

# Effects of Employee Commitment on Academic Performance of Secondary Schools in Elgeyo-Marakwet County

AIYABEI DANIEL KIPCHIRCHIR

Human Resource Management of Jomo Kenyatta university of Agriculture and Technology

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**Abstract:** Employee commitment always plays a very key role in improving the academic performance. Distinguished performing companies perceive that employee commitment is a premier contributing factor toward maintaining continual success and composing value. A committed employee is participative and energized about their work and performs in an aspect that will progress the organization's interest. The purpose of this study was to determine the effects of employee commitment on academic performance of secondary schools in Elgeyo-Marakwet County. The objectives of the study were: to determine the effect of emotional commitment of the headteacher on school's academic performance, to establish the effect of normative commitment of the headteacher on school's academic performance, to examine the effect of continual commitment of the headteacher on school's academic performance. The study adopted a census case design that entailed having all the headteachers of all the secondary schools in Elgeyo-Marakwet County as the respondents. The three constructs of employee commitment i.e. the normative, emotional and continuous commitment were treated as the independent variable while academic performance was the dependent variable. Data was analyzed using SPSS and both descriptive and inferential statistics was used. Regression was used to construct models that were used to determine the nature of the relationships between the variables of interest. All the hypothesized relationships developed were found to be statistically significant at level  $p < 0.05$  i.e. emotional commitment ( $r = 0.401$ ,  $p < 0.000$ ), continual commitment ( $r = 0.410$ ,  $p < 0.000$ ), normative commitment ( $r = 0.273$ ,  $p < 0.000$ ) were correlated to academic performance significantly and positively. all the organizational commitment constructs of emotional commitment, continual commitment, and normative commitment have significant positive relationship with academic performance (emotional commitment:  $\beta = .258$ ,  $p\text{-value} = 0.000$ ; continual commitment:  $\beta = .137$ ,  $p\text{-value} = 0.020$ ; normative commitment:  $\beta = .056$ ,  $p\text{-value} = 0.044$ ). The results of this study will form the framework for policy making on the issue of organizational commitment and academic performance.

**Keywords:** Employee commitment, organizational commitment and academic performance.

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## 1. INTRODUCTION

### 1.1 Background to The study:

Employee commitment always plays a very key role in improving the academic performance. Today it becomes necessary for every organization to have full level of its employee commitment in order to have outstanding performance on long term basis. Currently employees act like entrepreneurs when they work in a team and every member of the team tries his level best to prove he/she the best amongst all others. Those things increase their commitment level in the organization that ultimately increases the performance of the organization (Borman & Motowidlo, 2010). In general, commitment is defined as the psychological attachment of workers to their workplaces (Korman, 2008). Commitment is an attitude about employees' loyalty towards organization and it's a continuous process that show itself by individuals' participation in organizational decisions, paying attention to members, and organization's welfare and success. To distinguish among commitments characterized by these different mindsets or attitudes, Meyer and Allen (1990) labeled them emotional

commitment, normative commitment, and continuance commitment, respectively. Emotional commitment is based on worker's emotional association, participation and recognition in the organization; continuance commitment involves costs that employee is likely to bear in case of quitting from organization and normative commitment indicates an obligation that an employee perceives to remain in the organization.

#### ***1.1.1 Global Perspective of Employee Commitment and Performance:***

Globally, it has been found that organizations provide job security to its employees to improve their commitment level in the organization and to improve their productivity. Higher level of employee commitment in the organization for individual projects or to the business is assumed as a major reason for better academic performance that leads to organizational success. The employee was as considered when he will remain with the organization for long time period and desires to live in the same organization. Over the years, tremendous researches have been conducted to support that statement. At the end it was concluded that committed employees stay in the organization for long time period in contrast of those who are relatively less committed with the organization. In China a study by Chen & Hong (2005) found that more committed employees wish to terminate from the organization at minimum level. There was higher intention of these employees, who are committed to their organization, to remain in the organization and they work hard in performing their tasks that will increase their positive attitude towards the organization and that thing will ultimately increase the productivity of the organization. This thing will result in higher academic performance Buchanan (2009).

By using multiple dimensions of organizational commitment, they tried to find out some meaningful relationships between multiple commitments and key dependent variables. Those relationships, however, have varied with regard to researchers, samples, and subjects. Studies have differed regarding whether or not organizational commitment was positively associated with job satisfaction, job performance, tenure, and educational attainment.

In general, commitment is defined as the psychological attachment of workers to their workplaces (Korman, 2008). In fact, few empirical studies have examined a public sector employee's commitment and its relationship to productivity variables, such as extra-role behavior, desire to remain, absenteeism, and willingness to support productivity improvement strategies. Much of the literature regarding academic performance and productivity places the emphasis on securing the commitment of employees to organizational goals and purposes (Luthans, McCaul & Dodd, 2004).

#### ***1.1.2 Regional Perspective of Employee Commitment and Performance:***

A study done in Tanzania by Jiang & Huang (2002) found that employee commitment is directly related with the company turnover. Muse & Stamper (2007) concluded that academic performance was enhanced by higher level of employee commitment. Arthur also found productivity of the organization ultimately increased with the help of organizational commitment.

In Uganda Organizational scientists and practitioners have long been interested in employee commitment. This interest derives from the belief and evidence that there are benefits to having a committed workforce (Locke & Latham, 1990; Meyer & Allen, 1997; Pinder, 1998). There have been numerous efforts to identify and divide the concept of organizational commitment among organizational behavior scholars in both public and private sectors in Uganda. Somers (1995) while studying organizational commitment in Rwanda categorize the definition of organizational commitment into three types: Attitudinal Commitment, Calculative Commitment, and Normative Commitment.

#### ***1.1.3 Local Perspective of Employee Commitment and Performance:***

Kimani (2002) after studying employees in the tea sector in Kenya found that employee commitment decrease the probability of employees' tendency of leaving the job. Onyiego (2008) also found in his studies of the Teachers Service Commission in Kenya that committed employees lead to higher academic performance and very low level of employee shift from the organization. Effective organizational commitment is always a result of the core behavior of the major employees along with their behavioral factors like turnover intention Yiing, Zaman, & Ahmad (2009).

Oluoch (2008) in his study of the Kenyan civil service defines academic performance can be measured through three basic outcomes which are financial performance, product market performance and return to the shareholders. As Somers (2005) had found that micro-orientation on way to job attitude and performance relationship is somewhat puzzling, the interest of the employee attitudes had much of its motivation in the 1960s when organizational scientists such as Tsao, Huang, Y., Huang, Chang & Wang (1997) purposed that the academic performance is a result of the employee experience and

commitment. Integrity has been explained as the best of the human state, the better the humans are committed to their tasks will lead to their better performance that results in better results (Luthans, McCaul & Dodd, 1985).

Organizational commitment is “the relative strength of an individual’s identification with and involvement in a particular organization” (Lee, 2009) performed a meta-analysis and explored that originally organizational commitment was considered to be viewed as behavioral and attitudinal components. However, later on Mowday, Porter & Steers (1982) presented a comprehensive model of organizational commitment comprising of three components including emotional commitment, continuance commitment and normative commitment. Afterwards several researchers have used three components to study the organizational commitment construct. Lee, (2009) defined all three components as (1) emotional commitment is based on worker’s emotional association, participation and recognition in the organization; (ii) continuance commitment involves costs that employee is likely to bear in case of quitting from organization and (iii) Normative commitment indicates an obligation that an employee perceive to remain in the organization. They further argued that affective, continuance and normative commitment represent employee’s desire to ‘want to’ do the job, ‘need to’ do the job and ‘ought to’ do the job respectively. Hence the purpose of this study is to determine the effects of organizational commitment on performance of secondary schools in Elgeyo-Marakwet County.

### 1.2 Statement of the Problem:

Employee commitment has been an important factor to determine the success of an organization. Employee commitment to an organization has acquired increasing demand as it aids the organizations to retain more staff and thereby increase in achievement, productivity and effectiveness. No organization in the current ambitious world can execute at peak levels unless each employee is committed to the organization’s objectives and performs as an effective team member (Kelly, 2010). The employment of good employees is thus demanding but of even extensive significance is the organizations ability to create a committed workforce. It is thus to determine when employees who are engaged in their work & committed to their organizations give their companies crucial competitive advantages – including elevated productivity and lower employee turnover and employee engagement is enduring predictor of concrete academic performance clearly showing the two-way relationship between employer and employee compared to the three constructs: job satisfaction, employee commitment and employee engagement. Schools in Elgeyo-Marakwet County have been posting results that are widely at variance and this has raised concern among the stakeholders who have also alleged that the headteachers have lacked the commitment to spur academic performance. However there is no research that has been done to address the relationship between the constructs of commitment and performance in academic institutions in Kenya. Accordingly this study will aim at determining the relationship between the emotional, normative and continual dimensions of organizational commitment and performance of the secondary schools in the county.

