to stay focused and

committed to his job. According to Allen et al. (2003) it is evident organizational support has positive influence on organizational commitment.

Despite the assured correlation linking organizational support and commitment of staff in companies, few research have been done on organizational support and commitment at the institutions of higher learning but none has focused on The University of Nairobi, and therefore there is limited literature on organizational support at The University of Nairobi. This research will help in filling this knowledge gap and attempt to answer the question: How does organizational support influence commitment amongst non-teaching staff at The University of Nairobi.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter looks into the design of the research, the research population, how data was collected and analysed.

3.2 Research Design

Research design can be described as "the plan and structure of the investigation used to obtain evidence to answer the research questions". Other scholars describe research design "as the procedure used by researchers to explore relationships between variables to form subjects into groups, administer measures, apply treatment conditions and analyze the data". Therefore, out of the explanations mentioned above, the study design illustrates the processes for the research, including when, from whom, where and under what circumstances the information was acquired. It also shows the setup, what happened to the subjects and the data collection procedure used.

The research used descriptive survey. As defined by Orodho (2003), survey is a means of information gathering through cross-examining or administering a questionnaire to a sample of individuals. According to Jaeger (1988), the use of questionnaires to explain particular features of objects or institutions or large groups of people is the inherent basic feature of surveys. This research design is appropriate for studies where a comparative description of the population is required and in situations where an association between different variables is needed by the researcher (Cooper & Shindler, 2003). The design was used due to its characteristic type which would help the researcher collect data from the sample members in order to estimate the population issues. It is the best for this study as it sought to determine the influence of

organizational support on organizational commitment in three levels; affective, normative and continuance.

3.3 Target Population

The research focused on three thousand four hundred and twelve (3,412) non-academic staff from different departments of The University of Nairobi.

3.4 Sample Design

Sample design refers to the procedure by which a portion of the population is chosen based on assumptions drawn from the total population (Cooper, 2011). A sample is a subsection of the target population selected in a manner that ensures that several likely sample of the required size has the equal probability of being chosen (Devore, Peck and Olsen, 2009). Sampling is a list of each member of the population (Thornhill and Sounders, 2012). Random sampling is a technique by which each subject of the population has equal chances to be randomly selected. The formula used was Yamane, (1967) to select the sample size, which brought the sample size to 346 interviewees, and it was calculated using the following formula:

$$n = \frac{N}{1 + N \, (e2)}$$

n- Sample Size, *N*- Target Population, *1*-Constant, *e*- Error Margin and, *n* = ≈ 346 non-teaching staff. However, since resources and time were major constraints in using the stated sample size, 50% was used to represent the entire sample size which equals to 173 respondents.

3.5 Data Collection

Primary data was gathered using a structured questionnaire. Thornhill, Saunders, Lewis, (2012) describe a questionnaire as data collection method whereby every participant answers to similar

questions in a pre-determined mode. The questionnaire comprised of closed-ended questions which helped the respondents give information that seems to be appropriate. The questionnaire was split into three parts, A, B and C. Part A was designed to obtain information on demographic factors. Section B obtained information on organisational support while Section C helped in obtaining information on employee commitment levels. The Likert scale was used in the study, the respondents were presented with a selection of four responses. The questionnaires were circulated through "drop and pick up later" method. Various approaches were used to increase the response rate, such as notification e-mails, short message tests (sms), phone calls reminders and individualized visits.

3.6 Data Analysis

Descriptive analysis was done for checking elements of the data provided using percentages, means, standard deviations and summaries. Descriptive statistics was used to illustrate the essential elements of the study data. Findings were organized in form of tables and figures with brief descriptions. Regression model was used to establish the influence of supervisor support on organization commitment and the regression equation was: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$.

Where:

X1= Managerial Support

X2 = Supervisor Support

X3 =Co-workers Support

β = Beta Coefficient

Y= Organizational Commitment and

ε = margin error 0.05%.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The chapter gives a descriptive analysis of the collected data, interpretation and discussion of the findings. After processing and analyzing of the collected data, the findings are presented and discussed in this chapter to meet the purpose of the research which was to determine influence of organizational support on commitment of non-teaching staff at The University of Nairobi.

