

https://dspace.org/

Examining human resource management practices as mechanisms for enhancing organisational commitment in South African universities: a study in a private university

Ukpabi, Hope

2018

https://hdl.handle.net/10539/27086

Ukpabi, Hope Ifeyinwa (2018) Examining human resources management practices as mechanisms for enhancing organisational commitment in South African universities, University of the Witwatersrand, Johannesburg, <http://hdl.handle.net/10539/27086>

Downloaded from a DSpace repository. https://dspace.org/

University of the Witwatersrand



Faculty of Commerce and Law and Management

Master of Commerce

Research project

Examining Human Resource Management Practices as Mechanisms for Enhancing Organisational Commitment in South African Universities: A study in a Private University.

By

Hope Ukpabi (1488723)

Acknowledgements

First and foremost, I would like to thank the Highest, my Lord and Saviour for His guidance, blessings and endless mercies bestowed upon me throughout this process.

Secondly, I am blessed and in awe to have had the unwavering support of my loving parents and siblings. To my mom, Mrs Charity Ukpabi, my rock and confidant, you have encouraged me to give nothing less than my best, to never give up and always keep my head high. To my awesome brother, Mr. Edison Ukpbi, the number one man in my life. You have been listening to my constant requests and picked me up when I felt like giving up. You have always been rendering me financial support in my career and have always provided me with strong words of wisdom, encouragement and endearment. You encouraged me to be proud of my educational status, whilst still remembering things that are truly important in life.

I will like to thank my supervisor Dr. Emmanuel Nkomo for his technical and expert support. He inspired me constantly to strive for the best. I really appreciate him. Lastly, my thanks to my friends, Peret Mutu and Uwaoma Romanus who dedicated endless times in assisting me to complete my research. I am deeply grateful for your support, assistance, effort and technological intellect. I have benefitted greatly from your willingness to share your expertise and knowledge.

Abbreviations

HRMP	Human Resource Management Practices
HEI	Higher Education Institution
POS	Perceived Organisational Support
OC	Organisational Commitment

Definition of terms

HRMP	Human Resource Practices are functional activities and strategic plans which help to improve employees' services and increased profitability of employer.
HEI	A level of education that is provided by universities.
POS	The degrees to which employees believe that their organisation values their contribution and cares about their well-being.
OC	The bond employees experience with their organisation.

Declaration of plagiarism

I, the undersigned, Hope Ifeyinwa Ukpabi, hereby declare that this research is my own, unaided work. It is being submitted in partial fulfilment of the requirements for the degree of Masters in Business Science at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

I further declare that:

- I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong.
- I have followed the required conventions in referencing the thoughts and ideas of others.
- I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to acknowledge the source of the ideas or words in my writing.

Signed at _____ on this 3rd day of October, 2018.

_____

(Signature)

Table of Contents

Acknowledgements ii
Abbreviations iii
Definition of terms iv
Declaration of plagiarism v
List of figures ix
List of tables x
Chapter 1: Background to the study, problem statement, objectives and outline of the study 1
1.1 Background 1
1.2 Contribution to the study 2
1.3 Research problem statement 3
1.4 Research purpose 4
1.5 Research objectives 4
1.6 Control variables 4
1.7 Significance of the study 5
1.8 Summary 5
1.9 Structure of the chapters 6
Chapter 2: Literature review 7
2.1 Introduction 7
2.2 Organisational commitment 10
2.3 Theoretical framework 13
2.3.1 Human resource management practices and organisational commitment 13
2.4 Theory underpinning the study 27
2.4.1 Social Exchange Theory 27
2.4.2 Hypothesis testing: 28
2.4.3 Proposed Research Framework 28
Chapter 3: Research methodology 29
3.1 Introduction 29
3.2 Research paradigm 29
3.3 Research design 29
3.4 Sampling design and population 31

3.5. Research strategy 31
3.6 Structure of the survey 31
3.7 Data collection 32
3.8 Reliability and validity 32
3.8.1 Reliability 32
3.8.2 Validity 33
3.9 Measuring instruments 34
3.9.1 Organisational commitment 34
3.9.2 Perceived organisational support 34
3.9.3 Performance appraisal 34
3.9.4 Training 34
3.9.5 Reward 35
3.10 Data analysis 35
3.11 Ethical consideration 35
3.12 Summary 36
Chapter 4: Data analysis 37
4.1 Introduction 37
4.2 Factor analysis 44
4.3 Total variance explained 49
4.4 Inferential statistics 57
4.5 Correlation analysis results 57
4.5.1 Training 57
4.5.2 Perceived organisational support (Moderator variable) 58
4.5.3 Performance appraisal 58
4.5.4 Age variable 59
4.5.5 Gender 59
4.5.6 Marital status 60
4.5.7 Educational qualification 60
4.5.8 Length of service 60
4.5.9 Type of employment 61
4.5.10 Regression analysis (SPSS) 61

4.5.11 Linear regression analysis for perceived organisational support (moderating variable) with organisational commitment (DV), training, reward, and performance appraisal (IVs). 63
4.5.12 Linear regression – Training 64
4.5.13 Linear Regression – Performance appraisal 66
4.5.14 Linear regression – Reward 67
4.5.15 Linear regression – Age 69
4.5.16 Linear regression – Gender 70
4.5.17 Linear regression – Marital status 71
4.5.18 Linear regression – Educational qualification 73
4.5.19 Linear regression – Length of service 74
4.5.20 Linear regression – Type of employment 76
4.6 Conclusion 80
Chapter 5: Discussion 81
5.1 Introduction 81
5.2 Results on tested hypothesis 83
5.3 Conclusion 85
Chapter 6: Recommendations and conclusion 87
6.1 Introduction 87
6.2 Limitations and recommendations for further research 89
6.3 Conclusion 90
Chapter 7: References 91
Addendum 1 (Below histograms illustrated data skewness) 107
Addendum 2 113
Addendum 3 114
Adendum 4 115

List of figures

Figure 1 General model of organisational commitment 13
Figure 2: Proposed Research Frame work 28
Figure 3 Age variable 38
Figure 4 Gender 39
Figure 5 Marital status 40
Figure 6 Educational qualifications 41
Figure 7 Length of service 42
Figure 8 Type of employment 42
Figure 9 Scree plot 51
Figure 10 Regression standardised residual (Organisational commitment) 43

List of tables

Table 1: Different definitions of organisational commitment from different authors. 12
Table 2: Descriptive statistics 37
Table 3: Age variable 37
Table 4: Gender 38
Table 5: Marital status 39
Table 6: Educational qualification 40
Table 7: Length of service 41
Table 8: Type of employment 42
Table 9: Cronbach's alpha table 43
Table 10: Organisational commitment 1 (Factor analysis) 44
Table 11: Organisational commitment 45
Table 12: Reliability statistics (organisational commitment) 46
Table 13: factor analysis (Perceived organisational support) 46
Table 14: Reliability statistics (Perceived organisational support) 47
Table 15: Factor analysis (Training) 47
Table 16: Reliability statistics (Training) 48
Table 17: Factor analysis (Performance appraisal) 48
Table 18: Reliability statistics (Performance appraisal) 48
Table 19: Factor analysis (Reward) 48
Table 20: Reliability statistics (Reward) 49
Table 21: Total Variance Explained 49
Table 22: Component matrix 52
Table 23: Rotated component matrix 53
Table 24: Kendall's correlation 55
Table 25: Correlation (Reward) 58
Table 26: Model summary – organisational commitment (dv) and independent variables 61
Table 27: The results of ANOVA analysis for independent and dependent variables 61
Table 28: Coefficients (Dependent variable and independent variable) 62
Table 29: Collinearity Diagnostics (DV and IV) 62
Table 30: Model summary (moderating variable) 63
Table 31: Reward and perceived organisational support (Moderating variable) 63
Table 32: Performance appraisal and perceived organisational support (moderating variable) 64
Table 33: Model summary (Training) 64
Table 34: ANOVA (Training) 65
Table 35: Coefficients (Training) 65
Table 36: Model summary (performance appraisal) 66
Table 37: ANOVA (performance appraisal) 66
Table 38: Coefficients (Performance appraisal) 67
Table 39: Model summary (Reward) 67

Table 40: ANOVA (Reward) 68
Table 41: Coefficients (Reward) 68
Table 42: Model summary (Age) 69
Table 43: ANOVA (Age) 69
Table 44: Coefficients (Age) 70
Table 45: Model summary (Gender) 70
Table 46: ANOVA (Gender) 71
Table 47: Coefficients (Gender) 71
Table 48: Model summary (Marital status) 72
Table 49: ANOVA (Marital status) 72
Table 50: Coefficients (marital status) 72
Table 51: Model summary (Educational qualification) 73
Table 52: ANOVA (Educational qualification) 73
Table 53: Coefficients (Educational qualification) 73
Table 54: Model summary (Length of service) 74
Table 55: ANOVA (Length of service) 75
Table 56: Coefficients (Length of service) 75
Table 57: Model summary (Type of employment) 76
Table 58: ANOVA (Type of employment) 76
Table 59: Coefficients (Type of employment) 77
Table 60: Descriptive statistics for each instrument item 77
Table 61: Result on tested hypothesis 83

ABSTRACT

Human resources management practices are important factors within organisations which enable an organisation to achieve a competitive advantage. The possibility of an organisation to achieve a competitive advantage and maintain business sustainability is dependent on the organisational commitment of its staffs. As a result, organisations need effective human resource management practices to equip employees in other to obtain organisational goals and objectives. The objective of this study is to examine whether Human Resource Management practices influence the organisational commitment of employees in a private university. The study was conducted with academic staff members in a private university at Midrand, Gauteng province Johannesburg, South Africa. The researcher conducted a survey of 145 academic staffs from a population of 225. The research design which was used in this study was descriptive, cross sectional research design and a quantitative approach. The questionnaire method was used to collect data from the respondents using a survey instrument of 5-point Likert scale format. The analysis of the data was done using the SPSS software by using the linear regression analysis method after data was captured in Ms Excel. The Hayes process of moderation analysis was also adopted. The researcher found that performance appraisal, reward and training contribute to the enhancement of organisational commitment.

Key words: Organisational commitment, human resource management practices, perceived organisational support, Higher education institutions.

Chapter 1: Background to the study, problem statement, objectives and outline of the study

1.1 Background

As noted by Cohen (2007) and Armstrong (2001) organisational commitment is not limited to national boundaries or a specific organisation. It is rather a universal phenomenon, which requires further research. Pienaar (2005) postulates that the academic profession is central to the functioning of any university and that no higher education institution can ensure sustainability and quality education without well qualified and committed academic staff. Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of their academic staff than most other organisations (Pienaar, 2005). Organisational commitment plays a key role to the organisation in terms of employee longevity. To elaborate further, when employees are deeply committed, they will stay longer in the organisation. As a result, Organisations will have experienced employees that will render quality and satisfactory services to customers (Allen & Meyer, 1996).

Within the context of a University, Bhatnagar (2007) asserts that one of the most important contributing factors to the success of higher education institutions is lecturers' commitments to the institution. Without organisational commitment some academic staff and support staff may leave the profession or institution. In some cases, where they no longer feel committed, they could probably evade their daily responsibilities, which could have detrimental effects on the institution. Thus, the organisational commitment of academic staff members is a crucial factor for higher educational institutions to stay competitive in both the international and domestic context and to ensure that high quality services are provided (Korir & Kipkebut, 2016). In addition, lecturers with low commitment do not concentrate on their work and this could weaken universities' competitive positions (Mak & Sockel, 2001). Aarrevvra and Dobson (2010) emphasised that it is essential for university management to understand the potential reasons behind the lack of commitment among lecturers.

Ntisa (2015) argued that because of lack of organisational commitment, some lecturers have high levels of absenteeism and low performance.

Although, it cannot be conclusively argued that an organisational commitment problem exists in private universities in South Africa, given that there is a lack of adequate research in this regard. This view was supported by Mabasa, Lucia and Victor (2016) and Wiza and Hlanganipai (2014). Coetzee and Rothman (2005) also found that South Africa's academic staff is lacking organisational commitment. Werner, Sono and Ngalo (2011) in their report made a general finding that South Africans academic sector is facing commitment issues due to poor working conditions that academics encounter. In the same light, the study done by Masemola (2011) indicated that there is lack of organisational commitment amongst academic staff in higher education in South Africa. This study was proceeding on the assumption that the lack of organisational commitment referred to by Coetzee and Rothman, (2005), Werner, Sono and Ngalo, (2011), and Masemola, (2011) was not referring to public universities alone, but also applicable to private universities in South Africa.

Meyer and Smith (2000) note that managers may influence employee commitment and obtain desired organisational behaviours by means of implementing human resource management practices (HRMPs). In the same light, Arthur (1994) proposed that specific combination of HR practices are useful in enhancing organisational commitment. Smith (2016) declared that committed employees bring added value to the organisation through their determination, proactive support, and high productivity. The question thus: do private universities in South Africa have HRMPs that enhance organisational commitment? How do these HRMPs enhance or hinder academic staff and support staff's commitment in private universities? The paucity of studies in this regard in private universities in South Africa has made it difficult to provide definite answers to these questions, hence the significance of this study. The study intends to provide answers to these questions by examining the relationship between HRMPs and organisational commitment with perceived organisational support (POS) as a moderating variable within the context of private universities in South Africa. The aim is to offer a solution to the organisational commitment challenges in private universities in South Africa.

1.2 Contribution to the study

The study will significantly contribute to the discourse on enhancing organisational commitment of academic staff and support staff in private universities. Studies which were conducted on

organisational commitment of staff in higher education institutions within the context of South Africa, Wiza & Hlanganipai, (2014); Mabasa, Lucia and Victor, (2016) were more focused on public high institutions. The scope of these studies included private and public universities without distinguishing between private and public higher institutions. There is lack of adequate academic research, specifically on staff commitment in the private higher education institutions. Even where studies were carried out such as Netswera, Rankhumise and Mavundal, 2005, and Erasmus, Grobler and Van Niekerk, 2015, the focus of these studies was on staff retention in South African higher education institutions. These studies did not focus on the commitment of staff which plays a complementary role in fostering or facilitating staff retention. It can be argued that one cannot talk about retention without incorporating organisational commitment because when employees are committed to their job, they remain with the organisation. Hence, it was considered necessary and significant to carry out a study on the commitment of staff in the private higher education institutions in South Africa. A study on academic and support staff commitment in private universities will help in understanding the importance of organisational commitment in private universities.

Currently to the best of the researcher's knowledge, there is no study that provides information on the state of organisational commitment of academic staff and support staff in private higher education institutions within the context of South Africa. Hence, the current study aims to fill this gap in research. The outcome of the study will make a significant contribution to the broad field of management and advance the existing knowledge and literature on organisational commitment of staff in private universities. The accomplishment of this goal will ensure that academic research continues to be a meaningful source for generating new knowledge in South African private higher education institutions.

1.3 Research problem statement

Organisational commitment is a major concern for South African private higher education institutions given that, private higher institutions are losing highly qualified staff to public universities, international universities and to other higher education institutions that are able to offer better rewards and benefits (Geldenhuys, Kaba, & Venter, 2014). As a result of this challenge, of losing qualified staff in South African private universities, Selesho (2014) stated that South

African private higher education institutions routinely implement retention practices as way of addressing this problem. Organisations with committed staff do not struggle to retain their staff. Based on the above statement made by Geldenhuys, Kaba and Venter (2014), it can be inferred that private universities in South Africa experience organisational commitment challenges with academic staff. This comes from the assumption that a committed employee remains with the organisation (staff retention and organisational commitment are intertwined).

1.4 Research purpose

The main purpose of this study is to determine if the selected HRMPs (training, reward, and performance appraisal) significantly enhance the organisational commitment of academic staff and support staff in private higher educations in South Africa.

1.5 Research objectives

The specific objectives of this study include:

- Investigating the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment through a moderator variable of perceived organisational support,
- Determining which of the HRM practices contribute to the commitment of academic staff and support staff and to what extent,
- Evaluating the organisational commitment of academic staff and support staff in a private university,
- Suggesting recommendations in terms of organisational commitment at the private institution based on the findings of the study.

1.6 Control variables

Other important variables that can impact the organisational commitment of employees are demographic factors such as age, gender, educational level, tenure and marital status which will be fully discussed in the literature review.

1.7 Significance of the study

The study will help human resource (HR) managers in the private universities to enhance their HR practices to facilitate the commitment of academic staff, which will in turn influence the impact of knowledge on the students. Understanding this, will contribute or influence the growth of South Africa academically.

Research in this field can help private higher institutions understand which HRM practices influence the achievement of commitment the most, based on the results obtained from the staff members. All HRM practices do not work for all organisations. It is therefore important for human resource managers to figure which HRM practices are working and which are not.

There is paucity of information and a knowledge void regarding the relationship between HRMPs and organisational commitment, especially among academic and support staff in private universities in South Africa. Therefore, there is a need to investigate the impact of HRMPs for enhancing organisational commitment within the context of private universities in South Africa, which makes this study novel.

This study will also be useful to the academic society as it will add more knowledge on the continued organisational commitment issues.
Lastly, the study will serve as a springboard or facilitator for further research in this field.

1.8 Summary

This chapter briefly provides an introduction to the study and presents the problem statement, research objectives, and the contribution of the study to knowledge. The next chapter discusses organisational commitment and human resource management literatures from the perspective of different authors.

1.9 Structure of the chapters

Chapter 1: Overview of the study

In the first chapter, the background to the study, purpose of the study, objectives, problem statement, and significance of the study are presented.

Chapter 2: Literature review

This chapter presents a review of literature that relates to the study and discusses in detail the theoretical framework underpinning this study.

Chapter 3: Research methodology and design.

This chapter discusses the research methodology and design, the use of the survey method and data collection instruments used in the study.

Chapter 4: Analysis of data and discussion of findings

This chapter presents an analysis of the data and discussion of the findings in the study

Chapter 5: Conclusion and recommendations

This last chapter presents the conclusion and makes recommendation based on the results from the analysed data.

Chapter 2: Literature review

2.1 Introduction

This chapter explains the various HRMPs that were used in the study such as training, reward, performance appraisals, dimensions of organisational commitment, theoretical framework and the moderator variable by considering the perspectives of different authors.

The literature review was divided into two main sections. The first section highlighted different studies that have been done in the field of organisational commitment and the knowledge gap the current study intends to fill. The second section of the literature review provides more insight into what organisational commitment entails. The study on the concept of organisational commitment has been extensively researched on according to the literature. However, previous studies (Nagar, 2012, Nemani, Mahdieh & Marnani, 2013) conducted in this field were done in a different context. Different organisational context and different focus areas. Nagar (2012) conducted a study on organisational commitment and job satisfaction among lecturers during times of burnouts.

Nemani, Mahdieh and Marnani (2013) studied organisational commitment with a focus on investigating the relationship between organisational commitment and job satisfaction within the bank sector. Other prior studies (Bartlett, 2001, James, 2015, Wiza & Hlanganipai, 2014) investigated the influence of individual HRM practice on organisational commitment. Bartlett (2001) explored training and organisational commitment which focused on employees' benefits from training and organisational commitment. James (2011) carried out a study on the relationship between performance appraisal and teacher's commitment in Kenya. Wiza and Hlanganipai (2014) examined the impact of leadership styles on employee organisational commitment in higher learning institutions. Mabasa, Lucia and Victor (2016) in their study, examined the relationship between job satisfaction and organisational commitment among academic staff members in a selected higher education institution within the context of South Africa. Toyosi, Onuoha, and Ojo (2014) looked at job satisfaction and organisational commitment, a study of library personnel in private universities in Ogun State, Nigeria. Kaselyte and Malūkaite (2013) studied the antecedents of affective organisational commitment among economics and management lecturers in the higher education institutions in the Baltics.