### 1.3 Objectives:

#### 1.3.1 General Objective:

The general objective of this study was to establish the effects of organizational commitment on academic performance of head teachers in Elgeyo-Marakwet County.

#### 1.3.2 Specific Objectives:

The study was guided by the following specific objectives:

- a) To determine the effect of emotional commitment of the headteacher on school’s academic performance.
- b) To establish the effect of normative commitment of the headteacher on school’s academic performance.
- c) To examine the effect of continual commitment of the headteacher on school’s academic performance.

### 1.4 Study Hypotheses:

The study tested the following hypotheses:

- Ho<sub>1</sub>: Emotional commitment does not significantly affect academic performance.
- Ho<sub>2</sub>: Continual commitment does not significantly affect academic performance.
- Ho<sub>3</sub>: Normative commitment does not significantly affect academic performance.

**1.5 Justification:**

To the board of management of the schools, the findings of this study will form the framework for fully understanding causes the relationship between employee commitment and academic performance in the education sector.

To the policy makers the findings are aimed at forming the basis for formulation of the policies on how to improve academic performance through making the concept of employee commitment.

To the scholars, the finding was aimed at revising the existing theories that explain the concept of employee commitment.

**1.6 Scope of the study:**

The study will look at the effects of employee commitment on performance of secondary schools in Elgeyo-Marakwet County, which totals to 68 secondary schools having 68 Headteachers. Geographically, the study focused Elgeyo Marakwet County (Appendix III). Elgeyo Marakwet County is a county in Kenya. It has a Total Population of 369,998; 77,555 Households and covers an area of 3,029.8 Square kilometers. The County is characterized by low academic performance in the secondary schools which is a source of concern for the stakeholders.

**2. LITERATURE REVIEW****2.1 Introduction:**

This chapter will analyze the theoretical framework to be used in the study based on the variables to be studied, give a critique of the literature, the conceptual framework, research gaps and the summary.

**2.2 Theoretical Review:****2.2.1 Meyer and Allen Three-Component Theory:**

For our purposes of this proposed study, three-component theory developed by Meyer and Allen

(1991, 1997) was used as the theoretical framework. This theory has been subjected to the greatest empirical scrutiny and has arguably received the greatest support (Meyer & Allen, 1997, and Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). It also has been adapted recently to account for multiple foci of workplace commitment and therefore provides a useful general framework for the development of an integrative model.

Meyer and Allen (1991; Allen & Meyer, 1990) developed their three-component theory to address observed similarities and differences in existing uni-dimensional conceptualizations of organizational commitment. Common to all, they argued, was the belief that commitment binds an individual to an organization and thereby reduce the likelihood of turnover. The main differences were in the mindsets presumed to characterize the commitment. These mindsets reflected three distinguishable themes: emotional attachment to the organization, obligation to remain, and perceived cost of leaving. To distinguish among commitments characterized by these different mindsets, Meyer and Allen labeled them emotional commitment, normative commitment, and continuance commitment, respectively.

Meyer and Allen (1991) argued that one of the most important reasons for distinguishing among the different forms of organizational commitment was that they have very different implications for behavior. Although all three forms tend to bind employees to the organization, and therefore relate negatively to turnover, their relations with other types of work behavior can be quite different (Meyer et al., 2002). Indeed, research shows that emotional commitment has the strongest positive correlation with job performance, organizational citizenship behavior, and attendance, followed by normative commitment. Continuance commitment tends to be unrelated, or negatively related, to these behaviors. The second major development in commitment theory has been the recognition that commitment can be directed toward various targets, or foci, of relevance to workplace behavior, including the organization, occupation, supervisor, team, program, and customer.

Commitments to these foci have all been the subject of empirical investigation, either alone or in combination. It is generally believed that these commitments have the potential to both complement and conflict with one another, although when, why, and how these opposing effects can be expected is still not well understood (Meyer & Allen, 1997).

### 2.2.2 Exchanged-Based Theory:

Another perspective on organisational commitment is the “exchanged-based definition” or “side-bet” theory (Becker, 1960; Alluto, Hrebiniak & Alonso, 1973). This theory holds that individuals are committed to the organisation as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they were willing to leave the organisation.

Mowday, Porter and Steers (1982, p 26) support the “side-bet” theory by describing organisational commitment as a behaviour “relating to the process by which individuals become locked into a certain organisation and how they deal with this problem”. This behavioural aspect of organisational commitment is explained through calculative and normative commitments.

The calculative or normative perspective refers to an employee's commitment to continue working for the organisation based on the notion of weighing cost-benefits of leaving an organisation (Hrebiniak & Alutto, 1972). Wiener and Vardi (1980, p 90) describe organisational commitment as “behavioural intention or reaction, determined by the individual's perception of the normative pressure”.

### 2.2.3 The attitude-behavior theory:

Organizational commitment is traditionally regarded as both an attitude and a behavior, often superficially viewed as separate and distinct constructs (Mowday, Porter & Steers, 1982). This conceptualization forms the basis for the development of the typological model of organizational commitment (O'Reilly & Chatman, 1986) and became the standard for a number of subsequent research studies. However, this is a simplistic view of organizational commitment because it: (a) ignored the close relationship between attitude and behavior, (b) maybe partly responsible for the confusion presently associated with organizational commitment, (c) created an impediment to the formulation of an integrated theory of organizational commitment, (d) restricted the concept to a narrow psychological focus, and (e) ignored the socio-economic aspects of organizational commitment. Therefore, it is necessary to examine the attitudinal aspects of organizational commitment.

As an attitude, commitment is the internal state of a person, focused on a specific object or thing such as an organization or its personnel policies (Steers, 1977; Ajzen, 2001). The critical issue is whether this internal state is the outcome of psychological factors only or there are other factors of equal or greater importance that are ignored. Three perspectives of attitude as it relates to organizational commitment are: the dispositional, situational, and the information processing perspectives.

The dispositional perspective holds that attitude is a three-phased process--cognitions, affect and behavior (Salancik & Pfeffer, 1978). The cognitive element defines an individual's intellectual belief about a particular object, such as an organization, and dictates how the individual evaluates that object. A person's cognitions are the ongoing acquisition, integration, storage, retrieval and use of knowledge, insights and skills that accumulate pre-and-post organizational entry and have a dictating influence on that person's perceptions and evaluation of environmental stimuli. The emotionalelement of attitude focuses on feelings about the object of concern and provides attitude with its motivational ingredient (Eby, Freeman, Rush & Lance, 1999). The behavioral element is the tendency or inclination of the individual to respond in a certain way to the object (Meyer & Allen, 1997). Thus the dispositional perspective holds that the attitudinal process in organizations is systematic and behavior is an outcome rather than a feeling (Salancik & Pfeffer, 1978).

While the dispositional perspective of attitude is intuitively appealing and seems rational, it has certain limitations, because it: (a) erroneously focuses on traits and needs of the individual as the driving force of behavior (Calder & Schurr, 1981), which by themselves cannot fully explain as complex a concept as attitude, and (b) omits the situational forces that are highly instrumental in shaping job attitudes, including commitment (Salancik & Pfeffer, 1978).

The situational perspective holds that social and contextual factors significantly influence attitudes and individuals as adaptive organisms adapt their attitudes, values, beliefs and behavior to the social milieu in which they operate (Salancik & Pfeffer, 1978). This social milieu interacts with the individual's perception of the current situation and past behaviors to influence the individual's schema or cognitive repertoire. The merit of this perspective is its emphasis on a dynamic rather than a static cognitive structure of the individual. However, it over-emphasizes situational factors as determinants of attitudes. Situational factors are important for any analysis of job attitudes but they are only a part of a much larger



framework and should be so regarded. Examples of relevant situational factors include: perceived pay equity (Hills, Bergmann & Scarpello, 1994), organizational trust (Hoy & Tshannen-Moran, 1999); socialization tactics (Buchanan, 1974); opportunities for development, (Noe, 2002); and job satisfaction (Wanous, Poland, Premack & Davis, 1992).