4.2 Response Rate

The research focused on 173 respondents in gathering of data to establish influence of organizational support on commitment of non-teaching staff at The University of Nairobi. 143 out of the 173 sample respondents filled-in and returned the questionnaires making a reaction pace of 84.19%. Agreeing with Babbie (2002) a reaction of half or more is adequate for study a in this manner 84.19% is far better. This viable response rate was accomplished after the researcher made individual calls and visits to remind the respondents to fill-in and return the questionnaires.

4.3 Demographics Statistics

The research sought to establish the demographic characteristics of the respondents based on their gender, working experience and level of education. These characteristics are important as they influence commitment of employees to their organizations.

4.3.1 Gender

The respondents were asked to specify their gender, results are presented in Table 4.1

Table 4.1 Gender

	Frequency	Percent
Male	76	51.7
Female	71	48.3
Total	**147**	**100.0**

According to Table 4.1, 51.7% of the respondents were male while 48.3% were female. From these findings we can deduce there was gender parity.

4.3.2 Working Experience

The study aimed at finding out how long the respondents served in their current organization. The longer one had worked in a particular organization the better they would be able to appreciate the significance of employee commitment and are better placed to respond to questions relating to the same (Tetrick, 1995).

The respondents were requested to indicate their working experience. Findings shown in Table 4.2.

Table 4.2. Working Experience

	Frequency	Percent
1-5 Years	12	8.1
6-10 Years	78	53.1
11-15 years	30	20.4
16 Years and above	27	18.4
Total	**147**	**100.0**

According to Table 4.2 above, 53.1% of the respondents had working experience of 6-10 years, 20.4% had worked 11-15 years, 18.4% had worked 16 years and above while 8.1% had worked 1-5 years. The analysis implies a sense of stability and consistency in working of non-teaching staff within various departments at The University of Nairobi and hence ability to understand the relevance of the various variables used in the research to their corresponding circumstances.

4.3.3 Highest Level of education

Levels of education influence on employee commitment in as far as growth opportunities are concerned. Personnel with a higher level of education are expected to be more committed to their organization since they are exposed to more growth opportunities and their quality of work is higher than that of employees with a lower level of education (Amin, 2013).

The respondents were asked to specify their highest level of education. Findings indicated in Table 4.3.

Table 4.3. Level of education

	Frequency	Percent
1-5 Years	12	8.1
6-10 Years	78	53.1
11-15 years	30	20.4
16 Years and above	27	18.4
Total	**147**	**100.0**

Table 4.3 above reveals that 54% of the respondents had diploma as the highest level of education, 22% had secondary as the highest level of education, 18% had degree level of education, 5% had masters degree. We can deduce from these results that the respondents were literate hence they grasped the contents of the questionnaire and provided credible data that informed the study. It also means that an employee with a diploma or a 1st degree has the required skills and ability to perform within the University of Nairobi departments given the sensitivity and nature of the job within the departments they are deployed to.

4.4 Organizational Support

The key purpose of the research was to determine the influence of organizational support on commitment of non-teaching staff at The University of Nairobi, the organization support had to be established. Organization support was the independent variable in this research and it was therefore essential to find out the opinions of personnel on organizational support in their organization. The organizational support was measured using a four point Likert scale where it was measured as Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4).

The study tried to determine to what degree the respondents agreed to statements relating to organization support, means greater than 1 and less than 1.5 implied little or no organization support, means greater than 1.5 and less than 2.5 implied there was organization support, means greater than 2.5 and less than 3.5 implied agreement on existence of organization support. Means greater than 3.5 indicated high agreement on presence of organization support.

The standard deviation gives a description of the distribution of means. It gives the dispersion on the responses to every statement. A standard deviation of more than 1 implies that there is no agreement. Greater than 0.5 and less than 1, indicates that the responses are fairly distributed, while less than 0.5 implies that they are concentrated around the mean. A standard deviation of more than 1 implies that there is no agreement on the responses obtained.