Yunus, Margono, Surachman, and Djumahir (2011), within the context of Indonesia, studied the organisational culture, job satisfaction, organisational commitment, and the effect on lecturer performance. The literature review demonstrated that there is a rich body of literature on organisation commitment. Schulze (2006) asserts that empirical findings on job satisfaction and organisational commitment from other professions could not be used to understand the factors influencing the commitment of lecturers in higher education institutions. This is because different organisations have unique cultures, values, norms and various management models, hence the difference in employee needs (Chen, Yang, Shaiu, & Wang 2006). Arthur (1994) proposed that specific combinations of HR policies and practices are useful in improving organisational commitment and reducing turnover as opposed to individual HRMP.

Furthermore, the literature review has shown that the above-mentioned studies were conducted in different cultural backgrounds in terms of country and organisational culture, different contexts and different focus areas, which makes the generalisation of the findings difficult. Even where studies on organisational commitment of academic staff and support staff were carried out within the context of South African higher education institutions, it was carried out in a general context without distinguishing between public and private universities, or with a more specific focus on pubic higher institutions. Vital information could be lost by ignoring the possible difference in organisational culture that exist in private and public universities, which could have affected organisational commitment, or the different techniques by which HRMPs are implemented in private and public universities in South Africa, which could also affect organisational commitment. None of these studies were conducted within the context of private universities in South Africa specifically.

A private higher education institution in South Africa.

The academic profession is central to the functioning of any university. Without well qualified and committed academic staff, no academic institution can really ensure sustainability and quality over a long period (Pienaar, 2005). A leading private university in South Africa is not excluded in the above statement. Within the South African context, fostering organisational commitment among academic staff and support staff has become imperative to a private university. With a rapid increase in the development of international universities, colleges, public universities and other HEIs the demand for talented academic staff has increased. This poses a threat to the commitment of academic staff in a private university due to other HEIs that offer better salaries. Robyn and Preez (2013) postulated that there is an increasing shortage of academic staff at South African private HEIs due to the emigration of highly trained academic staff and more attractive options in the public universities. Currently, to the best of the researcher's knowledge, there is no study that illustrates the state of academic staff commitment in a private higher education institution in South Africa. The realisation of the importance of organisational commitment to the success of a private higher education institution and how this important factor can be enhanced through HR practices in a leading private university in South Africa, gave rise to this study.

Evident from the literature review, studies on organisational commitment of academic staff which were carried out within the context of South African higher education institutions did not distinguish between public and private universities. These studies did not take possible difference in organisational culture that exist in private and public universities, which could have affected organisational commitment, or the different techniques by which HRMs are implemented in private and public universities in South Africa, which could also affect organisational commitment of academic staff into consideration. Therefore, there is a need to examine HRMPs as mechanisms for enhancing organisational commitment within the context of South Africa in a private higher education institution.

2.2 Organisational commitment

Porter, Steers, Mowday, and Boulian (2004) defined organisational commitment as employee sense of attachment with the organisation and voluntary acceptance of the organisational goals. Sheldon (1971) defined organisational commitment as an attitude or an orientation towards the organisations, which links or attracts the identity of the person to the organisations. Commitment represents something beyond loyalty to an organisation. It involves an active relationship with the organisation, and as such the individuals are willing to give something of them to contribute to the organisation's well-being (Lamba & Choudhary, 2013). According Steers (1977) organisational commitment can be interpreted as the employee's long-term relationship and intention to stay in the workplace with a devoted effort to reach the goals and objectives of the organisation.

Meyer and Allen (1991) discussed that organisational commitment has the following three components:

- **An affective commitment** is an emotional attachment to the organisation and a belief in its values. Employees who have strong affective commitment stay in the organisation because they want to (Meyer & Allen, 1991). Drucker (2005) states that affective commitment occurs when individuals fully embrace the goals and values of the organisation. They become emotionally involved with the organisation and feel personally responsible for the organisation's success. These individuals usually demonstrate high levels of performance, positive work attitudes, and a desire to remain with the organisation (Drucker, 2005).
- **Continuance commitment** is the perceived economic value of remaining with an organisation (Meyer & Allen, 1991). Continuance commitment is commitment based on the costs that would occur if the person leaves the organisation. Therefore, people having high continuance commitment stay in the organisation because they need to. In other words, it would cost too much to leave. For example, if an employee has used a lot of time and resources to learn something that can only be used in that particular company, or there are no similar or better employment opportunities available than the current position. (Allen & Meyer 1990, Garcia-Gabrera & Garcia-Soto 2012).

- **Normative commitment** refers to a person's feelings of obligation to stay with the organisation. In other words, employees remain in the organisation because they feel obliged. It is proposed that normative commitment is influenced by a person's experiences both before and after entering the organisation. This means that organisational socialisation and socialisation that occurs in the families and society at large also affects how employee's normative commitment develops. (Allen & Meyer 1990, Markovits, Boer & van Dick, 2013).

These three components of commitment are alternatively described as "the product of (a) emotional attachments (affective commitment); (b) the costs of leaving, such as losing attractive benefits or seniority (continuance commitment); and (c) the individual's personal values (normative commitment)" (Bartlett, 2001). Yunus, Margono, and Surachman (2011) assert that when commitment to the organisation becomes stronger it lowers a person's chances of leaving an organisation. More so, individuals who have high organisational commitment are more likely to achieve better results and are less likely to spend time on meaningless things that are not job-related, as a result productivity is positively impacted (Yunus, Margono, & Surachman, 2011).

A study which was carried out by Gallups (2013) on workplaces in the state of America, illustrated that 70% of American workers are not committed in their organisations. They are emotionally disconnected from their workplace and are less likely to be productive. In the report it is estimated that actively uncommitted workers cost the U.S. between $450 billion to $550 billion dollars a year in lost productivity. These figures show the glaring importance of having committed and engaged employees at the workplace. Earlier research by Fossey and Havey (2010) concluded that more satisfied employees are more committed in their work and are less likely to search for other sources of income. Anis, Reyman, Khan, and Hamayoun (2011) also affirm that organisation-committed individuals are not likely to engage in absenteeism and turnover.

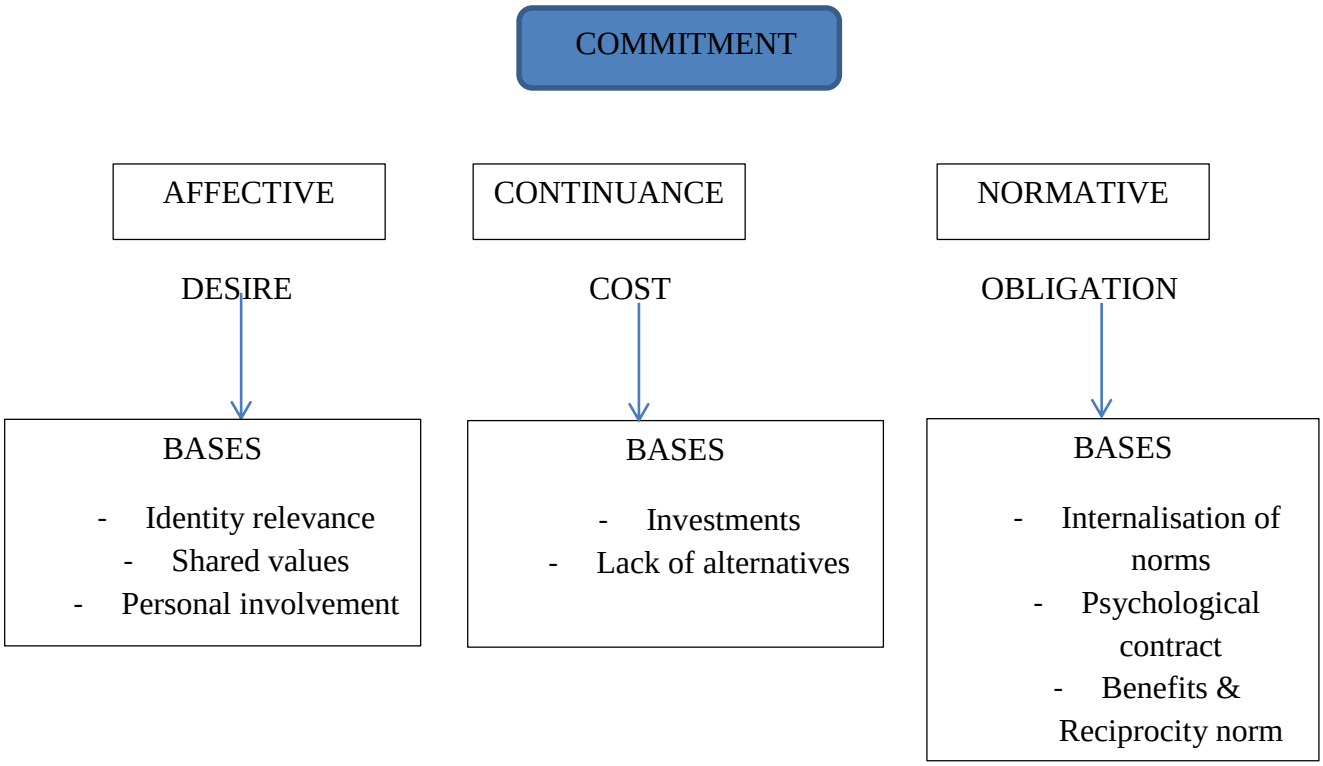
There are various forms of organisational commitment as discussed by different authors. These different forms are given in Table 1, below.

Table 1: Different definitions of organisational commitment from different authors.

O'Reilly and Chatman (1986)	
Compliance	Instrumental involvement for specific extrinsic rewards.
Identification	Attachment based on a desire for affiliation with the organisation.
Internalisation	Involvement predicted on congruence between individual and organisational values.
Penley and Gould (1988)	
Moral	Acceptance of and identification with organisational goals.
Calculative	A commitment to an organisation which is based on the employee's receiving inducements to match contributions.
Alienative	Organisational attachment which results when an employee no longer perceives that there are rewards commensurate with investments, yet he remains due to environment pressures.
Meyer and Allen (1991)	
Affective	The employee's emotional attachment to, identification with and involvement in the organisation.
Continuance	An awareness of the costs associated with leaving the organisation.
Normative	A feeling of obligation to continue employment.
Mayer and Schoorman (1992)	
Value	A belief in and acceptance of organisational goals and values and a willingness to exert considerable effort on behalf of the organisation.
Continuance	The desire to remain a member of the organisation.
Meyer & Herscovitch (2001)	
Affective	The degree to which an individual is psychologically attached to an organisation through feelings such as loyalty, affection, warmth, belongingness, pleasure, etc.
Continuance	The degree to which an individual experience a sense of being locked in place because of the high costs of leaving.
Moral	The degree to which an individual is psychologically attached to an organisation through internalisation of its goals, values and mission.

Source: Adapted from Meyer & Herscovitch (2001:320), in Coetzee (2005:5.3 – 5.4)

Figure 1 General model of organisational commitment



Source: Adapted from Meyer & Herscovitch (2001:320), in Cotzee (2005).

2.3 Theoretical framework

2.3.1 Human resource management practices and organisational commitment

Mondy and Noe (2005) state that HRM practices are guidelines and tactics implemented by an organisation to make sure employees work efficiently to achieve the organisational goals. HRM practices contain activities such as selection and recruitment, compensation, training, induction programmes, employee wellness programmes, carrier planning and performance appraisal (Qureshi, Akbar, Khan, Sheikh, & Hijazi 2010). HRM practices have been considered as a basis of business revenue (Mathis & Jackson, 2004). Similarly, Collins and Clark (2003) specified that organisations achieve competitive advantage through the implementation of bundles of HRM practices. Furthermore, Saira and Babak (2016) state that HRM practices can be a significant source of employee satisfaction that lead to lower absenteeism, reduce staff turnover and increase employee loyalty to the organisations.

Organisational commitment is the heart of HRM which helps to explain a range of human attitudes and behaviours at work. It is the central feature that distinguishes HRM from traditional personnel management (Guest, 1995). Effective HRM acquires quality employees, motivates them to maximise performance and helps meet their psychological and social needs.

This leads to long term relationships with skilled and happy employees (Stewart & Brown, 2011). Commitment is one of the factors of HRM policy for an effective organisation (Shahnawaz & Juyal, 2006). The commitment and motivation built through well designed HR practices can lead to high performance of employees. Especially innovative HR practices increase the commitment of employees and help them to achieve the goals of the organisation. The satisfaction of employees with HR practices elicits the commitment of employees towards the organisation (Kumar & Krishnaveni, 2008).

The concept of organisational commitment has been investigated and proven to be a consequence of HR practices. Delaney and Huselid (1996) empirically suggested that fair rewards, competence development, empowerment, recognition, and information sharing affect organisational commitment. Meyer and Allen (1997) suggested that HRM practices might also influence continuance and normative commitment. Employees who receive an attractive benefits package might view the organisation as supportive and therefore develop a stronger affective commitment. They also believe that loosing such a package would be costly and experience greater continuance commitment, feel indebted to the organisation and develop a stronger normative commitment (Meyer & Smith, 2000).

The introduction of innovative human resource practices increased the commitment of the individuals and helped in achieving the goals of the organisation (Agarwala, 2003). Human resource management practices contribute to the economic success of an organisation by enhancing the employee commitment and satisfaction. Thus, the satisfaction of the employees with the human resource practices elicits the commitment of the individuals towards the organisation (Bergman, Lester, De meuse, & Grahn, 2000). The perception of the employees on HRM practices such as fairness of promotion practices, accuracy of the performance apppraisal system, and supervisory behavior influence organisational commitment (Ogilvie, 1986). Similarly, Smeenk, Eisinga, Teelken and Doorewaard (2006) examined the impact of human resource management

practices on academics' affective, continuance, and normative organisational commitment in two different faculties in Dutch universities.

The above-mentioned authors concluded that HRM practices played an important role in determining the level of organisational commitment among employees.

Hence, it would not be possible to address all the HRM practices that are associated with organisational commitment in this study. It was thus necessary to narrow the focus towards some of the HRM practices identified most prominently within the general HRM literature as stipulated by Laka-Mathebula (2004). In the study conducted by Whitener (2001), performance appraisal, reward, and training were indicated as important factors in enhancing the organisational commitment of employees. As a result of the above statement, some other HRMPs such as induction programmes and employee wellness programmes was not looked into in this study. There were no adequate literatures that relate induction programmes and employee wellness programmes with organisational commitment. The current study focuses on the HRMs which are of greatest importance in enhancing OC within the specific context of higher education institutions (training, reward, and performance appraisal) as noted by (Whitener, 2001).

2.3.1.2 Training

Training has been identified as a human resource management practice which contributes to gaining a competitive advantage (Bartlett, 2001). Liu (2004) stipulated that training enabled the organisation to maintain a standard of performance which could amount to competitive advantage. Liu (2004) went further to state that training and development improve one's ability and help employees to achieve career development which can enhance work capability. Vlachos (2009) suggested that when organisations provide adequate training programmes to employees, employees will be satisfied, and organisational productivity will be increased. Bartlett (2001) explored the effects of training on organisational commitment and reported that perceived access to training had the highest correlations with OC. It was shown in Bartlett's study, that when employees perceive the availability of training as support from their employer, they become more committed to the organisation. The availability and adequacy of training provided to the individuals in the organisation, in a more systematic way, makes a concrete effect on their satisfaction and commitment (Lowry et al., 2002).

From an opposing perspective, a study done by Guben, Kocabacak, and Sendogdu (2013) on the relationship between HRMPs and organisational commitment, indicated that training and organisational commitment did not have a positive relationship.

Chughtai and Zafar (2006) further examined organisational citizenship behaviour as the outcome of organisational commitment and observed a positive relationship between training and organisational commitment. Thus, the more training programmes were offered by an organisation to their employees, the more committed the employees were. However, some studies have argued that there was no evidence that link training and organisational commitment, as well as employee turnover (Batt, Alexander, Colvin, & Keefe, 2002). This supported the study done by Verhees (2012) on the relationship between training and employees' turnover intentions, and the role of organisational commitment. Verhees found a negative relationship between training and organisational commitment. Bartlett (2001) argued that training could be viewed as a management practice that can be controlled or managed to elicit a desired set of unwritten, reciprocal attitudes and behaviours, including job involvement, motivation, and organisational commitment. Warsame (2015) investigated the relationship between HRMPs and OC with employees in telecommunication companies in Somalia. It was shown that training did not have an impact on organisational commitment. Pasaoglu (2015) stated that there was an increase in the employees' level of organisational commitment because of the impacts on training. Similarly, Chughtai and Zafar (2006) asserted that the provision of training and development opportunities by the organisation made employees think the organisation supported their personal development and was committed to its employees in a long-term perspective. As a result, the employees started to feel more psychologically bound to their organisation thus, became more psychologically committed.

Meyer and Allen (1997) mentioned that organisations could do several things to foster a stronger sense of commitment in their employees. One was offering training programmes to provide employees with the knowledge and skills they require to do their jobs effectively. Lowry, Simon, and Kimberly (2002) indicated that the availability and adequacy of training affected the level of job satisfaction and commitment among employees. Silva and Dias (2016) found a positive relationship between training and organisational commitment. They further suggested that training

evaluation was of extreme importance, both in the academic field and in the organisational context because of its significance in fostering commitment and in achieving a competitive advantage.

Robinson (2013) asserted that employees were more likely to remain with firms that offered training and provided a supportive work environment.

The author further explained that investments in training strengthen commitment since training was regarded as an expression of the organisation's support of the employee. Gaiduk, Gaiduk and Fields (2009) found a positive relationship between training opportunities and employees' affective organisational commitment among employees in Lithuania. The authors went further by arguing that, by providing training and development opportunities, an organisation strengthens emotional relations with its employees.

2.3.1.3 Performance appraisal

Raihan (2012) reported that performance appraisal was a periodic evaluation of an employee's performance by their supervisors. Performance appraisal was one of the human resource practices which assisted employees to improve on their capability, which in turn increased organisational productivity (Rahman, 2006; Brown & Benson, 2003). According to DeCenzo and Robbins (2013) conducting performance appraisals served three important purposes: 1) providing two-way feedback between employees and supervisors, 2) developing employees and improving their performance, and 3) documenting employees' performance for legal reasons. In addition, performance appraisals served as a basis for certain organisational decisions, such as determining salary packages and promotions (Sripirabaa & Krishnaveni, 2009). Shahnawaz and Juyal (2006) reported that performance appraisals assisted in enhancing the commitment level of employees. A study conducted by Jehad and Farzana (2011) on fairness of performance appraisals and organisational commitment, showed that performance appraisals play a significant role in increasing employee commitment. Mmako (2016) asserted that positive feedback during performance appraisals had an impact on employee performance. It added to the recipient's motivation for achieving the desired standards and offered valuable feedback to employees about work, strengths, and potential improvement (Mmako, 2016). It therefore influenced employees' attitudes and behaviours (commitment) and the relationship between managers and employees.

One can argue that when the lecturers are provided with feedback during the appraisal process, it enables them to know the things which are expected from them with respect to lecturing methods and other administrative tasks. By adhering to feedbacks, it will help to enhance the system of education in the universities.

In contradiction of the above findings, a study conducted by Mahalekamge and Weerakkody (2013) on the relationship between performance appraisal and employee outcomes, a weak relationship between performance appraisal and organisational commitment was demonstrated. It implied that performance appraisals did not have a significant influence on organisational commitment. Sial, Jilani, Imran, and Zaheer (2011) found in their study that performance appraisals were not significantly associated with organisational commitment. In the same light, Riaz, Ayaz, Wain, and Sajid (2012) supported that performance appraisals were not significantly associated with organisational commitment. Further review in the literature indicated that fair practices in human resource management, particularly in terms of performance appraisal, had a predictive role in the employees' attitude, such as to the organisation's commitment (Salleh, Amin, Muda, and Halim, 2013). The above-mentioned authors found a positive relationship between performance appraisals and organisational commitment. Further, Bal, Bozkurt, and Ertemsir (2014) revealed that along with various other human resource functions, performance appraisal too had a positive and significant relationship with affective and normative commitment. In the same light, Singh and Rana (2013) found a positive relationship between performance appraisal and organisational commitment with employees in bank sectors in India.