#### 2.2.4 Psychological Ownership Theory:

The theory of psychological ownership is a critical part of the foundation of a comprehensive theory of organizational commitment (Pierce, Kustova & Dirks, 2001). Substantively, psychological ownership theory is a composite of several disciplines, including psychology, sociology and the humanities, the concepts of self and non-self, ownership (Etzioni, 1991), and the concept of mine. Together, these concepts significantly contribute to a comprehensive formulation and understanding of the psychological ownership theory as it applies to organizations. This feeling of ownership for an organization seems to be consistent with the argument that commitment is best explained in terms of an individual's psychological attachment to a particular organization (O'Reilly & Chatman, 1986). However, this attachment is different from either the antecedents or the consequences of commitment (Caldwell, Chatman & O'Reilly, 1990).

One theory holds that identification and internalization are the bases of psychological attachment as suggested by Caldwell, Chatman and O'Reilly (1990). Identification defines an individual's desire for affiliation with an organization and this association may in turn cause the individual to experience a deep sense of pride. Internalization is held by O'Reilly and Chatman (1986) to define a feeling of congruence between the values embraced by the individual and the values espoused by an organization. However, there is no empirical support for the distinction drawn between identification and internalization. This flaw may be corrected by social identity theory, which holds, inter alia, that identification engenders the internalization of an organizational values and norms and enables the individual to conceive of, and feel loyal to an organization or corporate culture, (Ashforth & Mael, 1989, p. 26). Therefore, internalization flows from identification rather than being a separate and distinct basis of psychological attachment.

Social identity theory also holds that organizational identification is a specific form of social identification, (Ashforth & Mael, 1989, p.22) and it has important consequences for an enterprise. First, people often choose activities that are consonant with the individual characteristics of their identities and are drawn to organizations that demonstrate those identities (Scott & Lane, 2000). This proposition suggests that an important consequence of identification is its impact on organizational effectiveness through the promotion of pro-social behavior among organizational members and concomitantly loyalty to the organization and pride in its membership. Additionally, identification has a strong beneficial impact on member adherence to organizational values and norms of behavior (Davis & Schoorman, 1997).

Organizational identification is demonstrated as symbolic interactions through which meaning evolves from the verbal and nonverbal interactions of organizational members (Ashforth, 1985). This process helps newcomers to minimize ambiguities experienced from associating with a new culture and climate and to develop an information processing framework for the acquisition and utilization of organizational experiences (Calder & Schurr, 1981). This is a process of learning and unlearning for each newcomer, enhanced by the implementation of socialization tactics (Saks & Ashforth, 1997). The ultimate objective is to inculcate in each individual a feeling of unity with the enterprise through the internalization of organizational values and mores (Ashforth & Mael, 1989). In essence, a sense of organizational ownership is derived from two related processes. Socialization indirectly „effects identification which in turn affects internalization of values, morals and beliefs (Ashforth & Mael, 1989, p. 27).

#### 2.3 Conceptual Framework:

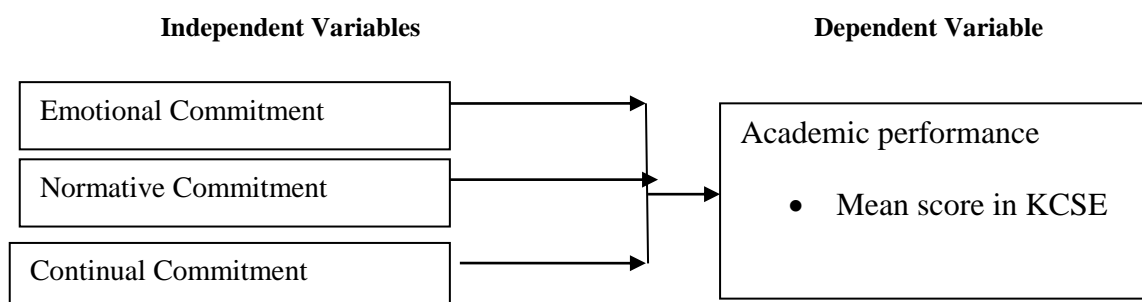


Figure 2.1: Conceptual Framework

## 2.4 Operationalization of the Variables:

### 2.4.1 Emotional Commitment and Performance:

Commitment is an attitude about employees' loyalty towards organization and it's a continuous process that show itself by individuals' participation in organizational decisions, paying attention to members, and organization's welfare and success. Liman (2009) and his colleagues have defined emotional commitment as relative level of defining individual's identity in relation to organization and his participation in it. Based on this definition, emotional commitment includes three factors accepting organization's objectives and values, having tendency towards strong effort for organization, and having strong tendency to continue membership in organization

Many studies have been executed about organizational commitment that the most significant ones belong to Meyer and Allen. They suggested that emotional commitment: it refers to employees' emotional concern about organization, their sense of solidarity with organization, and their active presence in it. Usually, employees who possess emotional commitment are willing to remain in organization and this is one of their desires. Buchanan (2003) defined emotional commitment as a kind of emotional and excessive solidarity to organization's values and objectives, regardless of its instrumental usefulness. According to Robins (2010) ,“organizational commitment is a state in which the employee considers organization as his indicator and has a desire to remain in it”. Baker and Counter (2005) have defined organizational commitment as “individual's dependence to organization because of his investments in it and marginal benefits which he earns by keeping on his activities in organization. Porter (2010) colleagues consider organizational commitment as follow: supporting organization's objectives, making effort to fulfill its goals, and having tendency to continue its membership. Dory and Ayorson have defined organizational commitment as the level of individual's loyalty to organization. Existing resources present two general outlooks about organizational commitment: the first outlook believes that organizational commitment is an emotional and perceptive affair. Based on this outlook, organizational commitment is “a strong affection for and concern for organization and identifying individual's identity based on it.

Hsu, (2001) commented that if members in an organization trust and accept the organizational value, they are more willing to work hard to achieve organizational goal and have more organizational commitment. High organizational commitment was beneficial for an organization because it signals that employees have high organizational identification Hsu (2005) also identified that highly committed employees perform better than less committed ones Chi Tsai & Chang (2007) indicated that at least five factors consist of organizational commitment, that is, a strong intention to maintain membership within the organization, an acceptance of the organizational major goals and values, a positive evaluation within the organization, an intention to work toward organizational goals, and a willingness to exert considerable effort on behalf of the organization. Chen & Aryee (2007) considered that organizational commitment includes three elements (a) the belief of organizational goal and value acceptance, (b) the willingness to pursue the organizational benefit, and (c) the intensive desire of organizational position maintenance. Bass (1985) further pinpointed that organizational commitment can be classified into three components: a desire (emotional commitment), a need (continuance commitment), and an obligation (normative commitment) to maintain in the organization. These components are useful to examine the effects of employee retention, on-the-job behaviors, citizenship, job satisfaction and job performance (Buchanan, 1974). Thus, organizational commitment can be a beneficial factor to employees' behavior and work outcomes and a turnover rate reducer for individuals in an organization (Campbell 1999).

### 2.4.2 Continuous Commitment and Performance:

Continuous commitment: this kind of commitment is about costs and benefits which are related to remaining in or quitting organization. In fact, this commitment suggests a kind of calculation which is referred to as rational commitment and expresses that quitting organization will have exorbitant expenditures for employees. Most organizations believe that as organization's commitment to employee has decreased, there is an expectation that employee's commitment to organization has been decreased, too. Studies indicated that there is an obvious relationship between organization's supports for employee and employee's commitment to organization. Furthermore, there are many evidences which suggest that many organizations redeem their employees to reduce costs and therefore enhance their competition abilities in worldwide markets. However, on the other hand, there are evidences which suggest that organizations are looking for high performance and better human resources strategies to increase their employees' commitment, because this can provide higher economic incomes for them. Based on this point of view, employee's commitment is a managerial concept

which can result to competitive benefits and financial success. In this point of view, employee's commitment is considered as a competitive strategy (Shaven and Rally, 2003). Employees' organizational commitment has serious and potential effects on organization's performance and can be an important predictor of organizational effectiveness; therefore, ignoring it is damaging to organization and may impose extra costs (Allen, 2000).