4.4.1 Managerial Support

The intention was to ascertain the influence of managerial support on organization commitment. Respondents were requested to rate extent of level of concurrence with statements relating to managerial support, findings presented in Table 4.4

Table 4.4 Managerial Support

Managerial Support	Mean	Std. Dev.
The organization values my contribution to its well being	1.54	0.13
Even if I did the best work I could, the company would not notice	1.86	0.24
Support from the organization is available when I have a problem	3.45	0.03
The company is concerned about my general satisfaction at work	3.20	0.14
Average on Managerial Support	**2.51**	**0.13**

Table 4.4 above reveals that the respondents disagreed that the company appreciates their input to its well-being as shown with a mean of 1.54,   even if the employee did the best work they could, the company would not notice as shown with a mean of 1.86. The respondents however agreed that support from the company is available when they have a problem as shown with a

mean of 3.45 and that the company is concerned about employees' general satisfaction at work as shown with a mean of 3.20.

The research results imply that help was available from the management to the non-teaching staff at The University of Nairobi whenever employees needed it and that the company cared about the general contentment of the employees at work. The non-teaching staff however, felt that the company does not regard their inputs something that management should be concerned of to enhance organization commitment.

4.4.2 Supervisor Support

The intention was to establish the influence of supervisor support on organization commitment. The respondents were requested to rate extent of level of concurrence with statements relating to supervisor support, findings presented in Table 4.5

Table 4.5 Supervisor Support

Supervisor Support	Mean	Std. Dev.
My supervisor is concerned about my views	3.36	0.33
My work supervisor is really concerned about my welfare	1.32	0.05
My supervisor firmly takes into account my goals and principles	1.90	0.08
If I talk about personal or family issues affecting my work, my supervisor understands	1.50	0.09
Average on supervisors support	**2.02**	**0.13**

According to Table 4.5 respondents agreed that a supervisor is concerned about their views as revealed with a mean of 3.36. The respondents however disagreed that work supervisor is really concerned about their welfare as shown with a mean of 1.32, supervisor strongly considers

employees goals and values as shown with a mean of 1.90, and supervisor understands when employees talk about personal or family issues that affect employees' job as shown with a mean of 1.50.

The finding implies that there was no supervisor support towards the non-teaching staff. The finding is an indication that the supervisors to the non-teaching staff could also be demoralized and therefore their support towards the junior staff is low. The findings also imply that there is need for the supervisors to care about the opinions of the non-teaching staff and also show them that they actually value their work.

4.4.3 Co-workers Support

The goal was to determine the effect of Co-workers support on organization commitment. The respondents were requested to rate extent of level of agreement with statements relating to co-workers support, findings presented in Table 4.4

Table 4.6 Co-workers Support

Co-workers Support	Mean	Std. Dev.
My co-workers really care about me	3.23	0.23
I feel close to my co workers	3.48	0.14
My co-workers are helpful in getting the job done	3.54	0.12
My co-workers take a personal interest in me	1.30	0.31
Average on Co-Workers Support	**1.89**	**0.20**

According to Table 4.6 the respondents agreed that co-workers really care about them as shown with a mean of 3.23, the respondents feel close to their co-workers as shown with a mean of 3.48, the respondents' co-workers are helpful to get the task done as shown with a mean of 3.54.

However the respondents disagree that co-workers take a personal interest in them as shown with a mean of 1.30.

From the findings there was no co-workers support which implies that the commitment of the staff is affected. The employee becomes frustrated especially where they require information while performing their duties. The employees should be helpful to their fellow coworkers in getting their job well done and also show personal interest to each other.

4.5 Organizational Commitment

Organizational commitment is the attachment workers encounter with their company. Workers who are loyal to their companies are usually connected to their company, feel that they belong and they also feel that they understand the company's goals. The added benefit of such workers is that they are more determined in their job, have increased productivity and are more practical in providing support. (Rogier, 2018). This study views commitment as three separable components: affective, a desire; continuance, a need and thirdly, normative, an obligation.

4.5.1 Affective Commitment

Affective commitment relates to a worker's psychological involvement with an organization (McCormack, Casimir, Djurkovic, and Yang, 2007).