2.3.1.4 Reward

According to Armstrong (2012) the aim of reward is to ensure that the value of employees and the contributions they make in an organisation are recognised and rewarded accordingly (Armstrong, 2012). Thus, organisations use a reward system to fulfil and satisfy the needs of their employees, as well as to ensure that they operate equitably and fairly. There are two categories of reward, according to Korir and Kipkebut (2016). These are financial and non-financial rewards.

Financial rewards are tangible rewards which relate to employees' salaries, as well as the benefits that an organisation provide to its employees, and non-financial rewards are the rewards which focus on motivating employees as well as enhancing job engagement and commitment.

Omotayo, Pavithra, and Adeniki (2014) argued that, no other issue is more relevant and crucial to any employee than his or her financial remuneration. Money was regarded as a motivation and a catalyst in building a loyal, dedicated, and committed workforce. Employees, after expending their time, efforts, energy, and labour in helping the organisation achieve its goals, expect adequate compensation and reward in the form of money and other entitlements to satisfy personal, economic psychological, social, self-actualisation, security, and growth needs (Omotayo, Pavithra, & Adeniki, 2014). Ahmad, Toh, and Bujang (2013) postulate that there was a positive relationship between reward and organisational commitment. As a result, organisations provide rewards as the strategy in human resource management to improve organisational commitment among employees (Ahmad, Toh, & Bujang, 2013). Similarly, Rayman (2011) affirmed that salary satisfaction had a significant positive relationship with organisational commitment.

Armstrong (2012) argued that when rewards are well managed, desired commitment is achieved efficiently and effectively and employees will have a sense of mutual gain. This mutual gain is necessary in the organisation to encourage the employees in the attainment of the defined targets or goals. According to Isaack and Dinah (2016) employees who are satisfied with their financial rewards have moderate levels of commitment. This indicates that organisations which link organisational commitment to total reward practices are more likely to affectively engage and motivate employees.

Kantor (2013) did not support the above studies. Kantor argued that financial reward does not significantly relate to organisational commitment. Similarly, the findings from Dhawan and Mulla's (2009) study also indicated that financial reward does not positively influence the three components of organisational commitment. The findings of Imran and Ahmad (2012) were in line with the above findings. Irman and Ahmad found that reward was not statistically correlated to organisational commitment. In support to this view, Omotayo, Adenike, and Pavithra (2014) argued that salary increases did not guarantee retention and commitment of employees. Gohari,

Ahmadloo, Boroujeni, and Hosscinipour (2013) found a positive relationship between rewards and employees' continuance commitment among employees in tourist firms in Malaysia.

Danish and Usman (2010) postulated that employees were fully motivated and satisfied with their jobs when their needs were met, and this may lead to increased organisational performance and commitment. This implies that employees' commitment is based on the ability of an organisation to recognise and reward its employees in respect to their inputs. Sejjaaka and Kaawaase (2014) pointed out that rewards can predict organisational commitment. Additionally, Chew and Chan (2008) confirmed that there was a positive relationship between rewards and organisational commitment.

Furthermore, reward is of growing importance to companies in the world that are seeking to gain an advantage among competitors and serves as a tool for enhancing higher employee commitment and retention. A reward package fails to secure employee commitment when it is viewed as not being fair, inequitable or inconsistent. Such compensation fails to attract, retain, and motivate employees (Milgo, Namusonge & Kanali, 2014). An efficient reward system influences employees for longer retention, since an employee receives better rewards internally. He/she would like to stay with the current organisation until his/her self-interest becomes fulfilled. On the other hand, employees can change if they contract a better opportunity in the external environment (Anis, Reyman, Khan, & Hamayoun, 2011). Employees are always on the look out to connect with companies that compensate better. As a result, effective reward packages go a long way in attracting and retaining employees.

Aims of employee reward – from an organisation's point of view and from an employee's point of view.

Armstrong (2002) claimed that: "a reward system expresses what the organisation values and is prepared to pay for". It is regulated by the need to reward good performance and express what is important from the organisation's perspective. The specific aims of employee reward are to:

- Help attract, retain, and motivate high quality employees,
- Play a significant role in the communication of the organisation's values, performance, standards, and expectations,

- Encourage behaviour that will contribute to the achievement of the organisation's objectives and reflect the 'balanced score card' of key performance drivers,
- Underpin organisational change programmes concerned with culture, process, and structure,
- Support the realisation of the key values of the organisation in areas such as quality, customer care, teamwork, innovation, flexibility, and timely response,
- Provide value for money – no reward initiative should be undertaken unless it has been established that it will add value, and no reward practice should be retained if it does not result in added value (Armstrong, 2002).

Armstrong (2002) stated that from an employee's point of view, the reward system should:

- Treat them as stakeholders who have the right to be involved in the development of the reward policies that affect them,
- Meet their expectations, that they will be treated equitably, fairly, and consistently in relation to the work they do and their contribution,
- Be transparent – they should know what the reward policies of the organisation are and how they are affected by it (Armstrong, 2002).

2.3.1.5 Perceived organisational support as a moderator in HR practices – organisational commitment relationship

Eisenberger (1986) defined perceived organisational support as the perception that the organisation cares about employee wellbeing and values employee contributions. This definition incorporates two dimensions: (1) a sense that the organisation values employees' contributions is underpinned by performance-reward expectancies, and (2) a perception that the organisation cares about employee well-being is underpinned by the need for fulfilment of socio-emotional needs at work (Rhoades & Eisenberger, 2002).

It can be argued that POS serves to moderate the relationship between HRM practices and organisational commitment. This is because when HRM practices, which reflect voluntary treatment by the organisation, are perceived as supportive, it would be taken as evidence that the organisation cares about its employees' well-being and could be counted on for subsequent rewards

(Mohd, Hemdi, & Guar, 2008). According to Morrison (1996), HRM practices implemented by organisations can convey a message that they value their employees as long-term assets.

Such positive valuation would strengthen employees' judgment about the level of organisational support received.

Nelson and Quick (1991) found that supervisor support and co-worker support have a positive impact on the organisational commitment of new employees in the organisation, while it has a negative impact on their intention to leave the organisation. Bartlett (2001) illustrated in his study that employees are more affectively committed to the organisation when they receive supervisor and co-worker support. Eisenberger et al., (2001) found that organisational support enhances employees' feelings and these feelings lead to an increase in their commitment to the organisation. In the same light, Pack and Rainy's (2007) study demonstrated that organisational support had a significant influence on affective commitment among student employees in a recreational sport department at a large university. From the opposing view, the study done by Marziyeh, Morteza, and Abbas (2013) on the relationship between perceived organisational support and organisational commitment of staff (A case study: General office for sport and the youth, Mazandaran province), illustrated a meaningless relationship between perceived organisational support and organisational commitment of staff. The more support the staff feel, the amount of their commitment to their job will increase as well as their loyalty to the organisation.

Committed employees have high satisfaction with their jobs, high motivation to serve customers and strong intentions to work for the organisation willingly and devotedly. (Sangmook Kim, 2004). Organisational support is one of the most important organizational concepts that keep employees in the organisation, since organisational support is known as a key factor in increasing the organisational commitment of employees. More so, organisational commitment is important to customer satisfaction (Lam and Zhang, 2003)

Hussain and Asif (2012) proved in their study with 230 Telecom employees that high levels of perceived organisational support develop commitment and ownership amongst employees towards the organisation, which in turn, reduces staff turnover rates. On the contrary, the result of the study conducted by Seyed, Niloufar and Fateme (2015) on the relationship between organisational commitment with perceived organisational support and job satisfaction in Eghtesad Novin Bank,

Shiraz, showed that there was no positive relationship between perceived organisational support with normative commitment and continuance commitment. Shore and Tetrick (1991) found strong positive correlations between POS and affective commitment, but a lack of association between support and continuance commitment. They went further to suggest that perceptions of ‘‘caring’’ on the part of the organisation may lead employees to experience affective attachment, whereas continuance commitment is more likely to be influenced by perceptions of being poorly treated rather than perceptions of support from the organisation (Shore & Tetrick, 1991).

Allen et al., (2003) argued that individuals with high perceived organisational support will be less likely to seek and accept alternative employment, and employees who perceive a high level of support tend to be committed to their organisations. Consequentially, those who are committed as a result of perceived organisational support are more likely to attend work, stay with the organisation, arrive at work on time, perform well, and engage in behaviours helpful to the organisation, as opposed to employees who are not committed (Aamodt, 2007).

Wayne, Shore, and Liden (2007) supported this view and added that when an employee’s perception of organisational support is high, a social exchange develops in which employees may feel compelled to reciprocate the high level of perceived affective commitment he or she receives from the organisation. Organisational commitment and perceived organisational support are, according to Hussain and Asif (2012), the key characteristics of organisational behaviour toward employees. They stated that increased levels of organisational commitment amongst employees drive and shape an organisation’s culture, which promotes a sense of belonging and ownership amongst employees, leaving them feeling satisfied, loyal, and productive.

Rhoades and Eisenberger (2002) claimed that perceived organisational support enhances employees’ commitment in an organisation, reduces their feelings of entrapment and provides them with a strong sense of purpose, belonging, and meaning to their role within an organisation.

2.3.1.6 Demographic variables as contributor to organisational commitment

- **Gender and organisational commitment**

Kumasey, Delle and Ofei (2014) found in their study that males were more committed to their respective organisation compared to females and also, they have a more positive work attitude than women. This is line with Khan, Shah, Hassan, and Khan's (2013) findings. Khan et al., (2013) reported in their study that male employees were more committed to the organisation than female employees. In a study conducted by Salami (2010) on demographic and psychological factors predicting organisational commitment among industrial workers, it was shown that gender was not a significant predictor of organisational commitment. Similarly, a study carried out by Pourghaz, Tamini, and Karamad (2011) also found no difference in male and female overall commitment.

- **Age and organisational commitment**

In a study conducted by Amangala (2013) to explore the relationship between specific demographic variables and organisational commitment in a Nigerian sample, the result showed a positive relationship between age and organisational commitment. Amangala argued that commitment increases with age. However, Salami (2010) found no significant correlation between age and organisational commitment. Similarly, a study done by Iqbal (2010) on empirical assessment of demographic factors, organisational ranks and organisational commitment with a knitwear organisation in Pakistan, the result indicated a negative relationship between age and organisational commitment. Contrary to the above, Nifadkar (2014) studied the impact of job satisfaction and demographic factors on organisational commitment among female colleges in Pune, India. The result showed a positive relationship between age and organisational commitment. Older employees view their past years of service to the organisation as an investment and will have the psychological barrier that it would be more difficult for them to change from one job to another. Khan, Farhatullah, Hamid, Nawaz, and Yar (2013) argued that as the person grows older, his/her sense of obligation also gains maturity. The chances for the switchovers therefore diminish. The authors further affirmed that individuals in the high age group possess more organisational commitment as compared to fresh entries.

Allen and Meyer (1993) found a positive relationship between age and affective commitment. They further argued that age has been regarded as a positive predictor of OC given that, as the employees' age increase employment options generally decrease, making their job more attractive. However, the finding by Viet (2015) contradicts the above findings, illustrating a negative relationship between age and organisational commitment.

Similarly, Robbings, Judge, Odendaal, and Roodt (2009) asserted that older employees bring positive qualities to their jobs such as experience, judgement, a strong work ethic, and commitment to quality. The above-mentioned authors went further to report that older workers were also perceived as lacking flexibility and as being resistant to technology.

- **Tenure/length of service and organisational commitment**

Affum-Osei, Acquaah, and Acheampong (2015) postulated that employee long service in an organisation can lead to organisational commitment. According to Meyer and Allen (1997), as an individual's length of service with an organisation increases, he or she may develop an emotional attachment with the organisation that makes it difficult for him/her to change the job. Long-service employees also develop affective attachment to their organisation, therefore, they tend to be more committed to the organisation. Nifadkar (2014) found a negative relationship between length of service and organisational commitment. Nifadkar further said that a lack of a significant relationship between length of service and organisational commitment could perhaps be as a result of the fact that employees who stay longer with the organisation may find the workplace boring and therefore develop the feeling of leaving the organisation.

Brown and Sargeant (2007) conducted a study on job satisfaction and commitment of full time university employees in the Caribbean region. The results of their study proved a positive relationship between job tenure and organisational commitment. It was also revealed in their study that employees in the Caribbean Region University, who had worked for the university over 11 years, were more committed to their organisation compared to the employees with a job tenure of 10 years and below. Neha and Himanshu (2015) argued that employees with higher work experience in the job tend to be more committed to their job than the ones with lesser work experience. This may be due to the reason that the employees, after spending a long time in the same company environment, become adjusted and used to it and so feel more satisfied and committed than the newer employees who face difficulties in their adjustment to the new company environment. Conversely, Agyman and Ponniah (2014) explained that employees with higher tenure may have familiarity with their work role and have reached a higher level of career

attainment than those employees with lower tenure, which may also inversely influence commitment rate.

- **Marital status and organisational commitment**

Jena (2015) indicated that married people were more committed to their organisation than unmarried people. Married people have more family responsibilities and need more stability and security in their jobs.

Therefore, they are likely to be more committed to their current organisation than their unmarried counterparts. This is in support with the findings of Khan et al., (2013) on the impact of personal attributes over the commitment level of teachers: A context of higher education institutions of Pakistan. The above-mentioned authors found that married employees have higher organisational commitment than unmarried employees. Neha and Himanshu (2015) observed in their study that employees who were married were found to be more satisfied with their job and were more committed to their organisation than the unmarried employees. They further suggested, that it may have been due to the reason that, after marriage the responsibilities of the employees increase, and they view their steady job as more important and valuable to fulfil their multiple demands.

- **Educational qualification and organisational commitment**

Khan, Farhatullah, Hamid, Nawaz, and Yar (2013) suggested that the level of education was likely to have a negative association with organisational commitment. The justification for this prediction was that people with low levels of education usually have more difficulty to change their jobs and consequently show a greater commitment to their organisations. From another perspective, Akintayo (2010) showed that highly qualified employees were more committed due to their awareness about the organisational attitude compared to those who are less qualified. Nifadkar (2014) found a negative relationship between educational level and organisational commitment. The above-mentioned author went further to say that employees who were highly educated were less likely to be committed to their organisation.

- **Full time/part-time employees and organisational commitment**

Omar, Lolli, Chen-McCain, and Dickerson (2011) asserted that part-time employees had other obligations toward families and other jobs, as a result, part-time workers were less committed to their job. They were willing to leave the current job when they found a higher rate of compensation per hour. Thorsteinson (2003) found that there were no significant differences between full-time and part-time workers in organisational commitment.

2.4 Theory underpinning the study

This section will discuss the theory that underpins this study. The Social Exchange Theory has represented and still represents the main theory used by researchers to explain theoretically and empirically relationships between human resource management practices and organisational commitment.

2.4.1 Social Exchange Theory

The Social Exchange Theory was introduced by Blau (1964). According to Blau (1964), social exchange is focused on a quid pro quo, which means 'this for that.' This means that a person is more likely to render support or help to another person in anticipation to receive support from the person in the future (Bowling, Beehr, Johnson, Semmer, Hendricks & Webster, 2004). In Blau's definition social exchanges are "voluntary actions" which could be initiated by an organisation's treatment towards its employees, with the anticipation that such treatment will ultimately be reciprocated. Within the context of organisations, if management activities or plans are perceived positively by employees, the employees will be expected to respond with positive attitudes and behaviours (such as commitment) valued by the organisation (Ogilvie, 1986).

Studies conducted by Gaertner and Nollen (1989) showed that human resource management practices were linked to the concepts of commitment and reciprocity for the following reasons; 1) when employees believe that their organisations are committed to them and there is a higher opportunity to get promoted or rewarded, employees tend to put in greater effort in order to get the reward (that is; promotion from within), 2) training and development are seen as important practices since they demonstrate to employees that their organisations are committed to them by

providing them with special skills and career advancements (Gaertner & Nollen, 1989). Social exchange theory is suitable to guide the current study given that, when an employee receives fair treatments with respect to human resource management practices that organisations implement, such an employee will commit willingly to the organisation due to the pleasant treatments she or he receives. This improves the social relationships that exist between employees and employers.

2.4.2 Hypothesis testing:

The following hypotheses were developed for testing:

1. H_0: There is a significant relationship between HRMPs (training, reward, performance appraisals) and organisational commitment,

   H_a: There is no significant relationship between HRMPs (training, reward, and performance appraisals) and organisational commitment,
2. H_0: Perceived organisational support moderates the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.

   H_a: Perceived organisational support does not moderate the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.

2.4.3 Proposed Research Framework

A proposed research framework for this study is illustrating the moderating effect of perceived organisational support on the effect of HRM practices on organisational commitment.

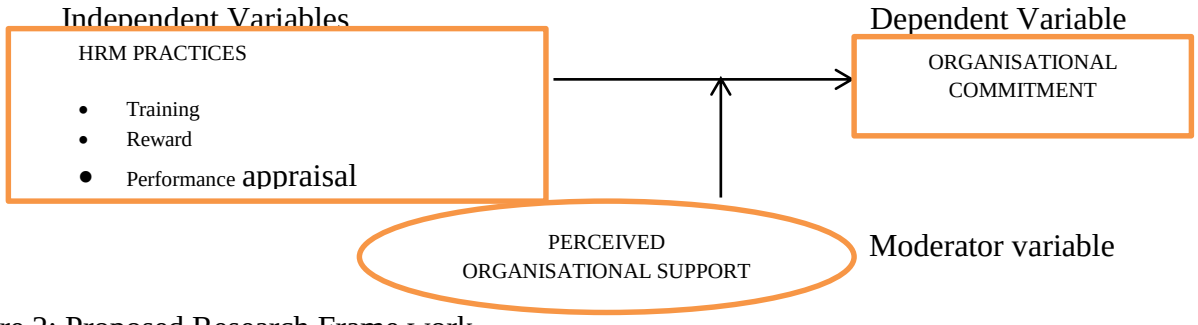


Figure 2: Proposed Research Frame work

Source: Adopted by the author.

Chapter 3: Research methodology

3.1 Introduction

This section outlines the research methodology, paying attention to the research paradigm, target population and sample, survey instrumentation, data collection techniques, and data analysis methods. Furthermore, it considers the validity, reliability, research ethics as well as the data analysis methodology of the study.

3.2 Research paradigm

According to Gokturk (2000) a research paradigm defines a set of assumptions, values, and practices that constitute a way of investigating reality for the community that shares the values and practices. Thus, a paradigm provides a model or pattern for the researcher to follow, in terms of how to observe reality and directs how the research should be carried out. Kuhn (1970) states that: "paradigms are incommensurable that is, they are not consistent with each other, because of their divergent assumptions and methods," therefore, various paradigms make assumptions about the functions and purpose of scientific research that can be signified as either objectivist or subjectivist. This study employed a positivist paradigm as the epistemological underpinning the study. Positivism has been identified as the epistemology of quantitative research (Wagner et al., 2012). Burrell and Morgan (2017) defined positive paradigm as an epistemology which intends to explain and forecast what takes place in the social world by identifying the regularities and causal relationships between its components. The positivists believe that relationships are only revealed by observation and experiment (Lundin, 1996). The positivist paradigm is focused on the collection of data about social facts in an objective and separated manner. This type of research paradigm is suitable for this study as the researcher had no interaction or in-depth conversations with the participants.

3.3 Research design

A research design provides a blue-print for the collection, measurement, and analysis of data. The purpose of the research design is to guide the researcher, in terms of what instruments to use, how to collect data, and what techniques to use to analyse data according to the chosen paradigm

(Kothari, 2004). This study utilised a quantitative, cross-sectional research approach. Bryman et al., (2011) stated that "a cross-sectional design entails the collection of data on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two), which are then examined to detect patterns of association". A quantitative approach is an investigation into an identified problem based on testing a theory, measured with numbers, and analysed using statistical techniques which make the information that will be obtained accurate. A quantitative research method follows objectivism as the ontological orientation and empiricist epistemology thus, it is emphasised that research should be objective, based on measuring variables and testing hypothesis that are linked to casual explanation (Ruth, Jacob, Joseph & Bengat, 2015).