#### **2.4.3 Normative Commitment and Performance:**

Normative commitment: it refers to employees' obligation to remain in organization. Therefore, employees will remain in organization until they believe that remaining in organization is appropriate and accurate based on their opinion. Organizational commitment is defined as individual's positive or negative attitudes towards the whole organization in which they are working. Organizational commitment is a state in which employee considers the organization and its objectives as his indicator and has a desire to remain in organization's membership (Dennis, 1998). Porter and his colleagues define commitment as relative level of defining individual's identity in relation to organization and his involvement in a specific organization.

There are many definitions about commitment. We can consider commitment as a kind of obligation which limit individual's free will (Oxford Dictionary, 1969). There are many reasons why an organization should increase the level of commitment in its members (Blanchard, 1999). First, organizational commitment is a new concept and generally is different from independence and job satisfaction. For example, nurses may like their work, but they may be dissatisfied with the hospital which they work in it. In this case, they will look for similar jobs in other similar environments. On the contrary, at a restaurant, waiters may have a positive feeling about their work environment; but, they may dislike waiting at the tables or generally their job. Second, researches have indicated that organizational commitment has a positive relationship with some outcomes such as job satisfaction, presence, social organizational behavior and job performance (Meyer, Allen and Smith, 2007) and a negative relationship with tendency to quit job Moorhead and Griffin (2004) have considered organizational commitment as a sense of identity and individual's dependence to organization. Based on their opinion, commitment will influence on some crucial behaviors like transfer and absence, and may have numerous positive consequences. Employees who enjoy commitment, are more orderly, stay at organization for a longer period of time, and work more."

Some researchers believe that these outlooks have mutual effects and are changeable to each other. Some forms of commitment can lead to some other ones. This conclusion is consistent with Meyer and his colleagues' findings. Based on studies which have been executed by Meyer and Allen since 1984, they distinguished between behavioral and perceptive dimensions of commitment and presented several definitions for each dimension of organizational commitment. They believe that there is a correlation between emotional and normative commitment and perceptive dimension, and on the other hand, there is a correlation between continuous commitment and behavioral dimension. According to their point of view, emotional commitment is emotional dependence to organization, expressing identity in relation to organization, and solidarity with organization; normative commitment is defined as a sense of obligation to organization, keeping on the work, and continuous commitment in order to perceive costs and expenditures which an individual will face by quitting organization (Korman, 2000). They believe that "the common point of the triple dimensions of organizational commitment is the relationship between individual and organization, and consequentially decrease of quitting organization" (Allen and Meyer, 1990). Haunt and Morgan looked at organizational commitment from different point of view: micro dimension and macro dimension. In micro dimension level, commitment is defined as commitment to specific organizational groups which include work groups, supervisors, and top management. In macro dimension level, commitment is defined as: commitment to organization as a system. Accordingly, commitment in micro level is not parallel to commitment in big level, necessarily; and it is possible that the existence of strong commitment in micro level leads to weak commitment in macro level (Lee, 2010). Globalization of economy has changed employees' attitude and behavior. With respect to privatization trend, many employees prefer to work in government sector, so to enjoy job security Korman (2000).

The employee was as considered when he will remain with the organization for long time period and desires to live in the same organization. Over the years, tremendous researches have been conducted to support that statement. At the end it was concluded that committed employees stay in the organization for long time period in contrast of those who are relatively less committed with the organization. Korman (2000) found that more committed employees wish to terminate from the organization at minimum level. There was higher intention of these employees, who are committed to their



organization, to remain in the organization and they work hard in performing their tasks that will increase their positive attitude towards the organization and that thing will ultimately increase the productivity of the organization. This thing will result in higher academic performance. Katz & Kahn (2005) that employee commitment is directly related with the company turnover. Also, Jeffrey Arthur (1994) concluded that academic performance was enhanced by higher level of employee commitment. Arthur also found productivity of the organization ultimately increased with the help of organizational commitment. Korman (2000) had found that employee commitment decrease the probability of employees' tendency of leaving the job. Katz & Kahn (2005) also found in his studies that committed employees lead to higher academic performance and very low level of employee shift from the organization. Effective organizational commitment is always a result of the core behavior of the major employees along with their behavioral factors like turnover intention Kantor (1968).

Buchanan (2004) asserted that organizational commitment is a kind of belief that connects feelings of organizational values and objectives with individual values and objectives. Organizational commitment is an individual expression of loyalty and devotion to an organization (Kanter, 1968). Organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization" (Steers, 1977, p. 46) and represents a high level of affection, loyalty and concentration on a job role in an organization (Dee, Henkin, & Singleton, 2006). Organizational commitment indicates that individual goal is similar or identical with organizational goals and can stimulate employees' productivity and loyalty (Chen & Aryee, 2007).

Allen & Meyer (2000) defines academic performance can be measured through three basic outcomes which are financial performance, product market performance and return to the shareholders. As Bass & Avolio (2003) had found that micro-orientation on way to job attitude and performance relationship is somewhat puzzling, the interest of the employee attitudes had much of its motivation in the 1960s when organizational scientists such as Blumberg & Pringle (2002) purposed that the academic performance is a result of the employee experience and commitment. Integrity has been explained as the best of the human state, the better the humans are committed to their tasks will lead to their better performance that results in batter results (Allen & Meyer, 2000).

## 2.5 Critique of Literature:

Employee commitment literature is huge and most studies have centered on organizational commitment and its relationship to job performance, turnover intent, and other motivational outcomes. The common findings and implications of those studies are that employee commitment is the key to achieving productivity and performance in any organization (Dee, Henkin, & Singleton, 2006). Katz & Kahn (2006) found that organizational commitment was significantly related to in-role behavior, while no connection was found between organizational commitment and extra-role behavior. Six years later, however, they revisited organizational commitment and found that identification commitment was connected to extra-role behavior. In fact, there have been some inconsistencies in the findings. In this regard, Hsien (2009) maintains that "researchers argued that the inconsistent findings are due to the different definition and operationalization of commitment used, and the organizations and variables analyzed".

A conventional view of commitment has exclusively focused on commitment to organization. It should be noted, however, that, in contrast to this conventional view, a number of researchers have begun to view employee commitment as having multiple foci and bases (Dale & Fox, 2008).

Based on their empirical findings, they argued that commitment to supervisors was positively related to performance and was more strongly associated with performance than was commitment to organization (Byars & Rue (2000). Becker (2000) also discovered that "commitment to top management, supervisor, and work group were important determinants of top satisfaction, intent to quit, and prosocial organizational behaviors over and above commitment to an organization. In other words, it was found that commitment to foci other than an employing organization, specifically to top management, supervisors, and work groups, were negatively related to intent to quit and positively related to satisfaction and pro-social organizational behaviors and explained variance in these dependent variables over and above

Distinguished performing companies perceive that employee commitment is a premier contributing factor toward maintaining continual success and composing value. An engaged employee is participative and energized about their work and performs in an aspect that will progress the organization's interest. An engaged workforce helps optimize and retain talent for the long-term because the employees choose to continue, even when other employment opportunities prevail.

The top three drivers of employee commitment are Fulfillment, Fairness, and Care & Concern for employees. Committed employees want to enjoy their work, feel they are acknowledged, and know they are making a contribution to their company's imperative objectives. Additionally, employees who have trust in their leadership, and are trusted by their leadership, have a greater dedication and are ultimately more productive on the job. From last span of twentieth century onwards, theory like employee commitment and employee engagement started to emerge that competency and output lie within the employees' ability and commitment. Employers now envision that by focusing on employee engagement, they can create more efficient and productive workforce. Any drive of enhancement which is taken by management cannot be conducive without persistent involvement and engagement of employees.

The empirical literature review reveals that most studies have been looking at the constructs of organizational commitment and not relating these constructs with other variables of interest e.g. performance. Also the studies on employee commitment have been focusing on mainly the private sector and have been done mainly in the developed world. The methodologies used have also been based on the use of only secondary data.

## 2.6 Research gaps:

Katz & Kahn (2012) did a research on organizational commitment and in-role behaviour in the manufacturing sector and found that oorganizational ccommitment, and in-role behavior related positively but oorganizational commitment constructs of affective, normative and continual not considered.

Dee, Henkin, and Singleton (2013) studied organizational commitment, and productivity and found that organizational commitment, and productivity do have a significant moderate relationship but the study did not extend the findings to include academic institutions in a third world country. Becker (2009) argued that commitment is a determinant of satisfaction, but did not fill the gap of performance of the organization. These gaps are summarized in table 2.1.