The respondents were requested to rate extent of level of agreement with statements relating to affective commitment, findings presented in Table 4.7

Table 4.7 Affective Commitment

Affective Commitment	Mean	Std. Dev.
I would be very happy to spend the rest of my career with this organization	1.80	0.01
I really feel like the organizations problems are my own	3.46	0.02
I feel a sense of belonging in this organization	2.01	0.30
I do not feel emotionally attached to this organization	3.43	0.20
Average on affective commitment	**2.68**	**0.13**

According to Table 4.7 the respondents disagreed that they would be pleased to spend the rest of their career with the company as shown with a mean 1.80. The respondents however agreed that they really feel like the organizations problems are their own as shown with a mean of 3.46. Respondents do not feel a sense of belonging in their company as shown with a mean of 2.01, but feel emotionally attached to the company as shown with a mean of 3.43.

From this outcome there is affective commitment by the non-teaching staff to the university. The workers however do not feel like they belong to the University and would not be excited to stay with the University for the rest of their career.

4.5.2 Continuance commitment

This implies to cognition value affiliated with quitting an organization, the worker whose principal connection is based on continued trust stay in the organization as it is the expectation (Meyer et al., 1997).

The respondents were requested to rate degree of level of agreement with statements relating to continuance commitment, findings presented in Table 4.8

Table 4.8 Continuance Commitment

Continuance Commitment	Mean	Std. Dev.
Right now, staying with my current employer is a matter of necessity as much as desire	3.22	0.10
It would be very difficult to leave this University, even if I wanted to.	1.62	0.03
If I decided to leave my organization right now, too much of my life would be disrupted	1.00	0.10
I feel that I have few options to think about quitting this University	3.43	0.13
Average on Continuance commitment	**1.95**	**0.08**

According to Table 4.8 the respondents agreed that right now, staying with their current employer is a matter of necessity as much as desire as shown with a mean of 3.22. The respondents disagreed that it would be very difficult for them to leave the University, even if they wanted to as shown with a mean of 1.62, too much of their lives would be disrupted if they decided they wanted to exit their company right now as shown with a mean of 1.00. The respondents also agreed that they feel that they have too few options to think about quitting the University as shown with a mean of 3.43.

From the findings there is no continuance commitment by the employees to the organization. This implies that the workers are not attached to the company and can easily leave the organization without hesitating. The university experienced and skilled workforce can be affected when this caliber of staff make decision to leave the organization and the management is left with the burden of making new recruitments leading to increased training and development costs. The findings concur with Tetrick (1995) who argue that, continued commitment develops

gradually under the disguise of shortage of choices out there compelling an individual to stay in an organization longer.

4.5.3 Normative Commitment

Meyer, Kam, Goldenberg and Bremner (2013) talk of behaviors and attitudes in situations that guide one to achieve organizations' goals as they understand they have a high stake in the company. Workers who keep themselves attached to a company's commitment exhibit a high affinity to stay; they are indebted, right and honest. Very normative workers feel obligated to stay with the company.

The respondents were requested to rate extent of level of agreement with statements relating to normative commitment, findings presented in Table 4.9

Table 4.9 Normative Commitment

Normative commitment	Mean	Std. Dev.
I would feel guilty if I left my organization right now.	1.62	0.03
I owe a great deal to my organization.	1.40	0.11
Even if it were to my advantage, I do not feel it would be right to leave my organization now	1.33	0.02
Average on Normative Commitment	**1.45**	**0.05**

According to Table 4.9 above, the respondents disagreed that they would feel guilty if they left the company right now as shown with a mean of 1.62, respondents owe a great deal to the University as shown with a mean of 1.40, even if it were to the staff advantage, respondents do not feel it would be right to quit the company now as shown with a mean of 1.33.

The University of Nairobi non-teaching staffs have the feeling of leaving the organization. The employees would also not feel guilty leaving the organization which is an indication of high labour turnover.

4.6 Regression Analysis

Regression model was used to establish the influence of organizational support on commitment of non-teaching staff at the University of Nairobi.

The regression model was as follows: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$.