Additionally, the cross-sectional research design has advantages when compared to other applicable designs. Firstly, it is less costly and less time consuming than case studies and longitudinal studies. Secondly, it allows analysing several factors at once by giving a 'snapshot' in time (Coetzee, 2005). It is easier to collect answers needed, since participation does not require long-term commitment from participants.

Hussey and Collis (2007) stated that the quantitative method concerns the use of numerical measurements and statistical analysis of measurements to observe social phenomena. The advantage of quantitative research method and questionnaire data collection is that it allows one to analyse large amounts of information in a systemic way and at lower cost (Bryman & Bell, 2003). Data collection through questionnaires might also have some disadvantages. Firstly, as the questionnaires are standardised, and the authors have no personal interaction with the respondent, it is impossible to explain the questions and statements the other person does not comprehend, misinterpretation of the statements might affect the results (De Vaus, 2002).

This study made use of a descriptive research method (focuses on identifying the degree of associations between variables), which includes the use of surveys and fact-finding enquiries thus, the researcher seeks to measure and identify relationships between variables.

3.4 Sampling design and population

According to Bryman and Bell (2011) the research population concerns all the respondents that one intends to include in the study. The population is usually too large, and it would be difficult and pointless to include the entire population in the study. The sample size describes the portion of the population that will be selected for the study (Bryman & Bell, 2011). It is vital to take into consideration the criteria for determining the appropriate sample size, such as the level of precision, the confidence level, and degree of variability (Israel, 2013). This study implemented a non-probability sampling method namely convenience sampling technique, considering that the selected elements were available and were easily reached by the researcher. According to Kothari (2004), the sample size should be ideal, in other words it should be efficient, representative, reliable, and flexible.

The sample size of the present study consisted of academic staff and support staff from a private university in South Africa. The population size of the academic staff and support staff of the chosen institution is 225. Therefore, 144 participants were used as the sample size in the study. The researcher used Israel's (2013) recommendations with regards to sample size determination. The participants at the chosen organisation were non-randomly selected and were handed out a structured questionnaire.

3.5. Research strategy

A survey method was adopted as a means of data collection in this study. A survey is a form of research instruments which include administering a questionnaire or interview to participants (Cherry, 2016). A 5-point Likert scale format was used in this research. Sekaran (2003) stated that a Likert scale design involves the use of an assessment scale which requires participants to specify the degree to which they have they agree or disagree with a series of statements concerning the research.

3.6 Structure of the survey

Respondents were requested to complete a survey consisting of two sections, which included a section on respondent demographics and organisational commitment. Section A consisted of

demographic items and section B consisted of 42 statements on organisational commitment, training, reward, performance appraisal, and perceived organisational support.

3.7 Data collection

Saunders, Lewis, and Thornhill (2009) described questionnaires as the frequently used methods of collecting primary data. The researcher distributed questionnaires to the participants in the organisation, as per instructed by the organisation, using both emails and hard copies. However, using emails usually result in a lower response rate. To ensure that people respond one need to regularly remind them. The researcher chose a questionnaire method as a source of collecting data since it is less expensive, it ensures great anonymity because there is no face-to-face interaction (no name or ID is given) and can reach a wide geographical area. . Some of the university staff members preferred completing their questions via email. The researcher physically went there and distributed questionnaires to the University academic staff members and support staff (From office to office). This took place during break hours. The researcher left the questionnaires with the participants as requested by some of the participants and was following them up. Whilst, some participants completed theirs immediately with no delays. Both the online response rate and completed hard copies summed up to 145 participants. The researcher distributed 200 questionnaires, 145 questionnaires were completed and returned.

3.8 Reliability and validity

3.8.1 Reliability

Bryman, Bell, Hirschsohn, Dos Santos, Du Toit, Masenge, and Wagner (2014) described that reliability is concerned with how correct and well-defined a measurement procedure is. According to Bryman et al., (2014) reliability, replication, and validity are measures used to evaluate research. Reliability is concerned with the consistency of a measure of a variable, thus, researchers need to identify whether the scores on one indicator are stable when compared to scores on another indicator. According to Thompson (1999) there are two dimensions that underlie the notion of reliability: repeatability (whether the instrument is stable over a period), and internal consistency (determines the homogeneity of the measure). With regards to measuring repeatability, results can

be compared by repeating the test using the same participants thus, reliable measures will yield consistent results. In terms of internal consistency, the Cronbach's alpha method is normally used to test internal reliability, in which the degree of correlation between the scores are calculated thus, the correlation figure ranges between 0 and 1, where 0 indicates that there is no correlation (no internal reliability) and 1 indicates perfect correlation/internal reliability (Bryman & Bell, 2011).

According to Kaiser (1958) any figure ranging between α =.70 and .80, is considered an acceptable figure for internal reliability. In order to overcome the issue of reliability, the researcher carried out a pilot study to refine and test beforehand the instruments used in collecting the data and also consider that the adopted scales from previous studies had Cronbach's alpha which were acceptable. Thus, the Cronbach's alpha will be used to illustrate the reliability of the questionnaire.

3.8.2 Validity

Validity is concerned with the issue of whether an indicator measures what it claims to measure. Thus, the focus is on the inferences made from the instrument. The inferences that are induced from the scores should be appropriate (Gregory, 1992). Validity is evaluated based on whether existing theories are consistent with the information obtained. According to Crocker and Algona (1986) an effective validity study integrates multiple sources of evidence, with the use of different samples. Internal validity relates to the issue of causality; thus, one needs to question whether there is a casual relationship between variables and how one can be certain that the independent variable is responsible for the variation in the dependent variable. External validity, is concerned with whether the findings of a study can be generalised beyond the research context (Bryman et al., 2014).

The researcher dealt with the issue of validity by using a large sample size to overcome generalisability challenges with respect to the results of the study. The content validity of the items in the questionnaires were evaluated or critiqued for clarity, format/length, wording and overall appearance, following the researcher's consultation with the supervisor and other experts in the research field.

3.9 Measuring instruments

3.9.1 Organisational commitment

This instrument that was used in this study had been used by Meyer and Allen (1993) which was found reliable with Cronbach's alpha (α = .70) on a 5-point Likert scale ranging from 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. (As an example: rate the following statement according to the point system, where 1 is strongly disagree and 5 is strongly agree: 'I would be very happy to spend the rest of my career with my institution.').

3.9.2 Perceived organisational support

This study adopted the instrument developed by Eisenberger, Cummings, Armeli, and Lynch (1997) which was found reliable with a Cronbach's alpha (α = .90) on a 5-point Likert scale ranging from 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. (As an example: rate the following statement according to the point system, where 1 is strongly disagree and 5 is strongly agree: 'My institution cares about my well-being.').

3.9.3 Performance appraisal

Chang (2005) developed an instrument that was used in this study, which was found reliable with a Cronbach's alpha (α = .70) on a 5-point Likert scale ranging from 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. (As an example: rate the following statement according to the point system, where 1 is strongly disagree and 5 is strongly agree: 'My commitment is enhanced because of the involvement in the actual preparation of the performance appraisal.').

3.9.4 Training

An instrument designed by Edgar and Gear (2005), which was found reliable with a Cronbach's alpha (α= .80) on a 5-point Likert scale ranging from 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. (As an example: rate the following statement according to the point system, where 1 is strongly disagree and 5 is strongly agree: 'My institution has provided me with training opportunities enabling me to extend my range of skills and abilities.').

3.9.5 Reward

This instrument was established by Balkin and Gomez-Mejia, (1990) which was found reliable with Cronbach's alpha (α= .90) on a 5-point Likert scale ranging from 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. (As an example: rate the following statement according to the point system, where 1 is strongly disagree and 5 is strongly agree: 'My institution is committed to a merit pay system.').

3.10 Data analysis

Data obtained from the survey was captured and analysed. Data analysis was concerned with the methods used to analyse the captured data and the interpretation of data (Kothari, 2004). According to Kothari (2004) quantitative researchers collect large volumes of raw data, which must be reduced, so that it can be easily read and analysed, thus descriptive statistics are concerned with the development of certain sets from the raw data. MS Excel was used to code and group the data. Afterwards, the Statistical Package for Social Sciences (SPSS) was used for statistical analysis. Descriptive analysis was done to describe the demographic information in the form of graphs, pie charts, and frequencies. Correlation tests were conducted to verify the existence of relationships between HRMPs (independent variables), perceived organisational support (moderator variable), and organisational commitment (dependent variable). Regression analysis was carried out to examine the **r**elative strength of relationship between all the selected variables.

3.11 Ethical consideration

Wyse (2011) stated that ethics refer to standard rules and behaviour which governs moral choices about how people act and relate with others. Ethics ensure that no one is injured or suffers adverse consequences due to research activities. Before the commencement of the study, the researcher obtained approval from the relevant authority of the Witwatersrand University (Ethics Research Committee). Permission to collect data from staff was granted by the chosen institution. The participation letter, as well as the questionnaire, clearly stated that confidentiality of the information provided by the participants will be ensured and the completion of the questionnaire

was voluntarily. Participants were informed that anonymity and confidentiality were guaranteed by not needing to provide their names on the questionnaire. Supervisor and Examiners are entitled to see the results and data. Dissertation report will be lodged in the school library.

3.12 Summary

This chapter outlined the research methodology and design utilised for this study. This included a discussion of the research paradigm, the population, the sample size, and the sampling procedure used for the study. Furthermore, the chapter outlined the structure of the research instrument (questionnaire) and the techniques utilised to analyse and interpret data. Lastly the notion of validity and reliability were discussed. Chapter 4 will provide the research findings and interpretations of the outcomes obtained from the data.

Chapter 4: Data analysis

4.1 Introduction

This chapter comprises data analysis results and the interpretation of analysed data. Interpretation on factor analysis, linear regression, and correlation analysis using Microsoft excel and SPSS software to analyse data, are shown below. Interpretations on demographic data will also be shown.

Descriptive statistics: Below table shows the mean, median, standard deviation, skewness and kurtosis of demographic variables.

Table 2: Descriptive statistics

Statistics							
		AGE	GENDER	MARITAL STATUS	EDUCATIONAL QUALIFICATIONS	LENGTH OF SERVICE	TYPE OF EMPLOYMENT
N	Valid	145	145	145	145	145	145
	Missing	0	0	0	0	0	0
Mean		1.89	1.63	1.66	3.65	2.56	1.14
Median		2.00	2.00	1.00	4.00	2.00	1.00
Mode		1	2	1	5	2	1
Std. Deviation		.891	.563	.946	1.216	.912	.408
Skewness		.698	.399	1.592	-.516	.102	3.543
Std. Error of Skewness		.201	.201	.201	.201	.201	.201
Kurtosis		-.365	.731	1.860	-.745	-.823	16.849
Std. Error of Kurtosis		.400	.400	.400	.400	.400	.400
Sum		274	237	240	529	371	166

Table 3: Age variable

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	58	40.0	40.0	40.0
	2	53	36.6	36.6	76.6
	3	26	17.9	17.9	94.5
	4	8	5.5	5.5	100.0
	Total	145	100.0	100.0	

The above age variable (Table 3) above depicts that 58 respondents (40.0%) were between the ages of 21 – 30, 53 respondents (36.6%) were between the ages of 31- 39, 26 respondents (17.9%) were between the ages of 40 – 48, and lastly 8 respondents (5.5%) were 49 years and above. The age variable had a negative kurtosis as shown in table 3, which implies the peak of the distribution is low. Figure 3 below illustrates a bar graph based on the distribution of age.

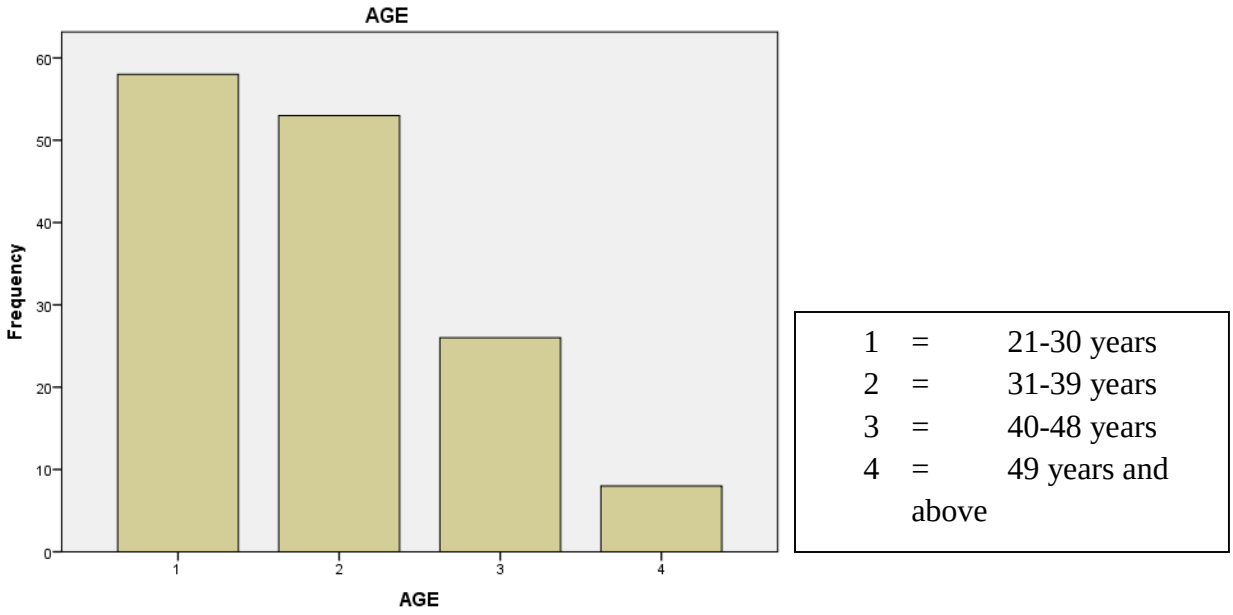


Figure 3 Age variable

Table 4: Gender

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	58	40.0	40.0	40.0
	2	84	57.9	57.9	97.9
	3	3	2.1	2.1	100.0
	Total	145	100.0	100.0	

Based on the descriptive statistics for gender, 58 respondents (40%) were male, 84 respondents (57.9%) were female and 3 respondents (2.1%) preferred not to say. Table 4 above illustrates that, in terms of gender distribution, the data is skewed to the left. In terms of kurtosis, which measures the peak of the curve of the frequency distribution, the peak of frequency distribution for gender

is high and thus, the kurtosis is positive. Figure 4 below illustrates a bar graph based on the gender distribution.

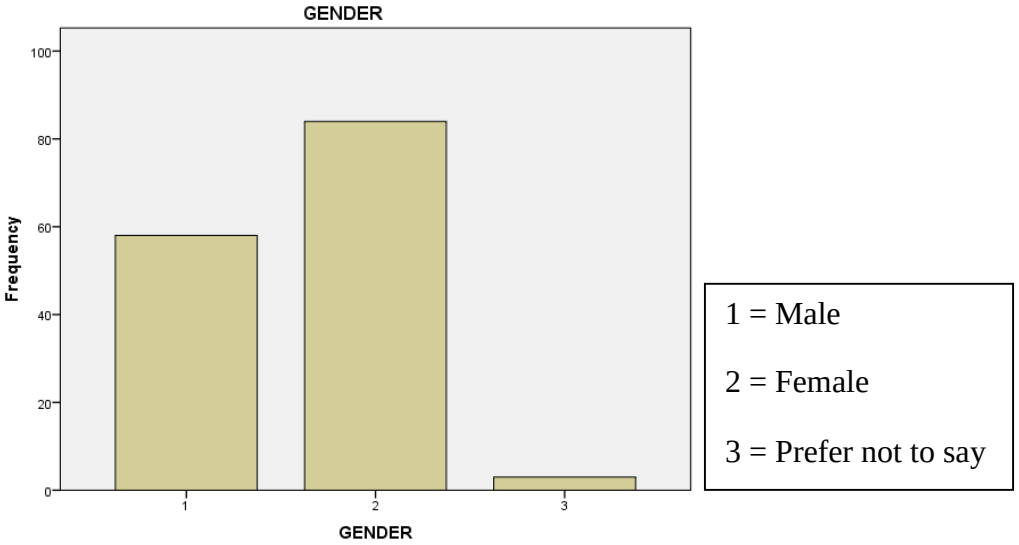


Figure 4 Gender

Table 5: Marital status

MARITAL STATUS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	76	52.4	52.4	52.4
	2	49	33.8	33.8	86.2
	3	7	4.8	4.8	91.0
	4	13	9.0	9.0	100.0
	Total	145	100.0	100.0	

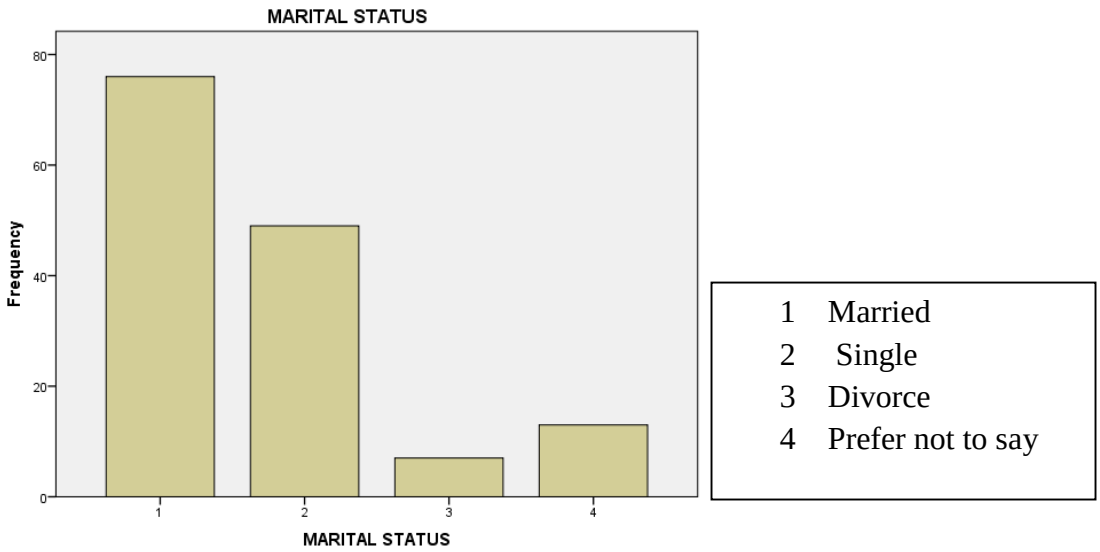


Figure 5 Marital status

Based on the descriptive statistics for marital status as illustrated in Table 5 above 76 (52.4%) were married employees, 49 (33.8%) were singles, 7 (4.8%) were divorced employees, and 13 (9.0%) selected respondents preferred not to say. Table 5 shows that the data is skewed to the right as the mean is greater than the media. The peak of the distribution is high as the kurtosis is positive.

Table 6: Educational qualification

EDUCATIONAL QUALIFICATIONS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	5.5	5.5	5.5
	2	20	13.8	13.8	19.3
	3	33	22.8	22.8	42.1
	4	38	26.2	26.2	68.3
	5	46	31.7	31.7	100.0
	Total	145	100.0	100.0	

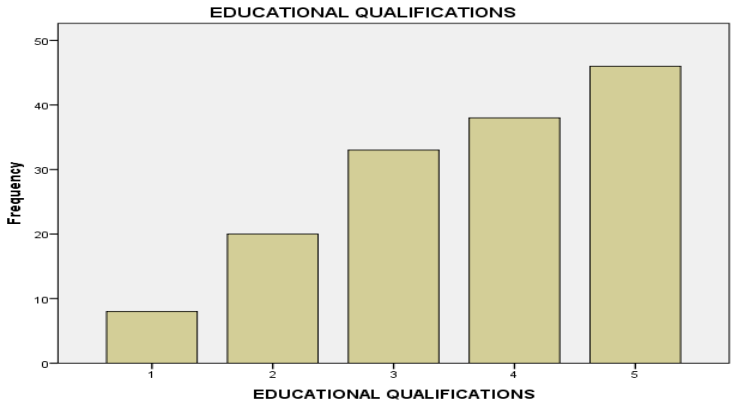


Figure 6 Educational qualifications

From the respondents who worked at the Institution, 8 respondents (5.5%) had a grade 12 qualification or below, 20 respondents (13.8%) had a diploma, 33 (22.8%) had a degree, 38 (26.2%) had an honours degree, while 46 (31.7%) had a master's degree and above. As shown in the Table 6, the mean is less than the median, indicating that data for educational qualification is skewed to the left. Negative kurtosis shows that the peak of the distribution is low.