**Table 2.1: Research gaps**

Topic	Author	Variables	Findings	Gaps
Organizational commitment and in-role behaviour	Katz & Kahn (2012)	Organizational Commitment, in-role behavior	Organizational Commitment, and in-role behavior related positively	Organizational commitment constructs: Affective, normative and continual not considered
Organizational Commitment, and productivity	Dee, Henkin, & Singleton, (2013).	Organizational Commitment, productivity	Organizational and Commitment, productivity positively related	Not done in the education sector that has a different measure of productivity
Commitment as determinant of satisfaction, Commitment constructs	Becker (2009) Byars & Rue (2010).	Commitment, Satisfaction Affective, normative and continual commitment	Commitment correlated with satisfaction. The constructs positively correlated	Performance of the organization not considered Relationship of the variables to performance not studied

## 2.6 Summary:

Chapter two contained the introduction, the theoretical framework that informed this study, the conceptual framework that gave a diagrammatic representation of the relationships between the study variables. Then a review of the variables was done. The relevant empirical studies, critique, research gaps, and the summary of the chapter were also done.

## 3. METHODOLOGY

### 3.1 Introduction:

This Chapter describes the research methodology used in this study. The research design, area of study, target population, sample size, sampling design, instruments for data collection, data collection procedures, piloting of the research instrument, reliability and validity of the research instrument, and data analysis are discussed.

### 3.2 Research Design:

The study adopted the case research design that was both qualitative and quantitative in nature. Case research design involves the collection of information from a sample of individuals through their responses to questions. The researcher therefore uses information from a sample of individuals to make some inference about the wider population. Case research design was used due to its versatility, efficiency, and generalizability. Researchers have used case design to investigate diverse areas of management. Cases are efficient in that many variables can be measured without substantially increasing the time or cost. Also, case data can be collected from many people at relatively low cost and relatively quickly. Case design lends itself to probability sampling from large populations. Thus, case research is very appealing when sample generalizability is a central research goal (Weiss *et al.*, 2001).

### 3.3 Target Population:

The population of this study was all the Headteachers in Kenya as captured in the sampling frame. There is a total of 73 Secondary Schools in Elgeyo-Marakwet County and all was sampled.

### 3.4 Sampling Frame and Sample Size:

The list of all headteachers in secondary and primary schools Elgeyo-Marakwet County formed the sampling frame for this proposed study. The sample frame (Appendix II) consisted of the secondary schools in Elgeyo-Marakwet County. The County has 73 secondary schools (Appendix C). The study adopted a census case design and thus all the headteachers of all the secondary schools as captured in the sampling frame (Appendix II) were used as the respondents

### 3.5 Instruments for Data Collection:

A case questionnaire was designed for data collection. The questionnaire had two parts. Part-I had questions inquiring about the demographics of the respondents (gender, age, education level, length of service). Part-II comprised of questions inquiring on organizational commitment. All three components of organizational commitment (emotional commitment, continuance commitment, and normative commitment) were measured using scale developed by Meyer *et al.* (1993). Measuring scale for each component consisted of six items. Scale used to measure the responses had the key as: 1 = strongly disagree 2 = disagree 3 = slightly disagree 4 = neutral 5 = slightly agree 6 = agree 7 = strongly agree.

### 3.6 Data collection Procedure:

An introduction letter was obtained from the university (JKUAT) by the researcher for purposes of introducing the researcher to the respondents and the relevant authorities. The researcher then obtained a permit from the National Council of Science and Technology to collect data. The questionnaires were administered personally to the respondents using research assistants. A drop and pick later method of questionnaire administration was used. This method of data collection was utilized in order to overcome issues of time and costs.

Primary data collection exercise was carried out in two phases. The first phase was the pilot case which was done to pre-test the research instrument. This process will allow the researcher to identify whether respondents understand the questions and instructions, and whether the meaning of questions is the same for all respondents. Thus pilot testing was used to confirm the reliability and validity of the modified research instruments. The pilot tests was carried out in selected secondary schools in Tranzoia County of about 10%.

### 3.7 Pilot test:

Piloting of the instrument was done to confirm its reliability. Further internal consistency of the instruments was tested by computing Cronbach's alpha reliability coefficients. Validity of an instrument has a two-fold purpose, first the instrument should measure the concept in question and secondly, that it should do so accurately (Brett, 2005). Validity of research instruments was safeguarded through various strategies. Content validity of the will built into the instrument and tested by developing a construct definition of each of behavioral concept. Items was written to cover all areas of the identified construct for each of the construct. Piloting was used to confirm the content and construct validity of the instruments.

### 3.8 Data Processing and Analysis:

The data in the questionnaire was first edited to remove inconsistencies. Editing ensured that the responses are complete, accurate and suitable for further processing. The data was then be coded and finally get inputted into the relevant

software. A table containing the relevant sample sizes, means, and standard deviations for each of the variables was then generated. Then, a table containing the academic performance distribution of the institutions was generated.

A correlation, the linear relationship between two quantitative variables, was used to assess the variations in one variable as another variable also varies. The p-value, or observed significance level, was computed as the probability that a value of the statistic was at least as extreme as the sample value of the test statistic in the direction of the alternate hypothesis (Byrkit, 1987).

Multiple linear regression was performed to determine whether sufficient evidence existed to allow the researcher to determine that there is a linear relationship or linear model between the dependent variable, performance, and the independent variables(s) emotional commitment, continual commitment, and normative commitment.

The model constructed will take the form:

$$AC = \beta_0 + \beta_1 EC + \beta_2 CC + \beta_3 NC + \varepsilon$$

Where:

AP	=	performance
$\beta_0$	=	Constant
$\beta_1 EC$	=	Emotional Commitment
$\beta_2 CC$	=	Continual Commitment
$\beta_3 NC$	=	Normative Commitment
$\varepsilon$	=	error term

The researcher tested for the significance of the linear regression relationship between the dependent variable academic performance, and the independent variables, emotional commitment, continual commitment, and normative commitment, by testing  $H_0: \beta_1 = 0$ . If  $\beta_1$  is equal zero, there is no significant linear model or relationship between the dependent variable and the independent variables. If  $\beta_1$  is not equal zero, a significant linear relationship or model does exist between the dependent variable and the independent variables.

## 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 Introduction:

This chapter describes the main results obtained by analyzing the questionnaire data. Subsequently, the research results are presented in tabular form using a variety of descriptive and inferential statistics that sets out the key characteristics of the data and test the study's hypotheses.

### 4.2 Response Level:

Although the study intended to collect data from 73 respondents data was successfully collected from 51 respondents. This represents a response rate of 70% percent of the target population and falls within the confines of a large sample size ( $n \geq 30$ ). This provides a smaller margin of error and good precision (Anderson, Sweeney and Williams, 2003). The response rate is as captured I table 4.1.

**Table 4.1: Response Rate**

Target	Realized	Response Rate (%)
73	51	70

Source: Survey Data (2015)

### 4.3 Profile of Respondents:

The gender distribution of the survey respondents is 75 per cent males and 25 per cent females. For age 2.0% were in the bracket 20-49, 72.5% were in the age bracket 40-50 years, while 25.5% were above 50 years. The education distribution of the respondents indicated that 3.9% had diplomas, 84.3% had degree level education, and while 11.8% had masters. For work experience as headteachers, 15.7% had 1-5 years, 13.7% 6-10, 58.8% 11-15 years, and 11.8% had above 15 years.

**Table 4.2: Summary of Demographic Characteristics of the Respondents**

Variable	Category	Frequency	%
Gender	Male	38	75.0
	Female	13	25.0
Age	20-39 Years	1	2.0
	40-49 Years	37	72.5
	Above 50 Years	13	25.5
Work Experience	1-5 Years	8	15.7
	6-10 Years	7	13.7
	11-15 Years	30	58.8
	Above 15 Years	6	11.8
Educational Level	Diploma	2	3.9
	Degree	43	84.3
	Masters	6	11.8

Source: Research Data (2014)

#### 4.4 Descriptive Statistics:

In order to establish how the samples responded to survey items, the mean, standard deviation, skewness and kurtosis of the variables are determined. The following section highlights the findings

**Table 4.3: Descriptive Statistical Analysis of the Study Variables**

	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Emotional	3.5817	1.67880	-.247	.333	-.041	.656
Continual	4.2778	2.76198	.457	.333	.759	.656
Normative	3.9444	1.69433	.793	.333	.261	.656
Performance	3.1569	1.44738	.610	.333	.946	.656

Source: Research data (2014)

From Table 4.3, emotional commitment had a mean score of 3.5817 and standard deviation of 1.67880 and its normal curve is skewed to the right with a skewness of -0.247 and kurtosis measure of -1.041. Continual commitment had a mean score of 4.2778 with standard deviation of 2.76198 and its normal curve is skewed to the left with a skewness of .457 and kurtosis measure of .759. For normative commitment the mean score was 3.9444 with a standard deviation of 1.69433 and its normal curve is skewed to the left with a skewness of .793 and kurtosis measure of .261. Performance had a mean score of 3.1569 with standard deviation of 1.44738 and its normal curve is skewed to the left with a skewness of .610 and kurtosis measure of .946.