Using the values of the coefficients (β) from the regression coefficient table 4.10 the established regression equation takes the form of;

$Y = 4.321 + 0.444X_1 + 0.387X_2 + 0.178X_3$

Where;

Constant = 4.321; when value of the independent variables are zero, the organization commitment would take the value 4.321.

$X_1 = 0.444$; one unit increase in Managerial support results in 0.444 units increase in organization commitment.

$X_2 = 0.387$; one unit increase in Supervisor support results in 0.387 units increase in organization commitment

$X_3 = 0.179$; one unit increase in Co-workers support results in 0.179 units increase in organization commitment.

Ranking the predictors variables in terms of their individual influence on organization commitment of non-teaching staff at the University of Nairobi, Table 4.10 shows the relative importance of each prediction i.e. Managerial support had the highest influence (0.441), Supervisor support (0.387), Co-workers support respectively (0.179).

Table 4.10 Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.321	3.061		1.652	.104
	Managerial Support	.441	.073	.438	-2.221	.030
	Supervisor Support	.387	.079	.323	5.344	.000
	Co-workers Support	.179	.058	.175	3.063	.003

Dependent Variable: Commitment

Table 4.11 : Model Summary

The outcome as shown in Table 4.11 signifies that the coefficient of regression, R= 0.824 reveals a good relationships intensity between independent variables and the dependent variable. The coefficient of determination R^2= 0.678 reveals the predictive power of the model and in this case 67.8% of variations in the organization commitment is justified by the independent variables. The adjusted coefficient of determination R^2 shows the predictive power when adjusted for degrees of freedom and sample size. In this case, after the adjustments 65.3% of the variations in organization commitment is described by the independent variables.

Table 4.12: ANOVA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824(a)	.678	.653	.78381

Dependent Variable: Organization Commitment

ANOVA findings as described by the P-Value of 0.000 which is less than 0.05 (significance level of 5%) proves a correlation exists between the independent and dependent variables. The model illustrates the model suitability i.e. how well the variables fit the regression model. From the results, the F ratio of 51.008 and the significance of 0.000 indicate that there was not much disparity in means between dependent and independent variables. The sum of squares gives the model fit and hence the variables fit the regression model.

Model		Ethics Sum of Squares	Df	Mean Square	F	Sig.
	Regression	61.144	3	18.113	51.008	.000(a)
	Residual	33.789	143	.355		
	Total	94.933	146			

Predictors: (Constant), Managerial support, Supervisor support, Co- workers support

4.7 Discussion of Findings

The research began by looking at the demographic features of the respondents. The research showed that the highest number of non-teaching staff working at The University of Nairobi are male. The female staffs' percentage was closer to that of male meaning there was gender parity. This also means that the nature of work done by non-academic staff within the University departments can be done by both male and female employees provided they have the right qualifications for the job. The research also revealed that majority of non-teaching staff (53.1%)

at The University of Nairobi work for their organization for up to ten years. This may be because high number of staff working in various departments within The University of Nairobi are young and would want to explore other options. The analysis also implies a sense of stability and consistency in working of non-teaching staff within various departments at The University of Nairobi and hence ability to appreciate the application of the various variables like managerial support, supervisor support and co-worker support used in the study to their respective circumstances. The study also revealed that most non-teaching staff working at The University of Nairobi are diploma and first degree holders which are appropriate qualifications for one working in the various departments of the university.

The study looked at organizational support and the dimensions used to measure organizational support on employees which were managerial support, supervisor support and co-worker support. From the findings the non-teaching staff felt that the organization does not value their well-being. The perception can negatively affect the commitment of the staff in the organization since an employee will be looking for greener pastures where his/her well-being is highly thought of by the management. In such a situation the employee cannot concentrate on their duties which lead to low performance as well. The findings also indicated the staffs were not comfortable on the way family and personal issues are handled by the management and supervisors which also affects their commitment in the organization. The findings concur with Shanock and Eisenberger (2006) workers who do not receive managerial assistance will not be committed to the company resulting in a loss of efficiency, non-attendance and additional staff exiting the company. The findings also concur with Jokisaari and Nurmi (2001) who argues that the supervisor is the first point of touch for a fresh worker in the company, making the

supervisor's function integral because the employee's interpretation of the employer is explained by the supervisor.