Table 7: Length of service

LENGTH OF SERVICE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	11.0	11.0	11.0
	2	58	40.0	40.0	51.0
	3	45	31.0	31.0	82.1
	4	26	17.9	17.9	100.0
	Total	145	100.0	100.0	

Of the respondents participating in the study, who worked at the Institution 16 respondents (11.0%) worked there for less than one year, 58 respondents (40.0%) worked for the institution for 1 to 5 years, 45 respondents (31.0%) worked for the institution for 6 to 10 years, and lastly 26 respondents (17.9%) worked for the institution for 10 years and more. Table 7 shows that the data is skewed to the right as the mean is greater than median. Negative kurtosis indicates the peak of the distribution is low.

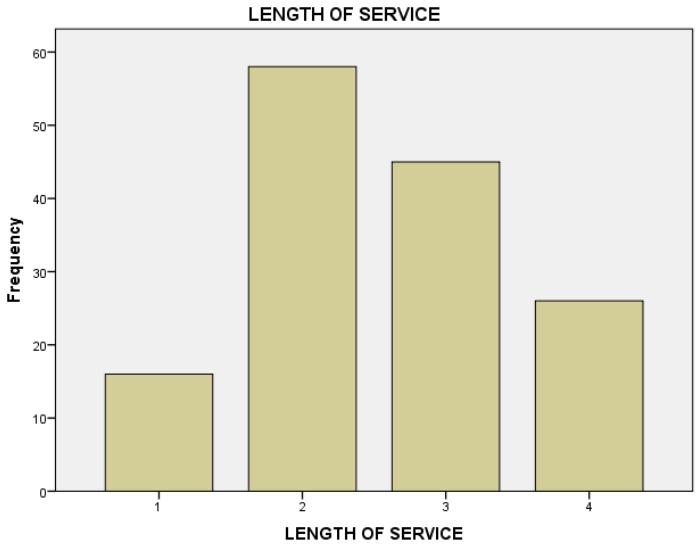


Figure 7 Length of service

Table 8: Type of employment

Type of employment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	105	72.4	72.4	72.4
	2	40	27.6	27.6	100.0
	Total	145	100.0	100.0	

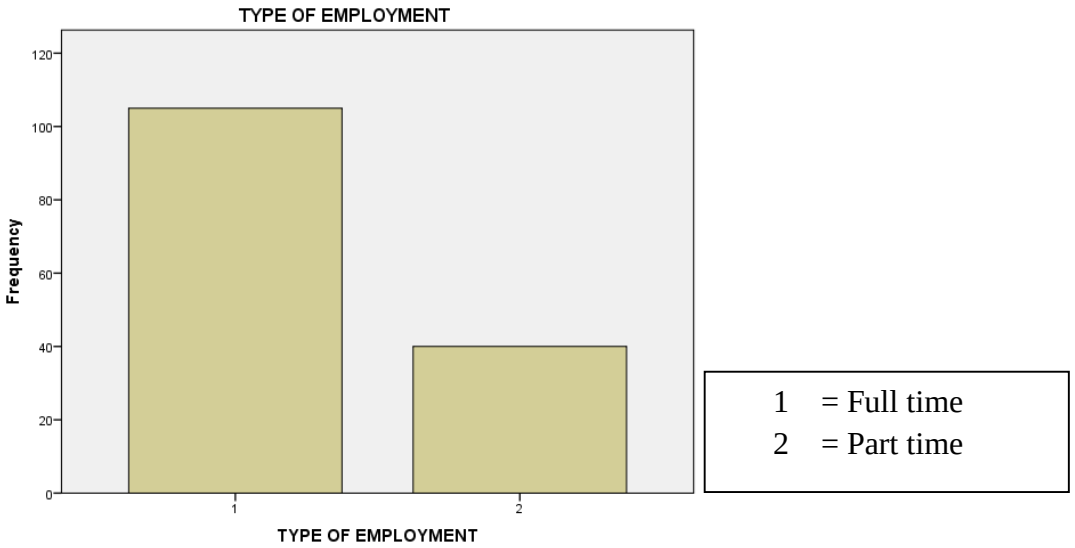


Figure 8 Type of employment

Table 8 indicates that 105 respondents (72.4%) worked full time in the university, while 40 respondents (27.6%) worked part time. The descriptive table above (Table 8) shows the data is skewed to the right as the mean is greater than median. Positive kurtosis indicates the peak of the distribution is high.

Figure 9 Regression standardised residual (Organisational commitment)

The histogram output (Figure 10) illustrates that there is skewness (data is skewed to the left) therefore the data does not follow a normal distribution. The distribution of data is not symmetrical.

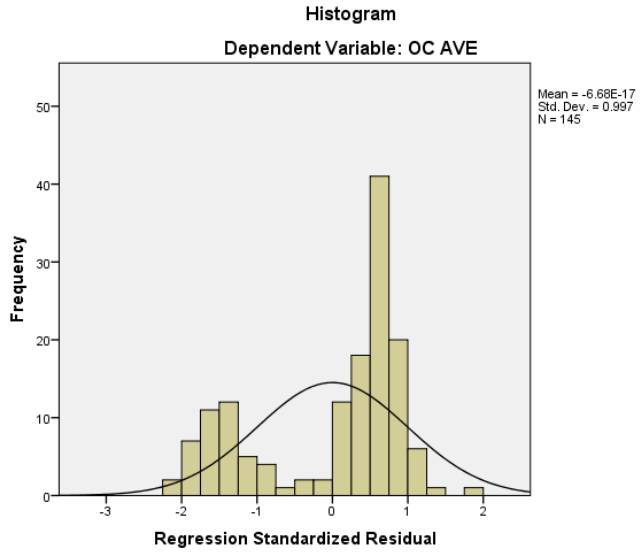


Table 9: Cronbach's alpha table

The below table illustrates the initial Cronbach alpha's, as well as the Cronbach alpha's, after conducting factor analysis to identify which items within a variable contributes the most in terms of variation.

VARIABLES	INITIAL CRONBACH'S ALPHA	AFTER FACTOR ANALYSIS
Organisational commitment	0.809	0.854
Perceived organisational support	0.965	
Training	0.958	
Performance appraisal	0.969	
Reward	0.950	

4.2 Factor analysis

The purpose of factor analysis is to group variables according to correlations between the variables. Factor loadings concern the measurement of each variable and represent the correlation between a variable and the factor observed. Communality illustrates how much each variable is accounted for by a factor. For instance, a high communality value indicates that a large proportion of the variable is accounted for by a factor.

The communalities tables below illustrate the variance proportion in the variable that was accounted for by the extracted factors.

Table 10: Organisational commitment 1 (Factor analysis)

Communalities		
	Initial	Extraction
OC Q1 – I would be very happy spend the rest of my career with this institution	1.000	.849
OC Q2 – I really feel as if this institution's problems are my own	1.000	.859
OC Q3 – I do not feel emotionally attached to this institution	1.000	.750
OC Q4 – I do not feel a strong sense of belonging to my institution	1.000	.706
OC Q5 – I do not feel like part of the family at my institution	1.000	.695
OC Q6 – This institution has a great deal of personal meaning for me	1.000	.793
OC Q7 – Right now, staying with my institution is a matter of necessity as much as desire	1.000	.815
OC Q8 – It would be very hard for me to leave my institution right now, even if I wanted to	1.000	.811
OC Q9 – Too much of my life would be disrupted if I decided to leave my institution now	1.000	.784
OC Q10 – I feel that I have too few options to consider leaving this institution	1.000	.713

OC Q11 – If I had not already put so much of myself into this institution, I might consider working elsewhere	1.000	.566
OC Q12 – one of the few negative consequences of leaving this institution would be the scarcity of available alternatives	1.000	.656
OC Q13 – I do not feel any obligation to remain with my current institution	1.000	.394
OC Q14 – Even if it was to my advantage, I do not feel it would be right to leave my institution now	1.000	.647
OC Q15 – I would feel guilty if I left my institution now	1.000	.800
OC Q16 – This institution deserves my loyalty	1.000	.844
OC Q17 – I would not leave my institution right now because I have a sense of obligation to the people in it	1.000	.820
OC Q18 – I owe a great deal to my institution	1.000	.822
Extraction Method: Principal Component Analysis.		

Table 10 shows that 17 items from the dependent variable (organisational commitment) have a factor loading greater than .50, therefore, the 17 items are distinct, and the researchers retained them. Item; organisational commitment Q13 has a factor loading less than .50 so it cannot be retained. The 17 factors with a factor loading greater than .50 were analysed the second time to confirm the principal component analysis. The 17 items; organisational commitment Q1 – organisational commitment Q18 were reanalysed. Furthermore, Table 10 shows the initial Cronbach's alpha slightly increased from .809 to .854.

Table 11: Organisational commitment (This table shows the values of reanalysed variables.Q13 had a factor loading which was less than 5 (.394) as shown above, as a result, the remaining 17 variables were reanalysed)

Communalities		
	Initial	Extraction
OC Q1 – I would be very happy to spend the rest of my career with this institution	1.000	.851
OC Q2 – I really feel as if this institution's problems are my own	1.000	.857
OC Q3 – I do not feel emotionally attached to this institution	1.000	.748
OC Q4 – I do not feel a strong sense of belonging to my institution	1.000	.704
OC Q5 – I do not feel like part of the family at my institution	1.000	.693
OC Q6 – This institution has a great deal of personal meaning for me	1.000	.801
OC Q7 – Right now, staying with my institution is a matter of necessity as much as desire	1.000	.819

OC Q8 – It would be very hard for me to leave my institution right now, even if I wanted to	1.000	.815
OC Q9 – Too much of my life would be disrupted if I decided to leave my institution now	1.000	.786
OC Q10 – I feel that I have too few options to consider leaving this institution	1.000	.713
OC Q11 – If I had not already put so much of myself into this institution, I might consider working elsewhere	1.000	.589
OC Q12 – One of the few negative consequences of leaving this institution would be the scarcity of available alternatives	1.000	.637
OC Q14 – Even if it was to my advantage, I do not feel it would be right to leave my institution now	1.000	.657
OC Q15 – I would feel guilty if I left my institution now	1.000	.801
OC Q16 – This institution deserves my loyalty	1.000	.850
OC Q17 – I would not leave my institution right now because I have a sense of obligation to the people in it	1.000	.821
OC Q18 - I owe a great deal to my institution	1.000	.817
Extraction Method: Principal Component Analysis.		

Table 12: Reliability statistics (organisational commitment). This table shows the cronbach's alpha for organisational commitment

Reliability Statistics	
Cronbach's Alpha	No of Items
.809	18

Table 13: The below table explains factor analysis (Perceived organisational support)

Communalities		
	Initial	Extraction
POS Q1 – My institution cares about my well-being	1.000	.882

POS Q2 – My institution values my contribution to its well-being	1.000	.872
POS Q3 – My institution takes pride in my accomplishment at work	1.000	.849
POS Q4 – Help is available from my institution when I have a problem	1.000	.855
POS Q5 – My institution is willing to assist me when I need a special favour	1.000	.858
POS Q6 – My institution cares about my general satisfaction at work	1.000	.805
Extraction Method: Principal Component Analysis.		

Table 14: Reliability statistics (Perceived organisational support). This table demonstrates a cronbach's alpha for perceived organisational support

Reliability Statistics	
Cronbach's Alpha	No of Items
.965	6

Table 14 shows that six items from the moderator variable (perceived organisational support) have a factor loading greater than .50, therefore, the six items are distinct, and it is retained.

Table 15: Below table shows a factor analysis for training

Communalities		
	Initial	Extraction
TQ1 – My institution encourages me to extend my abilities	1.000	.895
TQ2 – My institution has provided me with training opportunities enabling me to extend my range of skills and abilities	1.000	.863
TQ3 – I get the opportunity to discuss my training requirements with my institution	1.000	.809
TQ4 – My institution pays for any work-related training I want to undertake	1.000	.849
TQ5 – My institution is committed to the training of academic staff and support staff	1.000	.863
Extraction Method: Principal Component Analysis.		

Table 15 shows that five items from the independent variable (training) have a factor loading greater than 0.5, therefore, the five items are distinct and it is retained.

Table 16: Reliability statistics table shows a cronbach's alpha for training

Cronbach's Alpha	No. of items
0.958	5

Table 17: Below table shows factor analysis (Performance appraisal)

Communalities

	Initial	Extraction
PA Q1 – Performance appraisal are based on objectives	1.000	.835
PA Q2 – Performance appraisals are based on quantifiable results	1.000	.841
PA Q3 – My institution has provided enough information regarding specific methods of the performance evaluation system	1.000	.842
PA Q4 – Staff are allowed to formally communicate with supervisors regarding the appraisal results	1.000	.792
PA Q5 – My commitment is enhanced because of the involvement in the actual preparation of the performance appraisal	1.000	.839
PA Q6 – the abrupt feedback I receive in relation to performance appraisal enhances my commitment	1.000	.822
PA Q7 – I am greatly involved in making performance appraisal decisions	1.000	.831
PA Q8 – My involvement in making performance appraisal decisions affects my commitment at the university	1.000	.785

Table 17 shows that eight items from the independent variable (performance appraisal) have a factor loading greater than 0.5, therefore, the eight items are distinct and it is retained.

Table 18: Reliability statistics shows a cronbach's alpha (Performance appraisal)

Reliability statistics	
Cronbach's Alpha	No. of items
0.969	8

Table 19: Below table shows Factor analysis (Reward)

Communalities

	Initial	Extraction
R Q1 – My institution is committed to a merit pay system	1.000	.849
R Q2 – in my institution, pay raises are determined mainly by staff job performance	1.000	.847
R Q3 – Academic staff and support staff seniority do not enter into pay decision	1.000	.795
R Q4 – Pay incentives such as bonus is an important part of the compensation strategy in this institution	1.000	.844
R Q5 – Pay incentives are designed to provide a significant amount of academic staff and support total earnings in the institution	1.000	.845
Extraction Method: Principal Component Analysis.		

Table 20: Reliability statistics shows a cronbach's alpha (Reward)

Reliability Statistics	
Cronbach's Alpha	No of Items
.950	5

Table 19 shows that five items from the independent variable (Reward) have a factor loading greater than 0.5, therefore, the five items are distinct and it is retained.

4.3 Total variance explained

Table 21: Total Variance Explained

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	23.174	55.175	55.175	23.174	55.175	55.175
2	3.854	9.175	64.350	3.854	9.175	64.350
3	2.602	6.196	70.547	2.602	6.196	70.547
4	2.032	4.838	75.384	2.032	4.838	75.384
5	1.313	3.126	78.511	1.313	3.126	78.511
6	.984	2.343	80.854			
7	.933	2.223	83.076			

8	.852	2.029	85.106			
9	.570	1.356	86.462			
10	.493	1.174	87.635			
11	.386	.918	88.553			
12	.367	.873	89.427			
13	.350	.834	90.261			
14	.309	.735	90.996			
15	.283	.673	91.669			
16	.254	.606	92.275			
17	.248	.591	92.866			
18	.233	.555	93.420			
19	.226	.538	93.958			
20	.205	.489	94.447			
21	.197	.469	94.916			
22	.180	.429	95.344			
23	.179	.425	95.770			
24	.173	.412	96.182			
25	.152	.363	96.544			
26	.141	.335	96.880			
27	.139	.331	97.211			
28	.132	.315	97.525			
29	.114	.272	97.797			
30	.111	.265	98.062			
31	.100	.239	98.301			
32	.097	.232	98.532			
33	.089	.212	98.744			
34	.083	.197	98.941			
35	.070	.166	99.107			
36	.069	.164	99.271			
37	.063	.151	99.422			
38	.059	.140	99.562			
39	.058	.137	99.699			
40	.054	.129	99.828			
41	.040	.095	99.923			
42	.032	.077	100.000			
Extraction Method: Principal Component Analysis.						

The total variance explained table, illustrates all the factors extractable from the analysis along with their eigenvalues, the percent of variance attributed to each factor, the cumulative variance of the factor, and the previous factors. The first five factors account for 78.511% of the variance. The first factor accounts for the most variance with a value of 55.175%. A lot of criteria can be used to determine how many principal components can be retained in a study, however Kaiser's criterion is often utilised by researchers, therefore, factors greater than one are retained). In this condition, the first five components have eigenvalues greater than 1 and should thus be retained. The remaining factors have a value less than 1, so one can conclude that they are not significant.

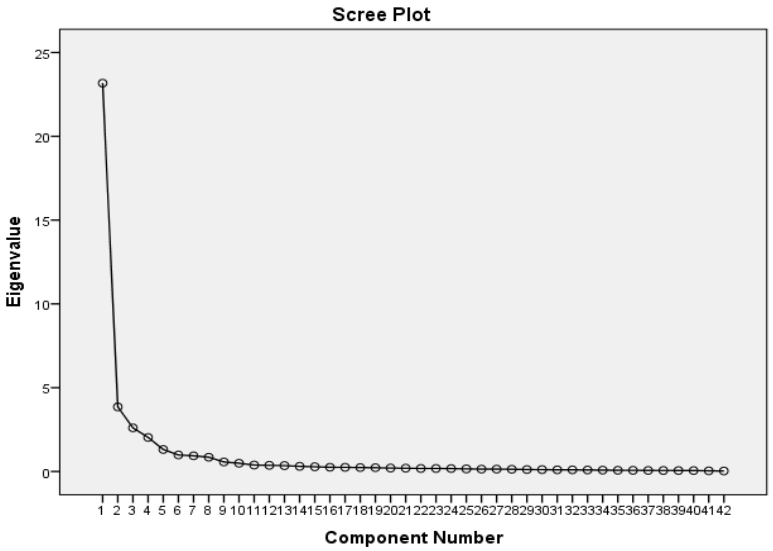


Figure 10 Scree plot

The scree plot is a valuable aid that focuses on determining an appropriate number of principal components, therefore the scree plot shows the eigenvalues against all the factors. It guides the researcher in identifying how many factors to retain by looking for the point where the curve starts to flatten (the point at which the remaining eigenvalues are relatively low). It can be observed that the curve begins to flatten between factors 5 and factor 6 to 42 have eigenvalues of less than one, therefore, only five factors are retained. The first principal component/factor has the highest eigenvalue, with a value of 23.174 and explains 55.175% of the total variance. The following eigenvalue is 3.854, which explains 9.175% of the total variance.