#### 4.5 Reliability of Study Measures:

Purification of the scales started with computing reliability coefficients (Cronbach's alphas), in accordance with Churchill's (1979) recommendation. Because of the multidimensionality of the study constructs, Cronbach's alpha was computed separately for the study variables to assess the internal consistency or homogeneity among the variable measures (Sekaran, 1992). The results are presented in Table 4.4



**Table 4.4: Results of Reliability Tests of the Variable Measures**

Variable	Measures/Items	Coefficient
Emotional Commitment	I would be very happy to spend the rest of my career in this organization.	.895
	I really feel as if this organization's problems are my own.	
	I do not feel like 'part of my family' at this organization.	
	I do not feel 'emotionally attached' to this organization.	
	This organization has a great deal of personal meaning for me.	
Continual Commitment	I do not feel a strong sense of belonging to this organization.	.789
	It would be very hard for me to leave my job at this organization right now even if I wanted to.	
	Too much of my life would be disrupted if I leave my organization.	
	Right now, staying with my job at this organization is a matter of necessity as much as desire.	
	I believe I have too few options to consider leaving this organization.	
	One of the negative consequences of leaving my job at this organization would be the scarcity of alternatives elsewhere	
	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice	
Normative Commitment	I do not feel any obligation to remain with my organization.	.878
	Even if it were to my advantage, I do not feel it would be right to leave.	
	I would feel guilty if I left this organization now.	
	This organization deserves my loyalty.	
	I would not leave my organization right now because of my sense of obligation to it.	
	I owe a great deal to this organization.	

Source: Research Data (2014)

Table 4.4 show that reliability coefficients of each variable are as follows: emotional commitment (0.895); continual commitment (0.789); and normative commitment (0.878). The reliability coefficients of all the variables are above 0.70, which concurs with the suggestion made by (Sekaran, 1992; Nunnally, 1978). Since all the reliability results exceeded the 0.7 lower level of acceptability (Sekaran, 1992), the internal consistency reliability of the measures used was considered to be sufficient and to have adequately measured the study's variables.

#### 4.5.1 Test of Data Normality and Linearity:

In order to compare the shape of the sample distribution to the shape of a normal curve and assume, normality of the population distribution, Kolmogorov-Smirnov (K-S) one sample test was carried out. The Table 4.5 shows respective results emotional commitment, continual commitment, normative commitment, and performance. Table 4.5: One-sample Kolmogorov-Smirnov Test for Normality of Study Variables

**Table 4.5: One-sample Kolmogorov-Smirnov Test**

		Mean Score	Emotional Commitment	Continual Commitment	Normative Commitment
N		51	51	51	51
Normal Parameters <sup>a,b</sup>	Mean	3.1569	3.5817	4.2778	3.9444
	Std. Deviation	1.44738	1.67880	2.76198	1.69433
Most Extreme Differences	Absolute	.308	.135	.192	.158
	Positive	.308	.135	.192	.158
	Negative	-.212	-.134	-.118	-.101
Kolmogorov-Smirnov Z		1.199	.962	1.370	1.132
Asymp. Sig. (2-tailed)		.060	.313	.057	.154

The results of K-S tests for the key variables, namely; emotional commitment, continual commitment, normative commitment, and performance as presented in table 4.5, reveal were not significant ( $p > 0.05$ ) and it is concluded that the variables are normally distributed. The fact that data on the key variables did not deviate significantly from normal distribution can be translated to mean that it is safe to use statistical tests such as correlation and regression that assume normality of these variables.

#### 4.6 Validity of Study Measures:

Validity is the degree to which a variable actually measures what it has intended to measure (Nunnally and Burnstein, 1994). For the purpose of content validity was done. Content validity refers to the adequacy of indicators to measure the concepts. The better the scale items measure the domain of content, the greater the validity. An assessment of content validity requires a panel of experts to attest to the content validity of each instrument (Sekaran, 2000). In order to ensure content validity, previously validated measures were pretested and the preliminary questionnaire was pre-tested on a pilot set of respondents for comprehension, logic and relevance. Respondents in the pre-test were drawn from headteachers of educational institutions in Uasin Gishu County which were similar to those in the actual survey in terms of background characteristics, familiarity with the topic of research. The pre-tested respondents were not part of the target population of study as this would have brought about assessment biases. As recommended by Malhotra (2007), the questionnaire pre-tests were done by personal interviews in order to observe the respondents' reactions and attitudes. All aspects of the questionnaire were pre-tested including question content, wording, sequence, form and layout, question difficulty and instructions. The feedback obtained was used to revise the questionnaire before administering it to the study respondents.

#### 4.7 Correlation Analysis:

Since a single construct in the questionnaire was measured by multiple items, the average score of the multi-items for a construct was computed and used in further analysis such as correlation analysis and multiple regression analysis (Wang and Benbasat, 2007). Pearson correlation analysis was conducted to examine the relationship between the variables (Wong and Hiew, 2005; Jahangir and Begum, 2008). As cited in Wong and Hiew (2005) the correlation coefficient value ( $r$ ) range from 0.10 to 0.29 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. However, according to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity. Since the highest correlation coefficient is 0.780 which is less than 0.8, there is no multicollinearity problem in this research. The results are presented in Table 4.6.

**Table 4.6: Correlation Matrix**

	1	2	3	4	5	6	7	8
1. Gender	1							
2. Age	.016	1						
3. Education level	-.118	.013	1					
4. Experience	-.495**	.153	.134	1				
5. Emotional Commitment	.047	.183	-.067	-.141	1			
6. Continual Commitment	.157	.329*	-.076	.055	.584**	1		
7. Normative Commitment	.060	.232	-.074	-.077	.780**	.402**	1	
8. Performance	.093	.237	.013	-.021	.401**	.410**	.273**	1

Source: Survey Data (2015)

All the associated pairs of variables were significant at level 0.01. All the hypothesized relationships developed were found to be statistically significant at level  $p < 0.05$ . In other words, emotional commitment ( $r = 0.401$ ,  $p < 0.000$ ), continual commitment ( $r = 0.410$ ,  $p < 0.000$ ), normative commitment ( $r = 0.273$ ,  $p < 0.000$ ) were correlated to performance significantly and positively. Based on Table 4.10, the correlation between continual commitment and performance was the strongest ( $r = 0.410$ ,  $p < 0.000$ ). This is followed by the relationship between emotional commitment and performance ( $r = 0.401$ ,  $p < 0.000$ ). The weakest relationship was between normative commitment and performance ( $r = 0.273$ ,  $p < 0.000$ ).

#### 4.8 Test of Hypotheses:

The study was based on the premise that organizational commitment influence academic performance. Three hypotheses had been set to guide the study as highlighted in the conceptual framework in chapter two. In order to establish the statistical significance of the respective hypotheses, multiple linear regression was used to test relationships. Analysis was conducted at 95 percent confidence level ( $\alpha = 0.05$ ). To assess the influence organizational commitment on academic performance, the study had set the following null hypotheses:

Ho<sub>1</sub>: Emotional commitment does not significantly affect academic performance.

Ho<sub>2</sub>: Continual commitment does not significantly affect academic performance.

Ho<sub>3</sub>: Normative commitment does not significantly affect academic performance.

Multiple regression analysis was employed to test the hypotheses. Multiple regression analysis is applied to analyze the relationship between a single dependent variable and several independent variables (Hair et al., 2005). Multiple regression analysis was therefore selected as it is viewed as an appropriate method for this study. The summary of results analysis is shown in Table 4.7.