The findings indicated that the co-workers cared for each other. The findings further indicated that the co-workers were cooperative to get the job done. The co-workers support in the university as per the findings would inspire the staff to be more attached to the company and hence commitment. The support is necessary since the employee will perform duties with ease especially where information sharing and expertise in concerned. The findings concur with Levy (2006) who suggested that staff feel valued by their organization and provides them a sense of belonging in the right direction of the corporation which results to decline of workforce exiting the organization.

The findings indicated the respondents disagreed that they would be excited to spend the rest of their career in the University. This is an indication that most of the staff would like to develop their career further in other institutions. Though emotionally attached to the company, there is feeling of slow or stagnation in the career growth of the staff. The findings concur with Rahman and Karan (2018), who found that worker engagement with their organizations, is heavily affected by their perception of the assistance they receive from their companies.

CHAPTER FIVE: SUMMARY, CONCLUSION AND ECOMMENDATIONS

5.1 Introduction

This chapter draws a summary, formulates a conclusion and suggests recommendations in line with the outcome. It also presents implications of the research and suggestions for further study.

5.2 Summary

This research found that managerial support affected the organization commitment of the employees. The staff felt that even if they did the best job they could, the company would not notice. The study additionally found that help is accessible from the university when the staffs have an emergency and that the company thinks about the staff general occupation fulfillment.

The research further found that the supervisor support influenced the organisation commitment. The study also found that supervisor cared about the employees' opinions. The study however disagreed that work supervisor is really concerned about the staff welfare, supervisor strongly considers employees goals and values, and supervisor understands when employees talk about personal or family issues that affect their job. The study also found co-workers support influenced organization commitment. The study further established that co-workers really care about each other. The co-workers are supportive in getting the job done. However, the study found that those co-workers did not take a personal interest in each other.

The study also found that it would be very difficult for employees to quit the university even if they wanted to and that too much of employees' lives would be interfered with if they decided to quit the company right now. The study also found that staffs feel that they have limited alternatives to consider quitting the company. The study also found that majority of the staff

would not feel guilty if they quit the company right now and do not owe a great deal to the company. The study also found that even if it were to the staff advantage the staffs do not feel it is right to quit the company now.

5.3 Conclusion

This research concludes that lack of supervisor support could be as a result of demoralization and therefore their support towards the junior staff is low. Further, the study concludes that lack of continuance commitment could lead to experienced and skilled workforce quitting the organization hence the management is left with the burden of making new recruitments leading to increased training and development costs.

The study also concludes that commitment and dedication to the company can be strengthened by efforts made to increase the organization's social atmosphere and sense of purpose. The study further concludes that management support is vital where the supervisors are accessible by the staff and shows concern of their welfare and personal interests which improves the efficiency and workplace relationships and commitment.

The study also concludes that the organization as well as the staff stands to gain when there is good relationship between the co-workers since the relationships results in the sharing of resources, knowledge and emotional support needed to address the difficulties of the job. The study further concludes that when good relations exist among staffs it then contributes to the creation of mutual understanding which helps not only the staff but companies as well.

Organizations therefore depend on the dedicated workers to succeed in today's competitive state and strong workplace relations plays important role in building dedicated staff.

5.4 Recommendations

The study found management support influence the commitment of the employees and thus management should play key role of showing staff concerns which will ensure the management identifies employees' discontent at an early stage and come up with mitigation measures.

The study recommends that management should value, notice and recognize efforts and contributions made by the non-teaching staff towards achievement of the organizational goals. When management appreciates employees' opinions, the staff will feel valued and will be glad to do their job.

Supervisors at The University of Nairobi should also be concerned about employees' welfare, consider their goals and values and be able to understand when employees talk to them about personal or family issues affecting employees' job.