Table 22: Component matrix

Component Matrix[a]					
	Component				
	1	2	3	4	5
OC Q1	.874	-.251	-.080	-.090	-.101
OC Q2	.889	-.199	-.087	-.025	-.095
OC Q3	-.830	.139	.141	.110	.175
OC Q4	-.789	.158	.209	.097	.206
OC Q5	-.781	.126	.242	.145	.169
OC Q6	.851	-.181	-.157	-.040	-.004
OC Q7	.826	-.214	-.208	-.174	.060
OC Q8	.828	-.227	-.189	-.200	.066
OC Q9	.798	-.309	-.158	-.202	.023
OC Q10	.747	-.167	-.233	-.219	.185
OC Q11	.237	-.058	-.219	-.036	.723
OC Q12	-.128	-.013	-.363	-.192	.627
OC Q13	-.583	.111	.046	.130	.179
OC Q14	.776	-.256	-.058	-.075	-.068
OC Q15	.853	-.247	-.088	-.143	.026
OC Q16	.872	-.235	-.127	-.062	-.007
OC Q17	.869	-.198	-.045	-.056	-.048
OC Q18	.867	-.190	-.023	-.043	-.140
POS Q1	.820	-.263	.115	.104	.014
POS Q2	.801	-.332	.127	.174	.075
POS Q3	.815	-.244	.165	.140	-.020
POS Q4	.821	-.256	.129	.163	.061
POS Q5	.805	-.272	.078	.122	.101
POS Q6	.799	-.271	.009	.078	.007
TQ1	.748	.144	.093	.506	.041
TQ2	.731	.084	.054	.513	.077
TQ3	.751	.081	.078	.463	.138
TQ4	.743	.145	.098	.496	.023
TQ5	.718	.110	.074	.540	.085
PA Q1	.658	.574	-.293	-.044	-.032
PA Q2	.734	.521	-.130	-.047	-.140
PA Q3	.677	.582	-.184	-.094	.043
PA Q4	.673	.538	-.228	-.080	.153
PA Q5	.654	.617	-.179	-.057	.042

PA Q6	.733	.507	-.119	-.027	-.140
PA Q7	.708	.544	-.134	-.010	-.089
PA Q8	.647	.593	-.087	-.062	-.060
R Q1	.617	.160	.582	-.293	.070
R Q2	.655	.211	.539	-.257	.079
R Q3	.599	.172	.542	-.306	.104
R Q4	.660	.112	.596	-.172	.118
R Q5	.605	.139	.649	-.216	.068
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

The highlighted values on the above table (Table 22) show the questions or items with the highest loading in relation to each other in each column. For column one, the item with the highest value is organisational commitment Q2 (.889). In column two, the item with highest value is performance appraisal Q5 (.617). In column three, the item with highest value is reward Q5 (.649). In column four, the item with the highest value is training Q5 (.540). Lastly for column five, the item with the highest value is organisational commitment Q11 (.723).

Table 23: Rotated component matrix. This table explains rotated component matrix for all the independent variables

Rotated Component Matrix[a]					
	Component				
	1	2	3	4	5
OC Q1	.843	.222	.226	.198	-.031
OC Q2	.812	.266	.290	.181	-.034
OC Q3	-.781	-.324	-.167	-.142	.086
OC Q4	-.781	-.316	-.143	-.058	.098
OC Q5	-.772	-.351	-.099	-.057	.049
OC Q6	.781	.281	.265	.136	.073
OC Q7	.816	.269	.138	.142	.167

OC Q8	.825	.255	.121	.168	.172
OC Q9	.847	.168	.105	.164	.125
OC Q10	.730	.274	.086	.142	.296
OC Q11	.163	.065	.148	.036	.760
OC Q12	-.043	.017	-.177	-.159	.721
OC Q13	-.563	-.210	-.071	-.151	.120
OC Q14	.759	.163	.211	.184	-.010
OC Q15	.821	.213	.193	.229	.099
OC Q16	.824	.238	.258	.168	.067
OC Q17	.784	.243	.271	.231	.003
OC Q18	.784	.248	.269	.227	-.093
POS Q1	.695	.091	.434	.292	-.005
POS Q2	.691	.009	.501	.272	.042
POS Q3	.665	.087	.468	.315	-.057
POS Q4	.667	.081	.499	.292	.027
POS Q5	.681	.079	.453	.264	.086
POS Q6	.719	.114	.382	.204	.022
TQ1	.325	.355	.765	.164	-.047
TQ2	.350	.306	.763	.121	-.001
TQ3	.362	.305	.743	.177	.058
TQ4	.325	.354	.752	.167	-.064
TQ5	.313	.312	.787	.129	-.004
PA Q1	.264	.866	.162	.061	.053
PA Q2	.323	.811	.200	.197	-.091
PA Q3	.245	.842	.159	.193	.100
PA Q4	.257	.807	.181	.164	.217
PA Q5	.198	.855	.184	.180	.091
PA Q6	.323	.793	.219	.196	-.096
PA Q7	.276	.811	.231	.184	-.049
PA Q8	.199	.812	.177	.235	-.029
R Q1	.271	.231	.110	.833	-.045
R Q2	.273	.299	.150	.806	-.031
R Q3	.261	.244	.090	.808	-.001
R Q4	.291	.187	.244	.817	-.018
R Q5	.239	.177	.186	.853	-.076
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.					
a. Rotation converged in 6 iterations.					

Table 24: Kendall's correlation

Correlations													
			AGE	GENDER	MARITAL STATUS	EDUCATIONAL QUALIFICATIONS	LENGTH OF SERVICE	TYPE OF EMPLOYMENT	(DV)OC	(MV) POS	T	PA	R
Kendall's tau_b	AGE	Correlation Coefficient	1.000	-.005	.019	.048	-.044	-.013	-.079	-.058	-.056	.011	.052
		Sig. (2-tailed)	.	.944	.799	.498	.541	.871	.224	.389	.409	.869	.449
		N	145	145	145	145	145	145	145	145	145	145	145
	GENDER	Correlation Coefficient	-.005	1.000	.166*	-.009	-.011	.082	-.066	-.099	-.035	-.007	-.038
		Sig. (2-tailed)	.944	.	.034	.907	.887	.321	.343	.167	.620	.918	.597
		N	145	145	145	145	145	145	145	145	145	145	145
	MARITAL STATUS	Correlation Coefficient	.019	.166*	1.000	-.129	-.128	.084	-.125	-.055	-.020	.015	-.055
		Sig. (2-tailed)	.799	.034	.	.073	.081	.289	.061	.420	.775	.822	.430
		N	145	145	145	145	145	145	145	145	145	145	145
	EDUCATIONAL QUALIFICATIONS	Correlation Coefficient	.048	-.009	-.129	1.000	.467**	-.212**	.019	.141*	.103	.126	.004
		Sig. (2-tailed)	.498	.907	.073	.	.000	.005	.763	.031	.116	.054	.957
		N	145	145	145	145	145	145	145	145	145	145	145
	LENGTH OF SERVICE	Correlation Coefficient	-.044	-.011	-.128	.467**	1.000	-.197*	.078	.163*	.080	.131	-.028
		Sig. (2-tailed)	.541	.887	.081	.000	.	.011	.226	.014	.234	.051	.676
		N	145	145	145	145	145	145	145	145	145	145	145
		Correlation Coefficient	-.013	.082	.084	-.212**	-.197*	1.000	-.002	-.068	-.001	-.035	.130

	TYPE OF EMPLOYMENT	Sig. (2-tailed)	.871	.321	.289	.005	.011	.	.979	.344	.987	.628	.076
		N	145	145	145	145	145	145	145	145	145	145	145
	OC	Correlation Coefficient	-.079	-.066	-.125	.019	.078	-.002	1.000	.409**	.362**	.290**	.284**
		Sig. (2-tailed)	.224	.343	.061	.763	.226	.979	.	.000	.000	.000	.000
		N	145	145	145	145	145	145	145	145	145	145	145
	POS	Correlation Coefficient	-.058	-.099	-.055	.141*	.163*	-.068	.409**	1.000	.437**	.349**	.346**
		Sig. (2-tailed)	.389	.167	.420	.031	.014	.344	.000	.	.000	.000	.000
		N	145	145	145	145	145	145	145	145	145	145	145
	T	Correlation Coefficient	-.056	-.035	-.020	.103	.080	-.001	.362**	.437**	1.000	.412**	.336**
		Sig. (2-tailed)	.409	.620	.775	.116	.234	.987	.000	.000	.	.000	.000
		N	145	145	145	145	145	145	145	145	145	145	145
	PA	Correlation Coefficient	.011	-.007	.015	.126	.131	-.035	.290**	.349**	.412**	1.000	.358**
		Sig. (2-tailed)	.869	.918	.822	.054	.051	.628	.000	.000	.000	.	.000
		N	145	145	145	145	145	145	145	145	145	145	145
	R	Correlation Coefficient	.052	-.038	-.055	.004	-.028	.130	.284**	.346**	.336**	.358**	1.000
		Sig. (2-tailed)	.449	.597	.430	.957	.676	.076	.000	.000	.000	.000	.
		N	145	145	145	145	145	145	145	145	145	145	145
*. Correlation is significant at the 0.05 level (2-tailed).													
**. Correlation is significant at the 0.01 level (2-tailed).													

The highlighted values in the above rotated table 23 show the questions or items with highest ranking in relation to each other in each column. For column one, the item with the highest value is organisational commitment Q9 (.847). For column two, the item with the highest value is performance appraisal Q1 (.866). For column three, the item with the highest value is training Q5 (.787). For column four, the item with the highest value is reward Q5 (.853) and lastly, for column five, the item with the highest value is organisational commitment Q11 (.760).

The above table 23 shows the items with the highest values after rotation took place. It can be seen from the rotated table that prior to the rotation; items with highest values did not have the highest value. Before rotation took place, organisational commitment Q2 (.899) had the highest value. After the items were rotated, the item with highest value was performance appraisal Q1 (.866).

4.4 Inferential statistics

For the researcher to test for correlation, the researcher had to consider if the data was a normal distribution or not. Appendix 1 to 5 shows all the histograms of all the variables. However, the data did not depict normal distribution, it was either skewed to the left or to the right. Thus, the researcher had utilised the non-parametric test for the correlation.

4.5 Correlation analysis results

Table 24 – Kendal's tau is a test which was utilised by the researcher to determine the relationship between variables and its relative strength.

4.5.1 Training

This study adopted the Kendall's correlation. Kendall's correlation is a non-parametric test which measures the strength of the dependence between two variables. According to the above table 24, when considering Kendall's tau, it can be said that training and organisational commitment was significant at both 1% and 5% level of significance (0.000). Thus, the researchers reject the null hypothesis which states that there is no positive significant relationship between training and organisational commitment. In this study, 5% level of significance was adopted. Since training had a p value of 0.000<0.05) the null hypothesis (H0) was rejected. There is sufficient information

to conclude that there was a positive significant relationship between training and organisational commitment.

4.5.2 Perceived organisational support (Moderator variable)

With respect to the above data when considering Kendall's tau, it can be said that POS and organisational commitment was significant at both 1% and 5% level of significance. Thus, the null hypothesis which states that there is no positive significant relationship between POS and organisational commitment was rejected. In this study, 5% level of significance was utilised or implemented. Since POS had a p value of 0.000<0.05 the researchers rejected the null hypothesis (H0). There was sufficient information to conclude that there was a positive significant relationship between POS and organisational commitment.

4.5.3 Performance appraisal

According to the above data when considering Kendall's tau, it can be said that performance appraisal and organisational commitment was significant as both showed 1% and 5% level of significance, respectively. Thus, the researchers reject the null hypothesis which states that there was no positive significant relationship between performance appraisal and organisational commitment. In this study, 5% level of significance was adopted. Since performance appraisal showed a p value of 0.000<0.05 the null hypothesis (H0) was rejected. There was sufficient information to conclude that there was a positive significant relationship between performance appraisal and organisational commitment.

Table 25: Correlation (Reward)

Correlations				
			R	OC
Kendall's tau_b	R	Correlation Coefficient	1.000	.284**
		Sig. (2-tailed)	.	.041
		N	145	145
	OC	Correlation Coefficient	.284**	1.000
		Sig. (2-tailed)	.041	.
		N	145	145
**. Correlation is significant at the 0.01 level (2-tailed).				

According to the data on table 25 above, when considering Kendall's tau, it can be said that reward and organisational commitment was significant with 5% level of significance. Thus, the researchers reject the null hypothesis which states that there was no positive significant relationship between reward and organisational commitment. In this study, 5% level of significant was adopted. Since reward had a p value of 0.041<0.05 the null hypothesis (H0) was rejected. There was sufficient information to conclude that there was a positive significant relationship between reward and organisational commitment.

4.5.4 Age variable

According to the data highlighted on the above table 24, when considering Kendall's tau, it can be said that age and organisational commitment was not significant as both showed 1% and 5% level of significance, respectively. Thus, the researchers fail to reject the null hypothesis which states that there was no positive significant relationship between age and organisational commitment. In this study, 5% level of significance was adopted. Since age showed a p value of 0.449>0.05 the researchers therefore, fail to reject the null hypothesis (H0). The researchers conclude that there was no positive significant relationship between age and organisational commitment.

4.5.5 Gender

According to the data highlighted on the above table 24, when considering Kendall's tau, it can be said that gender and organisational commitment was not significant as both showed a 1% and 5% level of significance, respectively. Thus, the researchers fail to reject the null hypothesis which states that there was no positive significant relationship between gender and organisational commitment. In this study, 5% level of significance was adopted. Since gender had a p value of 0.597>0.05 the researchers therefore, fail to reject the null hypothesis (H0). The researchers conclude that there was no positive significant relationship between gender and organisational commitment.

4.5.6 Marital status

According to the data highlighted on the above table 24, when considering Kendall's tau, it can be said that marital status and organisational commitment was not significant as both had a 1% and 5% level of significance. Thus, the researchers fail to reject the null hypothesis which states that there was no positive significant relationship between marital status and organisational commitment. In this study, a 5% level of significance was adopted. Since marital status had a p value of 0.430>0.05 the researchers fail to reject the null hypothesis (H0). The researchers conclude that there was no positive significant relationship between marital status and organisational commitment.

4.5.7 Educational qualification

According to the data highlighted in the above table 24, when considering Kendall's tau, it can be said that educational qualification and organisational commitment is not significant as both present a 1% and 5% level of significance, respectively. Thus, the researchers fail to reject the null hypothesis which states that there is no positive significant relationship between educational qualification and organisational commitment. In this study, a 5% level of significance was adopted. Since educational qualification presented a p value of 0.957>0.05, the researchers fail to reject the null hypothesis (H0). The researchers conclude that there is no positive significant relationship educational qualification and organisational commitment.

4.5.8 Length of service

According to the data highlighted in the above table 24, when considering Kendall's tau, it can be said that length of service and organisational commitment is not significant as both present a 1% and 5% level of significance. Thus, the researchers fail to reject the null hypothesis which states that there is no positive significant relationship between length of service and organisational commitment. In this study, a 5% level of significance was adopted. Since length of service presented a p value of 0.676>0.05, the researchers therefore, fail to reject the null hypothesis (H0). The researchers conclude that there is no positive significant relationship length of service and organisational commitment.

4.5.9 Type of employment

According to the data highlighted in the above table 24, when considering Kendall's tau, it can be said that type of employment and organisational commitment is not significant as both presented a 1% and 5% level of significance. Thus, the researchers fail to reject the null hypothesis which states that there is no positive significant relationship between type of employment and organisational commitment. In this study, a 5% level of significance was adopted. Since type of employment presented a p value of 0.076>0.05, the researchers therefore, fail to reject the null hypothesis (H0). The researchers conclude that there is no positive significant relationship type of employment and organisational commitment.

4.5.10 Regression analysis (SPSS)

Table 26: Model summary – organisational commitment (dv) and independent variables

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.663[a]	.440	.428	8.855	.440	36.948	3	141	.000
a. Predictors: (Constant), R, PA, T									

The model summary table illustrated in Table 26 shows the R, R square, adjusted R square, and the standard error of the estimate which can be used to determine how well the regression model fits the data. The R squared has a value of 0.440 and an adjusted R square of 0.428, thus 42.8% of the variance is explained by the regression line.

Table 27: The results of ANOVA analysis for independent and dependent variables

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8692.095	3	2897.365	36.948	.000[b]
	Residual	11056.912	141	78.418		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), R, PA, T						

The ANOVA table explores whether the overall regression model is a good fit for the data. Table 27 shows that the independent variables statistically and significantly predict organisational commitment. The model was found to be significant (p-value 0.000 < 0.05) at the 5% level of significance, thus it describes that the regression model is a good fit for the data.

Table 28: Coefficients (Dependent variable and independent variable)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.464	2.790		10.562	.000		
	T	.778	.158	.407	4.939	.000	.586	1.708
	PA	.182	.099	.150	1.845	.067	.598	1.673
	R	.443	.149	.227	2.965	.004	.680	1.470
a. Dependent Variable: OC AVE								

Unstandardised coefficients indicate how much organisational commitment varies with an independent variable such as performance appraisal, when all other independent variables are held constant. Therefore, for every unit increase in training and reward, organisational commitment increases by 0.778 and 0.443 respectively. For every unit increase in performance appraisal, organisational commitment increases by 0.182. Training (0.000 < 0.05) and reward (0.004<0.05) were found to be significant at 5% level of significance, in relation to employee turnover.

Table 29: Collinearity Diagnostics (DV and IV)

Collinearity Diagnostics[a]							
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	T	PA	R
1	1	3.856	1.000	.00	.00	.00	.00
	2	.056	8.303	.58	.23	.25	.09
	3	.048	9.001	.41	.00	.07	.89
	4	.041	9.727	.01	.76	.68	.02
a. Dependent Variable: OC							

The condition index values are all less than 10, as highlighted in Table 29, therefore the variables are not involved in multi-collinearity. The problem of collinearity only takes place when the correlation between independent variables are high.

4.5.11 Linear regression analysis for perceived organisational support (moderating variable) with organisational commitment (DV), training, reward, and performance appraisal (IVs).

H0: Perceived organisational support does not moderate the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.
HA: Perceived organisational support moderates the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.

Table 30: Model summary (moderating variable)

	Coefficient	Standard error	t	P
Constant	29.2 (25.5249, 33.0075)	1.8925	15.4646	.0000
POS	0.96 (0.5927,1.3258)	.1854	5.1733	.0000
T	0.41 (-.0418,0.8557)	.2270	1.7926	.0752

To interpret the moderation analysis output, one should examine the column with p values that pertain to each independent variable. In this case, the p value that pertains to training is greater than 0.05 (0.0752 > 0.05) and thus does not reach significance. Accordingly, the researcher would conclude that no evidence exists that perceived organisational support moderates or influences the impact of training on organisational commitment.

Table 31: Reward and perceived organisational support (Moderating variable)

	Coefficient	Standard error	t	P
Constant	29.15	2.8466	10.2394	.0000

	(23.5204,34.7757)			
POS	1.05 (0.7750,1.3324)	.1410	7.4755	.0000
Reward	0.29 (-.1109,0.7087)	.2073	1.4421	.1515

From Table 31 it is seen that the p value of that of reward is greater than 0.05 (0.1515 > 0.05) and thus, does not have positive significant effects. As a result, it can be concluded that no evidence exists that perceived organisational support moderates or influences the impact of reward on organisational commitment.

Table 32: Performance appraisal and perceived organisational support (moderating variable)

	Coefficient	Standard error	t	P
Constant	28.4045 (24.6108,32.1983)	1.9190	14.8017	.0000
POS	1.0422 (0.7669,1.3175)	.1392	7.4847	.0000
PA	.2268 (0.0098,0.4437)	.1097	2.0665	.0406

Lastly, the p value that pertains to performance appraisal is less than 0.05 (0.0406< 0.05) and thus, achieves significance. Accordingly, the researcher would conclude that there is much evidence which proves that perceived organisational support moderates or influences the impact of performance appraisal on organisational commitment.

4.5.12 Linear regression – Training

The following hypothesis was formulated, with regards to training and organisational commitment:

H0: There is no significant positive relationship between training and organisational commitment.

H1: There is a significant positive relationship between training and organisational commitment.

Table 33: Model summary (Training)

Model Summary					
Model	R				Change Statistics

		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.612[a]	.374	.370	9.295	.374	85.592	1	143	.000
a. Predictors: (Constant), T									

Table 33 illustrates the R, R square, adjusted R square and the standard error of the estimate, which can be used to determine how well the regression model fits the data. The R square has a value of 0.37 and an adjusted R square of 0.37, thus 37% of the variance is explained by the regression line.

Table 34: ANOVA (Training)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7394.663	1	7394.663	85.592	.000[b]
	Residual	12354.344	143	86.394		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), T						

The ANOVA table (Table 34) investigates whether the overall regression model is a good fit for the data. The table shows that the independent variable (training) statistically and significantly predicts organisational commitment. The model was found to be significant (p-value 0.000 < 0.05) at the 5% level of significance, thus it describes that the regression model is a good fit for the data.