**Table 4.7: Multiple Regression Results**

		B	Std. Error	t-value	Sig.	Tolerance	VIF
1	(Constant)	1.868	.493	5.789	.000		
	Emotional Commitment	.258	.203	3.272	.000	.304	3.287
	Continual Commitment	.137	.084	2.629	.020	.652	1.534
	Normative Commitment	.056	.178	2.316	.044	.387	2.584

**Notes:** Overall model  $F = 265.459$ ;  $p < 0.05$ ;  $R = 0.854$ ;  $R^2 = 0.729$ ; Adjusted  $R^2 = 0.726$

Source: Research results (2014)

In order to test for multicollinearity among the predictor variables, variance-inflation factor (VIF) and tolerance were applied. The multicollinearity statistics showed that the tolerance indicator for emotional commitment, continual commitment, and normative commitment are all greater than 0.1 and their VIF values are less than 10. The result indicates that no multicollinearity problem has occurred (Ott and Longnecker, 2001).

The F-statistics produced ( $F = 265.459$ ) was significant at 5 per cent level ( $\text{Sig. } F < 0.05$ ), thus confirming the fitness for the model. Therefore, there is a statistically significant relationship between organizational commitment and performance. The coefficient of determination  $R^2$  was 72.9 per cent. Thus, organizational commitment can significantly account for 72.9 per cent of academic performance.

The results also show that emotional commitment ( $p < 0.05$ ), continual commitment ( $p < 0.05$ ) and normative commitment significantly affect academic performance. Based on Table 4.7, it indicated that the most organizational commitment variable that affect academic performance is emotional commitment ( $\beta = .258$ ,  $p\text{-value} = 0.000$ ), followed by continual commitment ( $\beta = .137$ ,  $p\text{-value} = 0.020$ ) then normative commitment ( $\beta = .056$ ,  $p\text{-value} = 0.044$ ). Hence Hypotheses H<sub>01</sub> and H<sub>02</sub> and H<sub>03</sub> are rejected since none of the  $\beta_i$ 's  $\neq 0$  and their p-values is less than  $\alpha$ .

**Table 4.8 Summary of the Hypotheses Tests Results**

Statements	Verdict
Ho <sub>1</sub> : Emotional commitment does not significantly affect academic performance	Rejected H <sub>0</sub>
Ho <sub>2</sub> : Continual commitment does not significantly affect academic performance	Rejected H <sub>0</sub>
Ho <sub>3</sub> : Normative commitment does not significantly affect academic performance.	Rejected H <sub>0</sub>

Source: Survey data (2015)

## 5. SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction:

This chapter discusses the empirical results of the study as presented in chapter four. It presents a summary of the results of the hypothesis testing. Managerial and theoretical implications are then discussed, as well as the limitations of the study and suggestions for further research.

### 5.2 Summary of Findings:

The basic premise of this study was that organizational commitment influence academic performance of headteachers in Elgeyo-Marakwet County. The study developed a conceptual framework of this argument and tested it empirically guided by the following specific objectives: establish the relationship between emotional commitment and academic performance; establish the relationship between continual commitment and academic performance; and to establish the relationship between normative commitment and academic performance. Preliminary analyses focused on establishing the characteristics of the respondents and descriptions of response on the measures of study variables. After which relevant hypotheses tests to address the study objectives were conducted. The discussions in the following sections highlight the key findings of the study.

#### 5.2.1 Influence of Emotional Commitment on Academic Performance:

The study had proposed the null hypothesis;

$H_{01}$ : Emotional commitment does not significantly affect academic performance. This relationship was found to be positive and significant ( $\beta=0.258$ ,  $p\text{-value}=0.000$ ). The hypothesis was therefore rejected. The coefficient 0.258 implies that financial bonds significantly explain the variability in customer value.

This result supports prior researches that looked emotional commitment in the context of academic performance of headteachers (Palmatier, Scheer, & Steenkamp, 2007; Lin and Wang, 2005; Khalifa and Shen, 2008; Ahmad and Buttle, 2001). These studies have indicated that emotional commitment played a vital role in influencing academic performance of headteachers. Academic performance will increase when emotional commitment of the headteacher increases. In conclusion, the higher the headteacher's emotional commitment the better the academic performance of the school. Hence, the stakeholders in the education sector should put in place systems to enhance the emotional commitment of the headteachers.

#### 5.2.2 Influence of Continual Commitment on Academic Performance:

The study had proposed the null hypothesis:

$H_{02}$ : Continual commitment does not significantly affect academic performance. This relationship was found to be positive and significant ( $\beta=0.137$ ,  $p\text{-value}=0.020$ ). The hypothesis was therefore rejected. The coefficient 0.137 implies that continual commitment explain the variability in academic performance.

This result supports prior researches that looked at continual commitment in the context of customer value (Ndubisi, 2004; Vierra and Ennew, 2004; Hsieh et al., 2005; Chiu et al., 2005; Chiung-Ju Liang and Wen-Hang, 2008). These studies have indicated that continual commitment influence academic performance. Academic performance measure of mean score in national exams increases as continual commitment increases. In conclusion, the better continual commitment could create increase academic performance. Hence, managers of educational institutions should focus attention should focus on designing effective continual commitment training programs and incentives so as to improve academic performance.

#### 5.2.3 Influence of Normative Commitment on Academic Performance:

The study had proposed the null hypothesis;

$H_{03}$ : Normative commitment does not significantly affect academic performance.

This relationship was found to be positive and significant ( $\beta=0.056$ ,  $p\text{-value}=0.044$ ). The hypothesis was therefore rejected. Normative commitment was found to have a significant effect on academic performance. This result contradicted the prior studies (Bell, Auh, & Smalley, 2005; Ndubisi, 2006; Ching-Ju Liang and Wen-Hang, 2008).

However, it is consistent with Cho et al.'s (2007) finding, which suggested that there is a significant influence of continual commitment on academic performance.

#### 5.2.4 Summary of the Analytical Model Results:

At individual level, all the organizational commitment constructs of emotional commitment, continual commitment, and normative commitment have significant positive relationship with academic performance (emotional commitment:  $\beta = .258$ ,  $p\text{-value} = 0.000$ ; continual commitment:  $\beta = .137$ ,  $p\text{-value} = 0.020$ ; normative commitment:  $\beta = .056$ ,  $p\text{-value} = 0.044$ ). Hence,  $H_{01}$ , and  $H_{02}$  and  $H_{03}$  are rejected since none of the  $\beta_i$ 's  $\neq 0$  and their  $p$ -values is less than  $\alpha$ . In addition the explanatory power of relational marketing strategies on the variability of customer value is strong at 72.9 percent (R Square = 0.729). On the basis of these results, the following multiple regression equation that can be used to estimate the influence of organizational commitment on academic performance.

Model:

$$AP = 1.868 + .258EC + .137CC + .056NC$$

Where:

AP	=	performance
EC	=	Emotional Commitment
CC	=	Continual Commitment
NC	=	Normative Commitment

### 5.3 Conclusion of the Study:

This study was an attempt to introduce and investigate the concept of organizational commitment in the context of academic performance in secondary schools in Elgeyo-Marakwet County. With the diminishing role of traditional staff motivational strategies to improve academic performance and the evolution of student centric orientations, the rules of academic improvement game have changed. As a result, organizational commitment was brought to the attention of stakeholders in the education sector as a way to improve academic performance gain competitive advantage.

The concept of organizational commitment and its roots were introduced by reviewing the existing academic literature. While the notion of organizational commitment was not new in other disciplines, it is still emerging in the field in human resource management circles. Building on various conceptualizations adapted from other academic disciplines, it has been concluded that the concept of organizational commitment is characterized by three constructs of emotional commitment, continual commitment, and normative commitment. Emotional commitment was found to have greater influence on academic performance than continual and normative commitment.

In conclusion, the findings of this study have important implications for both human resource management literature and practice. As the scholarly inquiries into the notion organizational commitment mostly remained conceptual to date, this research is one of the first few attempts to test the concept in an empirical setting. On the other hand, the managers will also find some useful implications that are relevant and can be applied in designing the strategies for improving academic performance. Yet, further testing and refinement of the model is necessary in order to fully leverage the potential of organizational commitment.

### 5.4 Recommendations of the Study:

The study provides valuable recommendations to both theory and practice. The researcher believes that these recommendations will create vital insights to both scholars and practitioners in human resource management and help fill the knowledge gap in the model of academic performance in the context of the organizational commitment. The following sections highlight the recommendation.