Employees should be helpful to their fellow co-workers in getting their job well done and also show personal interest to each other as this will enhance the bond between the workers and the sense of belonging in the university hence the commitment will increase. At the same time, for a team to become successful, members of the team must accept the input from other members. Cooperation between team members can also lead to the team's success. When members of the team work in unity, they will work together without a lot of conflict. The collaboration would make it possible to complete the tasks on time with fewer defects. In addition, they will share

their expertise and strengths when working with each other. The study further recommends that non-teaching staff should share information amongst themselves as this will enhance the bond between the staff and the sense of belonging in the university hence the commitment will increase.

Lastly, The University of Nairobi Policies on employees' engagement and maintenance of a highly skilled and motivated workforce committed to serving the organization competitively should be revised to promote more openness and transparency within the University.

5.5 Implications of the Study

The study results show that organizational support influence commitment of non-teaching staff at the University of Nairobi. Therefore the university should develop policies that will ensure that there is increased workforce commitment as this will lead to efficiency in its operations. The university should be engaging the staff from time to time and take into considerations their opinions and through this, the management will be in a position to gauge the level of commitment and address areas of concerns.

5.7 Limitations of the Study

The study's limitations included; some of the respondents being hesitant to give information which they considered confidential hence the researcher had to put a lot of effort in convincing the respondents on the importance of academic information and that it was not meant for any other reason other than academics.

The results of the research may not be applicable to public universities in developed countries due to differences in employment conditions. However, the study gives a good basis for improvement on organization commitment.

5.8 Suggestions for Further Research

This research finds the need for similar studies to be done targeting private universities. At the same time, there is need to undertake studies on organization commitment in other sectors of economy.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

SECTION A: Demographics

Please read all the questions first and choose the appropriate answer box by ticking **(√)** clearly against **one item** for **each** question. All the information will remain confidential and to maintain anonymity, no names are required.

Please answer the following questions by ticking against the appropriate response

1. **Please indicate your gender**? Male ☐   Female ☐

2. **Which department do y ou work?**_____

3. **What is your working experience**?

   1-5 years☐   6-10 years ☐   11-15 years ☐   16 years and above☐

4. **What is your highest level of education**?

   Secondary ☐   Diploma ☐Degree   ☐   Master's Degree ☐

If other **Specify** ☐_____

SECTION B: ORGANISATIONAL SUPPORT

5. Please indicate the extent to which you agree or disagree with the following statements describing organizational support by using the scale 1-4 where **Strongly Disagree**(1), **Disagree**(2), **Agree**(3), **Strongly Agree**(4).

	Managerial Support	(1)	(2)	(3)	(4)
1.	The organization values my contribution to its well being				
2.	Even if I did the best job possible, the organization would fail to notice				
3.	Help is available from the organization when I have problem				
4.	The organization cares about my general satisfaction at work				

	Supervisor Support	(1)	(2)	(3)	(4)
1.	My supervisor cares about my opinions				
2.	My work supervisor really cares about my well being				
3.	My supervisor strongly considers my goals and values				
4.	My supervisor understands when I talk about personal or family issues that affect my work				

	Co-workers Support	(1)	(2)	(3)	(4)
1.	My co-workers really care about me				
2.	I feel close to my co workers				
3	My co-workers are helpful in getting the job done				
4.	My co-workers take a personal interest in me				

SECTION C: ORGANISATIONAL COMMITMENT

	Affective Commitment	(1)	(2)	(3)	(4)
1.	I would be very happy to spend the rest of my career with this organization				
2,	I really feel like the organizations problems are my own				
3.	I feel a sense of belonging in this organization				
4.	I do not feel emotionally attached to this organization				

	Continuance commitment	(1)	(2)	(3)	(4)
1.	Right now, staying with my organization is a matter of necessity as much as desire				
2.	It would be very difficult to leave my organization, even if I wanted to.				
3.	Too much of my life would be disrupted if I decided I wanted to leave my organization right now				
4.	I feel that I have too few options to consider leaving this organization				

	Normative commitment	(1)	(2)	(3)	(4)
1.	I would feel guilty if I left my organization right now.				
2.	I owe a great deal to my organization.				
3.	Even if it were to my advantage, I do not feel it would be right to leave my organization now				
4.	I think that people these days move from company to company too often.				

THANK YOU FOR YOUR CO-OPERATION.   GOD BLESS YOU!