Table 35: Coefficients (Training)

Coefficients[a]								
		Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	35.770	2.433		14.702	.000		
	T AVE	1.171	.127	.612	9.252	.000	1.000	1.000
a. Dependent Variable: OC								

The model is significant (P < 0.000) at all levels of significance (1%, 5% and 10%), thus the model is a good fit for the data. The coefficients table indicates that training has a Beta (parameter

estimate) value of 1.17, thus for every unit increase in training, organisational commitment increases by 1.17. In addition, training is significant as (P value 0.000 < 0.05), thus the null hypothesis is rejected in favour of the alternative hypothesis. (There is a significant positive relationship between training and organisational commitment.)

4.5.13 Linear Regression – Performance appraisal

The following hypothesis was formulated, with regards to performance appraisal and organisational commitment:

H0: There is no significant positive relationship between PA and organisational commitment.

H1: There is a significant positive relationship between PA and organisational commitment.

Table 36: Model summary (performance appraisal)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.504[a]	.254	.249	10.149	.254	48.738	1	143	.043
a. Predictors: (Constant), PA									

Table 36 illustrates the R, R square, adjusted R square, and the standard error of the estimate which can be used to determine how well the regression model fits the data.

The R square has a value of 0.25 and an adjusted R square of 0.24, thus 24.9% of the variance is explained by the regression line.

Table 37: ANOVA (performance appraisal)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5020.014	1	5020.014	48.738	.043[b]
	Residual	14728.993	143	103.000		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), PA						

The ANOVA table (Table 37) investigates whether the overall regression model is a good fit for the data. The table shows that the independent variable (performance appraisal) statistically and significantly predicts organisational commitment. The model was found to be significant (p-value 0.043 < 0.05) at the 5% level of significance, thus it describes the regression model is a good fit for the data.

Table 38: Coefficients (Performance appraisal)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	39.484	2.663		14.828	.000		
	PA	.611	.088	.504	6.981	.043	1.000	1.000
a. Dependent Variable: OC								

Table 38 indicates that PA has a Beta (parameter estimate) value of 0.61, thus for every unit increase in PA, organisational commitment increases by 0.61. In addition, PA is significant (p value 0.043 < 0.05), thus the null hypothesis is rejected in favour of the alternative hypothesis. (There is a significant positive relationship between PA and organisational commitment.)

4.5.14 Linear regression – Reward

The following hypothesis was formulated, with regards to reward and organisational commitment:
H0: There is no significant positive relationship between reward and organisational commitment.
H1: There is a significant positive relationship between reward and organisational commitment.

Table 39: Model summary (Reward)

Model Summary					
Model	R				Change Statistics

		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.510[a]	.260	.254	10.112	.260	50.155	1	143	.000
a. Predictors: (Constant), R									

Table 39 illustrates the R, R square, adjusted R square, and the standard error of the estimate which can be used to determine how well the regression model fits the data. The R square has a value of 0.26 and an adjusted R square of 0.25, thus 25.4% of the variance is explained by the regression line.

Table 40: ANOVA (Reward)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5128.084	1	5128.084	50.155	.000[b]
	Residual	14620.923	143	102.244		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), R						

The ANOVA table (Table 40) investigates whether the overall regression model is a good fit for the data. The table shows that the independent variable (reward) statistically and significantly predicts organisational commitment.

The model was found to be significant (p-value 0.000 < 0.05) at the 5% level of significance, thus it describes the regression model is a good fit for the data.

Table 41: Coefficients (Reward)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	38.662	2.738		14.121	.000		
	R AVE	.996	.141	.510	7.082	.000	1.000	1.000
a. Dependent Variable: OC								

The model is significant (P < 0.000) at all levels of significance (1%, 5% and 10%), thus the model is a good fit for the model. Table 41 indicates that reward has a Beta (parameter estimate) value of 0.99, thus for every unit increase in reward, organisational commitment increases by 0.99. In addition, reward is significant (p value 0.000 < 0.05).

Thus, the null hypothesis is rejected in favour of the alternative hypothesis. (There is a significant positive relationship between reward and organisational commitment.)

4.5.15 Linear regression – Age

The following hypothesis was formulated, with regards to age and organisational commitment:
H0: There is no significant positive relationship between age and organisational commitment.
H1: There is a significant positive relationship between age and organisational commitment.

Table 42: Model summary (Age). Below table shows there is no relationship between age and organisational commitment as the Pvalue 0.87 > 0.05

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.143[a]	.020	.013	11.632	.020	2.966	1	143	.087
a. Predictors: (Constant), AGE									

Table 43: ANOVA (Age)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	401.360	1	401.360	2.966	.087[b]
	Residual	19347.647	143	135.298		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), AGE						

Table 44: Coefficients (Age)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	60.659	2.272		26.698	.000		
	AGE	-1.874	1.088	-.143	-1.722	.087	1.000	1.000
a. Dependent Variable: OC								

The model is not significant (P value 0.087 > 0.05), thus the model is not a good fit for the model. The R square has a value of 0.020 and the adjusted R square has a value of 0.013, therefore, age explains 01.3% of the variance in organisational commitment. Table 44 indicates that age has a Beta (parameter estimate) value of -1.874, thus for every unit increase in age, organisational commitment decreases by -1.874 In addition, age is not significant (p value 0.087 > 0.05), thus the researchers failed to reject the null hypothesis. (There is no significant positive relationship between age and organisational commitment.)

4.5.16 Linear regression – Gender

The following hypothesis was formulated, with regards to gender and organisational commitment:
H0: There is no significant positive relationship between gender and organisational commitment.
H1: There is a significant positive relationship between gender and organisational commitment.

Table 45: Model summary (Gender)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.096[a]	.009	.002	11.697	.009	1.333	1	143	.250
a. Predictors: (Constant), GENDER									

Table 46: ANOVA (Gender)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.349	1	182.349	1.333	.250[b]
	Residual	19566.658	143	136.830		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), GENDER						

Table 47: Coefficients (Gender)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	60.572	3.146		19.253	.000		
	GENDER	-2.131	1.846	-.096	-1.154	.250	1.000	1.000
a. Dependent Variable: OC								

From the model summary table above, it shows the model is not significant (P value 0.250 > 0.05), thus the model is not a good fit for the data. The R square has a value of 0.009 and the adjusted R square has a value of 0.002, therefore, age explains 0.2% of the variance in organisational commitment. Table 47 indicates that age has a Beta (parameter estimate) value of -2.131, thus for every unit increase in gender, organisational commitment decreases by -2.131. In addition, gender is not significant (p value 0.250 > 0.05), thus the researchers failed to reject the null hypothesis (There is no significant positive relationship between gender and organisational commitment.)

4.5.17 Linear regression – Marital status

The following hypothesis was formulated, with regards to marital status and organisational commitment:

H0: There is no significant positive relationship between marital status and organisational commitment.

H1: There is a significant positive relationship between marital status and organisational commitment.

Table 48: Model summary (Marital status)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.167[a]	.028	.021	11.586	.028	4.118	1	143	.044
a. Predictors: (Constant), marital status									

Table 49: ANOVA (Marital status)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	552.797	1	552.797	4.118	.044[b]
	Residual	19196.210	143	134.239		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), Marital status						

Table 50: Coefficients (marital status)

Coefficients[a]								
		Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	60.740	2.028		29.953	.000		
	MARITAL STATUS	-2.126	1.048	-.167	-2.029	.044	1.000	1.000
a. Dependent Variable: OC								

The model is significant (p value 0.044 < 0.05), thus the model is a good fit for the data. The R square has a value of 0.028 and the adjusted R square has a value of 0.021, therefore marital status explains 02.1% of the variance in organisational commitment. Table 50 indicates that age has a Beta (parameter estimate) value of -2.126, thus for every unit increase in marital status, organisational commitment decreases by -2.126. In addition, marital status is significant (p value 0.044 < 0.05), thus the null hypothesis is rejected in favour of the alternative hypothesis. (There is a significant positive relationship between marital status and organisational commitment.)

4.5.18 Linear regression – Educational qualification

The following hypothesis was formulated, with regards to educational qualification and organisational commitment:

H0: There is no significant positive relationship between educational qualification and organisational commitment.

H1: There is a significant positive relationship between educational qualification and organisational commitment.

Table 51: Model summary (Educational qualification)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.002[a]	.000	-.007	11.752	.000	.001	1	143	.982
a. Predictors: (Constant), Educational qualification									

Table 52: ANOVA (Educational qualification)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.074	1	.074	.001	.982[b]
	Residual	19748.933	143	138.104		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), EDUCATIONAL QUALIFICATIONS						

Table 53: Coefficients (Educational qualification)

Coefficients[a]								
		Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	57.049	3.095		18.432	.000		
	Educational qualification	.019	.805	.002	.023	.982	1.000	1.000

a. Dependent Variable: OC

The model is not significant (p value 0.982 > 0.05), thus the model is not a good fit for the data. The R square has a value of 0.000 and the adjusted R square has a value of -.007, therefore educational qualification explains -0.7% of the variance in organisational commitment. Table 53 indicates that educational qualification has a Beta (parameter estimate) value of 0.019, thus for every unit increase in educational qualification, organisational commitment increases by 0.019. In addition, educational qualification is not significant (p value 0.982 > 0.05), thus the researchers failed to reject the null hypothesis. (There is no significant positive relationship between educational qualification and organisational commitment.)

4.5.19 Linear regression – Length of service

The following hypothesis was formulated, with regards to length of service and organisational commitment:

H0: There is no significant positive relationship between length of service and organisational commitment.

H1: There is a significant positive relationship between length of service and organisational commitment.

Table 54: Model summary (Length of service)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.159[a]	.025	.018	11.602	.025	3.708	1	143	.056
a. Predictors: (Constant), LENGTH OF SERVICE									

Table 55: ANOVA (Length of service)

Anova[a]						
Model		Sum of squares	Df.	Mean square	F	Sig.
1	Regression	499.216	1	499.216	3.708	0.056
	Residual	19249.791	143	134.614		
	Total	19749.007	144			
a. Dependent variable: OC						
b. Predictors: (Constant), length of service						

Table 56: Coefficients (Length of service)

Coefficients[a]								
Model	Unstandardised coefficients		Standardised coefficients		t	Sig.	Collinearity statistics	
	B	Std. error	Beta				Tolerance	VIF
1	Constant	51.893	2.879		18.026	0.00		
	Length of service	2.042	1.060	0.159	1.926	0.056	1.000	1.000
a. Dependent variable: OC								

The model is not significant (p value 0.056 > 0.05), thus the model is not a good fit for the data. The R square has a value of 0.025 and the adjusted R square has a value of 0.018, therefore length of service explains 01.8% of the variance in organisational commitment. Table 56 indicates that length of service has a Beta (parameter estimate) value of 2.042, thus for every unit increase in length of service, organisational commitment increases by 2.042. In addition, length of service is not significant (p value 0.056 > 0.05), thus the researchers failed to reject the null hypothesis. (There is no significant positive relationship between length of service and organisational commitment.)

4.5.20 Linear regression – Type of employment

The following hypothesis was formulated, with regards to type of employment and organisational commitment:

H0: There is no significant positive relationship between type of employment and organisational commitment.

H1: There is a significant positive relationship between type of employment and organisational commitment.

Table 57: Model summary (Type of employment)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.013[a]	.000	-.007	11.751	.000	.023	1	143	.878
a. Predictors: (Constant), Type of employment									

Table 58: ANOVA (Type of employment)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.241	1	3.241	.023	.878[b]
	Residual	19745.765	143	138.082		
	Total	19749.007	144			
a. Dependent Variable: OC						
b. Predictors: (Constant), Type of employment						

Table 59: Coefficients (Type of employment)

Coefficients[a]								
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	57.544	2.952		19.495	.000		
	Type of employment	-.335	2.183	-.013	-.153	.878	1.000	1.000
a. Dependent Variable: OC								

The model is not significant (p value 0.878 > 0.05), thus the model is not a good fit for the data. The R square has a value of 0.000 and the adjusted R square has a value of -.007, therefore type of employment explains -0.7% of the variance in organisational commitment. Table 59 indicates that type of employment has a Beta (parameter estimate) value of -.335, thus for every unit increase in type of employment, organisational commitment decreases by -.335. In addition, type of employment is not significant (p value 0.872 > 0.05), thus the researchers failed to reject the null hypothesis. (There is no significant positive relationship between type of employment and organisational commitment.).

Table 60: Descriptive statistics for each instrument item

Descriptive Statistics				
	N	Minimum	Maximum	Mean
AFFECTIVE COMMITMENT				
OC Q1 – I would be very happy to spend the rest of my career with this institution	145	1	5	3.32
OC Q2 – I really feel as if this institution's problems are my own	145	1	5	3.39
OC Q3 – I do not feel emotionally attached to this institution	145	1	5	2.43
OC Q4 – I do not feel a strong sense of belonging to my institution	145	1	5	2.43
OC Q5 – I do not feel like part of the family at my institution	145	1	5	2.50

OC Q6 – This institution has a great deal of personal meaning for me	145	1	5	3.57
OC Q7 – Right now, staying with my institution is a matter of necessity as much as desire	145	1	5	3.46
OC Q8 – It would be very hard for me to leave my institution right now, even if I wanted to	145	1	5	3.63
CONTINUANCE COMMITMENT				
OC Q9 – Too much of my life would be disrupted if I decided to leave my institution now	145	1	5	3.58
OC Q10 – I feel that I have too few options to consider leaving this institution	145	1	5	3.40
OC Q11 – If I had not already put so much of myself into this institution, I might consider working elsewhere	145	1	5	2.62
OC Q12 – One of the few negative consequences of leaving this institution would be the scarcity of available alternatives	145	1	5	2.71
NORMATIVE COMMITMENT				
OC Q13 – I do not feel any obligation to remain with my current institution	145	1	5	2.80
OC Q14 – Even if it were to my advantage, I do not feel it would be right to leave my institution now	145	1	5	3.47
OC Q15 – I would feel guilty if I left my institution now	145	1	5	3.34
OC Q16 – This institution deserves my loyalty	145	1	5	3.49
OC Q17 – I would not leave my institution right now because I have a sense of obligation to the people in it	145	1	5	3.51
OC Q18 – I owe a great deal to my institution	145	1	5	3.48
PERCEIVED ORGANISATIONAL SUPPORT				
POS Q1 – My institution cares about my well-being	145	1	5	3.29
POS Q2 – My institution values my contribution to its well being	145	1	5	3.67
POS Q3 – My institution takes pride in my accomplishments at work	145	1	5	3.56
POS Q4 – Help is available from my institution when I have a problem	145	1	5	3.55

POS Q5 – My institution is willing to assist me when I need a special favour	145	1	5	3.54
POS Q6 – My institution cares about my general satisfaction at work	145	1	5	3.61
TRAINING				
TQ1 – My institution encourages me to extend my abilities	145	1	5	3.43
TQ2 – My institution has provided me with training opportunities enabling me to extend my range of skills and abilities	145	1	5	3.72
TQ3 – I get the opportunity to discuss my training requirements with my institution	145	1	5	3.74
TQ4 – My institution pays for any work-related training I want to undertake	145	1	5	3.57
TQ5 – My institution is committed to the training of academic staff and support staff	145	1	5	3.76
PERFORMANCE APPRAISAL				
PA Q1 – Performance appraisals are based on objectives	145	1	5	3.40
PA Q2 – Performance appraisals are based on quantifiable results	145	1	5	3.72
PA Q3 – My institution has provided enough information regarding specific methods of the performance evaluation system	145	1	5	3.52
PA Q4 – Staff can formally communicate with supervisors regarding the appraisal results	145	1	5	3.87
PA Q5 – My commitment is enhanced because of the involvement in the actual preparation of the performance appraisal	145	1	5	3.62
PA Q6 – The abrupt feedback I receive in relation to performance appraisal enhances my commitment	145	1	5	3.57
PA Q7 – I am greatly involved in making performance appraisal decisions	145	1	5	3.63
PA Q8 – My involvement in making performance appraisal decisions affect my commitment at the university	145	1	5	3.50
REWARD				
R Q1 – My institution is committed to a merit pay system	145	1	5	3.53

R Q2 – In my institution, pay raises are determined mainly by staff job performance	145	1	5	3.86
R Q3 – Academic staff and support staff seniority do not enter pay decisions	145	1	5	3.66
R Q4 – Pay incentives such as bonus is an important part of the compensation strategy in this institution	145	1	5	3.74
R Q5 – Pay incentives are designed to provide a significant amount of academic staff and support staff total earnings in the institution	145	1	5	3.72

4.6 Conclusion

This chapter explored statistical techniques utilised to analyse collected data. This includes the test for the Cronbach's alpha, which determines the reliability of the instrument (questionnaire), thus the Cronbach's alpha was found to be acceptable. Bar graphs and frequency tables were used to analyse demographic data relating to age, gender, marital status, educational qualification, length of service, and type of employment. Amongst all the demographic variables, marital status was found to have a positive relationship with the dependent variable (organisational commitment). In terms of correlation, the Kendall's tau coefficient correlation was utilised to determine the relationship between all the variables and regression analysis was performed. It was found that training, performance appraisal, and reward correlated with the depended variable (organisational commitment). Regression analysis was carried out.

Chapter 5: Discussion

5.1 Introduction

This chapter will discuss the results of the study based on the analysed data and provides an understanding on whether the findings of this study are comparable to past studies as discussed in the literature review.

The statement: “I would be very happy to spend the rest of my career with this institution,” had a mean score of 3.32, indicating that respondents agreed with the statement. The employees had positive attitudes toward the organisation. “I really feel as if this institution’s problems are my own,” had a mean score of 3.39, which implies that respondents agreed with the statement. The statements: “I do not feel emotionally attached to this institution,” and “I do not feel a strong sense of belonging to my institution,” had the same mean score of 2.43. That suggests that respondents disagreed with the statement. The employees had an emotional connection with the institution. “I do not feel like part of the family at my institution,” had a mean score of 2.50 which indicated that respondents did not agree with the statement. They felt welcomed in the institution.

“This institution has a great deal of personal meaning for me,” and “Right now, staying with my institution is a matter of necessity as much as desire,” had a mean score of 3.46 and 3.57 respectively. That implied that respondents agreed with the statements and were not ready to leave the institution. “It would be very hard for me to leave my institution right now, even if I wanted to,” and “Too much of my life would be disrupted if I decided to leave my institution now,” had mean scores of 3.63 and 3.58 respectively. That implied that respondents agreed with the statements. “I feel that I have too few options to consider leaving this institution,” had a mean score of 3.40 that implied that employees did not want to leave the institution. “If I had not already put so much of myself into this institution, I might consider working elsewhere,” and “One of the few negative consequences of leaving this institution would be the scarcity of available alternatives,” had mean scores of 2.62 and 2.71 respectively. That implied that respondents did not concur with the statements. The statement: “I do not feel any obligation to remain with my current institution,” had a mean score of 2.80. That illustrated that respondents disagreed with the statement. They are obliged to remain with the current institution.

The following statements:

"Even if it was to my advantage, I do not feel it would be right to leave my institution now,"

"I would feel guilty if I left my institution now,"

"This institution deserves my loyalty,"

"I would not leave my institution right now because I have a sense of obligation to the people in it,"

"I owe a great to my institution,"

Had mean score of 3.47, 3.34, 3.49, 3.51 and 3.48 respectively. That meant respondents agreed with all the statements.

With regards to perceived organisational support, the statements: "My institution cares about my well-being," and "My institution values my contribution to its well-being," had mean scores of 3.29 and 3.67 respectively. That meant respondents agreed with the statements. "My institution takes pride in my accomplishment at work," had a mean score of 3.56 which indicated that respondents agreed with the statement. The statements: "Help is available from my institution when I have a problem," "My institution is willing to assist me when I need a special favour," and "My institution cares about my general satisfaction at work," had mean scores of 3.55, 3.54 and 3.61 respectively. That illustrated that respondents conceded with the statements and were being supported by the institution.