#### 5.4.1 Theoretical Implications:

This study provides several implications for scholars. First, the study successfully extends the academic performance in the context of organizational commitment by incorporating organizational commitment constructs and constructing and



econometric model to capture the nature of the relationships. This extended academic performance and organizational commitment model is developed to achieve the greater understanding how the variables interact. In conclusion, the model in this study presents a considerable improvement in explanatory power. Three organizational commitment constructs (i.e. emotional commitment, continual commitment, and normative commitment) are also proposed and tested to help understand the extended role of organizational commitment in predicting academic performance.

#### **5.4.2 Managerial Implications:**

Given that organizational commitment is an important affective response to low academic performance challenge, several implications can be advanced for managers and practitioners. First, all managers should endeavor to understand the implications of the use of the constructs of organizational commitment in their daily undertakings. Managers should acknowledge that organizational commitment is a powerful tool to improve academic performance.

#### **5.5 Limitations of the Study and Suggestions for Further Research:**

The limited empirical research in the area of academic performance value with respect to organizational commitment is mainly due to a lack of suitable models. However, there are several limitations to the current research. First, due to the cross-sectional nature of this research, this study does not capture long-term organizational commitment dynamics. Future researchers might be interested in use of longitudinal survey study to remedy this.

Second, future research could compare the influence of organizational commitment in both developed and developing economies. This would test if there are differences in the two settings.

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**APPENDIX A: LETTER OF INTRODUCTION**

My name is Ayabei, a student at Jomo Kenyatta University of Agriculture and Technology Kitale CBD pursuing a Master of Science in Human Resource Development degree. I am undertaking a study on Effects of Employee Commitment of Headteachers on Academic performance: A case of Headteachers in Elgeyo-Marakwet County. Kindly, take your time to respond to the following questions whose responses was meant for research purposes and was kept confidential.

Thank you.

**Aiyabei Daniel Kipchirchir**

**Adm No: HD312-COO8-0546/13**

**Email chepsooaiyabei@gmail.com**

**Phone: 0720806080**

**APPENDIX B: QUESTIONNAIRE****Part I: Demographic Information**

1. What is your gender?

Male [ ] Female [ ]

2. What is your age bracket?

18- 29 yrs. [ ] 30-39 yrs. [ ] 40-49 yrs [ ] Over 50 yrs. [ ]

3. What is your level of education?

Certificate [ ] Diploma [ ] Degree [ ] Masters [ ] PhD [ ]

4. Please indicate your work experience

1 – 5 years [ ] 6 – 10 years [ ] 11 – 15 years [ ] Over 15 years [ ]

**Part II: Measures of Employee Commitment**

Please indicate with a tick (√) your level of agreement with the following statements where: 1 = strongly disagree 2 = disagree 3 = slightly disagree 4 = neutral 5 = slightly agree 6 = agree 7 = strongly agree.

		1	2	3	4	5	6	7
	<b>Emotional Commitment Scale Items</b>							
1EC	I would be very happy to spend the rest of my career in this organization.							
2EC	I really feel as if this organization's problems are my own.							
3EC	I do not feel like 'part of my family' at this organization.							
4EC	I do not feel 'emotionally attached' to this organization.							
5EC	This organization has a great deal of personal meaning for me.							
6EC	I do not feel a strong sense of belonging to this organization.							

		1	2	3	4	5	6	7
	<b>Continuance Commitment Scale Items.</b>							
1CC	It would be very hard for me to leave my job at this organization right now even if I wanted to.							
2CC	Too much of my life would be disrupted if I leave my organization.							
3CC	Right now, staying with my job at this organization is a matter of necessity as much as desire.							
4CC	I believe I have too few options to consider leaving this organization.							

5CC	One of the negative consequences of leaving my job at this organization would be the scarcity of alternatives elsewhere							
6CC	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice							

		1	2	3	4	5	6	7
	<b>Normative Commitment Scale Items</b>							
1NC	I do not feel any obligation to remain with my organization.							
2NC	Even if it were to my advantage, I do not feel it would be right to leave.							
3NC	I would feel guilty if I left this organization now.							
4NC	This organization deserves my loyalty.							
5NC	I would not leave my organization right now because of my sense of obligation to it.							
6NC	I owe a great deal to this organization.							

### APPENDIX C: SAMPLE FRAME: SECONDARY SCHOOLS IN ELGEYO MARAKWET COUNTY

School	Status of School	
Name of School	Status	
1	Sing'ore Girls Secondary School –	Girls Boarding
2	St.Alphonsus Mutei Girls' Secondary School –	Girls Boarding
3	Aic Girls Secondary School Kessup –	Girls Boarding
4	Anin Secondary School –	Girls Boarding
5	Kimnai Girls Sec School –	Girls Boarding
6	Chebara Girls –	Girls Boarding
7	Kapkoros Girls Secondary School –	Girls Boarding
8	Yemit Girls' Secondary School –	Girls Boarding
9	Moi Kapsowar Girls –	Girls Boarding
10	Santa Maria Girls Sec School –	Girls Boarding
11	St. Teresa Girls Secondary School – Koibarak –	Girls Boarding
12	Chebororwa Secondary School –	Girls Boarding
13	Moi Kapcherop Girls Secondary School –	Girls Boarding
14	St. Benedicts Aror Girls Secondary School –	Girls Boarding
15	Koptega Secondary School –	Girls Boarding
16	St. Joseph's Girls Secondary School, Kipsaina –	Girls Boarding
17	Kaptagat Girls H Sch –	Girls Boarding
18	Kapkenda Girls' High School –	Girls Boarding
19	Mokwo Girls Sec School –	Girls Boarding
20	Simotwo Secondary School –	Girls Boarding
21	Kapkitony Girls Secondary School –	Girls Boarding
22	Kerio Valley Secondary School –	Girls Boarding
23	Liter Girls Sec Sch –	Girls Boarding
24	Sambirir Girls Secondary School –	Girls Boarding
25	Kapcherop Boys High School –	Boys Boarding
26	Kipsoen Secondary School –	Boys Boarding
27	Kimuron Secondary School –	Boys Boarding
28	Tambach Boys High School –	Boys Boarding
29	Chebara Secondary School –	Boys Boarding
30	Yemit Boys –	Boys Boarding
31	Chebiemit Secondary School –	Boys Boarding
32	Kapsowar Boys' Secondary School –	Boys Boarding
33	Lelan Secondary School –	Boys Boarding
34	Kitany Secondary School –	Boys Boarding



35	Lelboinet Boys High School –	Boys Boarding
36	Kipsaos Secondary School –	Boys Boarding
37	Chebonet Secondary School –	Mixed Day
38	Iten Mixed Day Secondary School –	Mixed Day
39	Korkitony Secondary School –	Mixed Day
40	Kaptum Secondary School –	Mixed Day
41	Kabulwo Secondary School –	Mixed Day
42	Kessup Mixed Day Secondary School –	Mixed Day
43	Hossen Mixed Secondary School –	Mixed Day
44	Kaptabuk Mixed Day Secondary School –	Mixed Day
45	Litei Mixed Day Secondary School –	Mixed Day
46	Kamoi Secondary School –	Mixed Day
47	Kondabilet Mixed Secondary School –	Mixed Day
48	Barsumbat Day Secondary School –	Mixed Day
49	Biwott Secondary School –	Mixed Day
50	Biwott Mixed Day Sec Sch –	Mixed Day
51	Chepsigot Secondary School –	Mixed Day
52	Tugumoi Mixed Day Secondary School –	Mixed Day
53	Kimwogo Mixed Day Secondary School –	Mixed Day
54	Kipkaner Mixed Day Secondary School –	Mixed Day
55	St.Augustine Kapyego Sec School –	Mixed Boarding
56	Kapchebau Secondary School –	Mixed Boarding
57	Kimwarer Secondary School –	Mixed Boarding
58	St.Augustine Secondary School Emsea –	Mixed Boarding
59	St. Michael's Secondary School- Embobut	Mixed Boarding
60	Kocholwo Secondary School –	Mixed Boarding
61	Soy Secondary School –	Mixed Boarding
62	Chebai Secondary School –	Mixed Boarding
63	Kiptulos Secondary School –	Mixed Boarding
64	Chesewew Secondary School –	Mixed Boarding
65	St.Mary's Mon Scondary School –	Mixed Boarding
66	Sergoit Secondary School –	Mixed Day and Boarding
67	Kapkessum Secondary School –	Mixed Day and Boarding
68	Koisung'ur Boys High School –	Boys Day

## APPENDIX D: MAP OF ELGEYO MARAKWET COUNTY