With respect to training, the statement: "My institution encourages me to extend my abilities," had a mean score of 3.43. That indicated that respondents agreed with the statement and were motivated to learn more skills. "My institution has provided me with training opportunities enabling me to extend my range of skills and abilities," and "I get the opportunities to discuss my training with my institution," had mean scores of 3.72 and 3.74 respectively. Thus, the respondents agreed with the statements. Lastly, the statements: "My institution pays for any work-related training I want to undertake," and "My institution is committed to the training of academic staff and support staff," had mean scores of 3.57 and 3.76 respectively. It is thus clear that respondents agreed with the statements. Their current institution were ever willing to give them the necessary support in acquiring and mastering new skills.

In the case of performance appraisal, the statements: “Performance appraisals are based on objectives,” and “Performance appraisals are based on quantifiable results,” had mean scores of 3.40 and 3.72 respectively, which showed that respondents concurred with the statements. “My institution has provided enough information regarding specific methods of the performance evaluation system,” and “Staff can formally communicate with supervisors regarding the appraisal results,” had mean scores of 3.52 and 3.87 respectively. That implies that respondents agreed with the statements. The following four statements had mean scores of 3.62, 3.57, 3.63 and 3.50 respectively: 1) “My commitment is enhanced because of the involvement in the actual preparation of the performance appraisal,”, 2) “The abrupt feedback I receive in relation to performance appraisal enhances my commitment,”, 3) “I am greatly involved in making performance appraisal decisions,”, and 4) “My involvement in making performance appraisal decisions affects my commitment at the university,”. Thus, the respondents agreed with the statements. Performance appraisals does impact the commitment of employees to the institution.

Based on reward, the statements: “My institution is committed to a merit pay system,” and “In my institution, pay raises are determined mainly by staff job performance,” had mean scores of 3.53 and 3.86 respectively. That indicated that respondents agreed with the statements. Employees were rewarded based on their performance. “Academic staff and support staff seniority do not enter into pay decision,” had a mean score of 3.66, indicating that respondents agreed with the statement. The statement: “Pay incentives such as bonus is an important part of the compensation strategy in this institution,” and “Pay incentives are designed to provide a significant amount of academic staff and support staff total earnings in the institution,” had mean scores of 3.74 and 3.72 respectively. Respondents thus agreed with the above statements.

5.2 Results on tested hypothesis

1. There is a significant relationship between training and organisational commitment	Accepted
2. There is a significant relationship between reward and organisational commitment	Accepted
3. There is a significant relationship between performance appraisal and organisational commitment	Accepted
4a.Perceived organisational support moderates the relationship between	Accepted

performance appraisal and organisational commitment	
b. Perceived organisational support moderates the relationship training, reward and organisational commitment	Rejected

1. H_0: There is no significant relationship between HRMPs (training, reward, performance appraisals) and organisational commitment.

   H_a: There are significant relationships between HRMPs (training, reward, performance appraisals) and organisational commitment.
2. H_0: Perceived organisational support does not moderate the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.

   H_a: Perceived organisational support moderates the relationship between HRM practices (training, reward, performance appraisal) and organisational commitment.

Based on the findings of this study, it was confirmed that training is significantly related to organisational commitment. Thus, the null hypothesis which states there is no significant relationship between training and organisational commitment was rejected and the researchers conclude that there was a significant relationship between training and organisational commitment. That entails that the private institution was effectively equipping the skills of the staff by providing training opportunities and support to the academic staff. As discussed in the literature review, the results of this study aligned with studies done by other authors. Bartlett (2001) explored the effects of training on organisational commitment and found that perceived access to training had the highest correlations with organisational commitment. It was shown in Bartlett's study, that when employees perceive the availability of training as a support from their employer, they become more committed to the organisation. To add further, training and performance appraisal have strong positive correlation as shown on the Kendall's correlation table (Table 24).

The findings of the study showed a positive relationship between reward and organisational commitment. This implied that the university was rewarding their staff very well. Thus, it could be reported that employees' commitment was based on the ability of an organisation to recognise and reward its employees accordingly with respect to their inputs. It can be deduced from the study, that a suitable reward system and effective reward system is necessary for private

institutions to enhance commitment of staff. According to the findings, performance appraisal had a positive strong correlation with organisational commitment, as illustrated on the correlation table (Table 24). However, when the regression analysis was carried out, it was observed that performance appraisal had a positive, though weak relationship, with organisational commitment. Training and reward variables contributed the most to organisational commitment in the regression analysis. Finally, amongst all the demographic variables, it was only marital status that had a positive relationship with organisational commitment though the relationship was not strong. It could be said that demographic variables did not have a significant effect on organisational commitment. Furthermore, it was observed from the findings that perceived organisational support (moderator variable) did not have a significant impact on the relationship between HR practices and organisational commitment. In the current study, perceived organisational support only moderated the relationship that existed between performance appraisal and organisational commitment. However, there was no evidence which indicated that perceived organisational support moderated or influenced the impact of training and reward on organisational commitment of staff.

Furthermore, as shown in Table 60, normative commitment had the highest mean scores when compared to affective commitment and continuance commitment. That implies that respondents in the institution were committed to the institution possibly because they felt obliged to do so. They believe the current institution has invested a lot in them in the form of investments in training opportunities, rendering them help in solving personal problems etcetera. As a result, the staff stayed with the institution, so they can reciprocate the good treatment they received (reciprocity norm). Academic staff in the institution exhibited normative commitment because they felt that the organisation had given them an opportunity to utilise their abilities and they had great feelings of accomplishment. In addition, the staff felt that they owed the organisation a great deal and they would be guilty of leaving the organisation.

5.3 Conclusion

From the discussions of the results all the independent variables have a positive relationship with dependent variable. The hypothesis which was tested was rejected in favour of alternative

hypotheses. The research objective which was to establish whether there was a significant relationship between training, performance appraisal, reward, and organisational commitment, has been achieved. It was also observed that perceived organisational support only moderates the relationship that exists between performance appraisal and organisational commitment. Finally, appropriate recommendations are provided for organisational commitment in the next chapter.

Chapter 6: Recommendations and conclusion

6.1 Introduction

This chapter summarises the discussion of the findings and make recommendations on organisational commitment. Based on the empirical analysis of results, the following recommendations are made for the chosen private university in South Africa. From the findings presented on the preceding pages, it is evident that there are many positive relationships among the dependent variable and independent variables. Based on these findings, the following are recommended:

- Considering regression analysis results, performance appraisal had a positive relationship with organisational commitment but it was not strong. The researcher suggests that performance appraisal should be enhanced through an effective communication system. A clear and consistent communication system is needed to ensure that employees clearly understand what is expected of them and are able to execute their duties and responsibilities. Furthermore, regular feedback should be provided to employees, which allows employees to enhance their abilities and/or address their weaknesses. Conducting regular internal surveys allow the organisation to obtain data on potential improvements for the organisation. Managers should encourage employees to participate in the development of action-oriented plans that aim to address the concerns encountered by the staff of the institution.
- A good performance appraisal system should include regularity, transparency, it should be standard and consistent, the results of the appraisal should be shared among all the employees to remove the misconceptions, and most importantly it should be unbiased. The researcher therefore suggests the employees should perceive justice when the management appraises their performance.
- The researcher would recommend that the institution should continue rewarding employees based on their performance, give heed to different reward preferences as different employees are motivated and satisfied in different ways. Some staff are motivated by extrinsic factors such as money, car allowances, and medical insurance. Others are motivated by good supervisions and recognitions for a job well done. Understanding and

applying these different motivational factors will inspire positive attitudes which could speed up the commitment level of staff. As shown from the earlier discussion, training opportunities have a positive relationship to organisational commitment. As a result, the researcher recommends the institution keeps on offering more training opportunities to enable staff to acquire more skills which can result in excellent performance. The institution can boost the morale of the staff even more by providing continuous training support and career advancements. This will enhance employee productivity and facilitate their level of commitment.

- The institution should incorporate human resource practices with the key objectives of the institution. In other words, human resource practices should not be viewed as procedural activities, but rather as a source of getting staff to be more committed. Employees should have a clear understanding on the organisation's HR practices, policies, procedures and benefits. Thus, it is essential to outline the need and benefits of implemented HR practices, as well as the organisation's expectations from staff of the institution.
- The challenge of any organisation is to ensure employee dedication and commitment in the services they render to the organisation. This is not a simple process, as different factors affect the commitment of employees in different ways. As a result, the researcher recommends private institutions in general to follow a holistic approach by implementing bundles of HR practices as opposed to one or two HR practices. It could be suggested also to embark on exit interviews. Exit interviews consist of a fare well form designed to capture information, not only about the persons' reasons for leaving but also the attitude towards the company and immediate supervisor. By so doing, it gives the institution a clarity on what the staff are unhappy with, thereby providing quick solutions to it.
- The studies which are based on organisational commitment have strong effects for management and organisations. Effective implementation of HRM practices play an important role in increasing organisational commitment of staff, which in turn lead to lower absenteeism and turnover rate. The researcher thus recommends the institution to effectively implement HR practices by monitoring and assessing the existing HR practices and make some adjustments, where necessary.

6.2 Limitations and recommendations for further research

This study concentrated on examining human resource management practices as mechanisms for enhancing organisational commitment in a private university. According to literature, there could be many other HR practices that can significantly enhance organisational commitment, which was not investigated in this study. It was also clear that the convenience sampling technique that was used did not allow for equal chance in participation as the researcher only used the participants that were available and easily accessible.

There were several limitations since the results of the study could not be generalised, and the current study was a once off study (cross-sectional study) which was done in a particular place at a particular point in time. Furthermore, the sample of the study contained 144 participants, the researcher distributed 200 questionnaires to participants and only 145 were completed. However, despite the high response rate the sample size was small.

This study was limited to staff from a private university in Midrand, Gauteng province. Thus, the research findings may not be applicable to staff in a public university or other organisations. It is important to note that researchers have used various human resource variables in their studies, thus this study did not explore all human resource practices, but rather selected practices.

A quantitative approach was used in this study and questionnaires were used to collect data from the respondents. Most of the respondents who participated in this study had various opinions on organisational commitment but were limited in their response since they were already given constructed questions. As a result, the researcher recommended a need to conduct further research using a qualitative approach by means of interviews to assess other HR practices influencing the commitment of staff in a private university. The researcher advises that for future studies, the longitudinal research design should be considered. A longitudinal research design enables the researcher to analyse and identify patterns and spot the changes of the participants and their behaviour over time, unlike a once off study. A mixed method approach (a research strategy combining qualitative and quantitative approach to research) can be utilised. In-depth knowledge acquired through qualitative research can be used to develop and design a comprehensive questionnaire. Implementing

a mixed method strategy provides a greater understanding on the topic studied, in that the findings of one approach are cross-checked against the other approach, which provides a comprehensive understanding of the variables studied. For example, the accuracy of quantitative research linked with the interpretations of qualitative research, provides greater understanding and the opportunity to confirm the findings from both approaches. Furthermore, a scale without the neutral option should be considered, in that the results illustrate the direction and the strength of the respondent's opinion about a topic.

6.3 Conclusion

Based on the findings of the study, this chapter provided recommendations on how organisational commitment can be enhanced through the development and implementation of effective human resource practices. The chapter also explored limitations encountered during the study, such as the concern of generalisability. Furthermore, suggestions for future research were provided, such as considering the mixed method approach to research.

Chapter 7: References

Aamodt, M.G. (2007). *Industrial/Organisational Psychology: An applied approach*. Belmont, CA: Wadsworth Cengage Learning.

Aarrevvra, T. & Dobson, I.R. (2010). Do engineering academics in Finland have job satisfaction? World Transactions on Engineering and Technology Education, 8(3):250- 255.

Affum-Osei, E., Acquaah, E., ACheampong, P.(2015). Relationship between organisational commitment and demographic variables: Evidence from a commercial bank in Ghana. American Journal of Industrial and Business Management, 5, 769-778. http://www.scrip,org/journal/ajibm.

Akintayo, D. I. (2010). Work-family role conflict and organisational Commitment among industrial workers in Nigeria. *JPC*. 2(1): 1-8.

Agarwala, T. (2003). 'Innovative human resource practices and organisational commitment: an empirical investigation' The International Journal of Human Resource Management 14(2) 175-197.

Agyeman, C. M., & Ponniah, V. M. (2014). Employee demographic characteristics and their effects on turnover and retention in MSMEs. *International Journal of Recent Advances in Organizational Behaviour and Decision Sciences*, *1*(1), 12-29.

Ahmad, R., Toh, E. P. Y., & Bujang, S. (2013). Relationship between types of benefit (leave, loan and retirement plan) and workers' retention. *International journal of education and research*, *1*(8).

Allen, D.G., Shore, L.M. & Griffeth, R.W. (2003). The role of perceived organisational support and supportive human resource practices in the turnover process. *Journal of Management*, *29*(1), 99-118.

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of vocational behavior*, *49*(3), 252-276.

Amangala, T.A. (2013). The Effects of Demographic Characteristics on Orgnaisational Commitment: A Study of Salespersons in the Soft Drink Industry in Nigeria. *European Journal of Business and Management*, **5**, 109-118.

Anis, A., Kashif, R., Rehman, I.U, Khanm M.A., & Humayoun, A.A. (2011) impact of organisational commitment on job satisfaction and employee in pharmaceutical industry. African Journal of Business Management 5(17), 7316-7324. ISSN 1993-8233 http://www.academicjournals.org/AJBM.

Armstrong, M. 2002. *Employee Reward,* 3rd edition. London: Cromwell Press.

Armstrong-Stassen, M., Cameron, S. J., Mantler, J., & Horsburgh, M. E. (2001). The impact of hospital amalgamation on the job attitudes of nurses. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, *18*(3), 149-162.

Armstrong, M. (2012). Armstrong's Handbook of Human Resource Management Practice. New York, NY: Kogan Page Publishers.

Aminbidokhti, A., & Salehpoor, M. (2007).The relationship between Job Satisfaction and Organisational Commitment among Academic Staffs in Tecnical and Vocational Colleges *Daneshvar Shahed University Scientific and Research Biquarterly., 14*(26), 31-38.

Arthur, J. (1994). Effect of human resource systems on manufacturing performance and turnover. *Academy of Management Journal, 37,* 670-687.

Balkin, D. B., & Gomez-Mejia, L. R. (1990). Matching compensation and organisational strategies. *Strategic Management Journal, 11(2),* 153-169.

Bal,Y., Bozkurt,S., & Ertemsir,E.(2014). Determining the influence of HRM practices on increasing organisational commitment: An empirical research from Turkey. Paper presented at International Conference Human Capital without Borders: Knowledge and Learning for Quality of Life, Potoroz, Slovenia, 1025- 1033.

Barrett, A., & O'Connell, P. J. (2001). Does training generally work? The returns to in-company training. *Industrial and Labor Relations Review, 54,* 647-662.

Bartlett, K.R. (2001). The relationship between training and organisational commitment: A study in the health care field. Human resource development quarterly 12 (4).

Bartlett, K. R. (2001). The relationship between training and organisational commitment: A study in the health care field. Human Resource Development Quarterly, 12, 335-352.

Batt, R., Alexander, J. S., Colvin, A., & Keefe, J. (2002). Employee voice, human resource practices, and quit rates: Evidence from the telecommunications industry. *Industrial and Labor Relations Review, 55,* 573-594.

Becker, B., & Gerhart, B. (1996). The impact of human resource management on organisational performance: progress and prospects. Academy of management journal 39, 779-801.

Bektas, H. Tekin., M. & Kayalan., E. (2014). Organisational commitment in Turkish Public University.Faculty of economics.Ekonometriveİstatistik Sayı: 21, 69-80.

Bergmann, T.J, Lester, S.W, De Meuse, K.P & Grahn, J.L. (2000). 'Integrating the three domains of employee commitment: An exploratory study' The *Journal of Business Research* 16(4) 15-26.

Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: key to retention, Employee Relations, 29 (6), pp 640663.

Blau, P. M. (1964).*Exchange and Power in Social Life.* John Wiley & Sons, Inc. Transaction Publishers.

Bowling, N. A., Beehr, T. A., Johnson, A. L., Semmer, N. K., Hendricks, E. A., & Webster, H. A. (2004). Explaining potential antecedents of workplace social support: reciprocity or attractiveness?. Journal of Occupational Health Psychology, 9, 339-350.

Brenda, K.B., & Onuoha, B.C. (2016). Reward management and organisational commitment in the banking industry in YeneGoa, Bayelsa State. International Journal of Advanced Academic Research/Social & Management Sciences, 2(8). ISSN: 2488-9849.

Brown, D., and Sargeant, M. A. (2007). Job satisfaction, organisational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education, 16(2),* 211-241. doi:10.1080/10656210701647613.

Bryman, A., Bell, E., Hirschsohn, P., dos Santos, A., du Toit, J., Masenge, A., & Wagner, C. (2014). Business Research Approaches. In D. Wicomb (Ed.), *Research Methodology: Business and Management Contexts* (pp. 36-173). Cape Town, South Africa: Oxford University Press.

Bryman, A., & Bell, E. (2011). www.researchgate.net/ Viewed 22 February, 2017.

Bryman, A., & Bell E. (2003). *Business Research Methods.* Oxford: Oxford University Press.

Burrell, G., & Morgan, G. (2017). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. Routledge.

Chang, E. (2005). Employee's overall perception of HRM effectiveness. *Human Relations, 58(4),* 523-544.

Chua, L.C. (2008). An exploration of job satisfaction and commitment of teacher educators. Journal of Penyelidikan IPBL, 8: 65-83.

Chughtai, A.A., & Zafar, S. (2006). Antecedents and consequences of organisational commitment among Pakistani university teachers. *Applied H.R.M. Research, 11*(1), 39-64.

Chung, E. C. (2013). *The Relationship of Training and Organisational Commitment in One Korean Organisation* (Doctoral dissertation, UNIVERSITY OF MINNESOTA).

Cherry, (2016). What is a survey? https://www.verywell.com/survey-research-tool-overview-2795871 Viewed 28 April 2016.

Chew, J., & Chan, C. (2008). Human resource practices, organisational commitment and intention to stay. *International Journal of Manpower, 29*(6), 503-522. http://dx.doi.org/10.1108/01437720810904194.

Chen, S., Yang, C., Shaiu, J. & Wang, H. (2006). The development of an employee satisfaction model for higher education. The TQM Magazine, 18(5):484-500.

Coetzee, M. (2005). *The Fairness of Affirmative Action: An Organisational Justice Perspective*. University of Pretoria, Pretoria.

Coetzee, S., & Rothman, S. (2005). Occupational stress, organisational commitment and ill-health of employees at a higher education institution in South Africa. South Africa Journal of industrial psychology, 31(1), 47-54.

Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human resource management review*, *17*(3), 336-354.

Collins, J.C. & Clark, D.K. (2003). Strategic human resource practices, top management Team social networks, and firm performance: the role of human resource practices in creating Organisational competitive advantage, *Academy of Management Journal*, *46*(6), 740–751.

Crocker, L. and Algona, J. (1986). Introduction to Classical and Modern Test Theory. Philadelphia: Harcourt Brace Jovanovich College Publishers.

Danish, Q. D., &Usman, A. (2010). Impact of Reward and Recognition on Job Satisfaction and Motivation: An Empirical Study from Pakistan. International Journal of Business and Management. 5 (2), 159-167.

DeCenzo, D. A., & Robbins, S. P. (2013). *Human resource management*. Asia: Wiley.

Delaney, J. & Huselid, M. (1996). The impact of human resource management practices on perceptions of organisational performance, *The Academy of Management Journal,* 39 (4), 949-969.

Dhawan, V., Mulla, R.Z. (2009). The role of pay and leadership in developing organisational commitment. Unpublished masters dissertation at school of management and labour studies, Tata institute of social science, Mumbai.

Drucker, P. (2005). Organisational Commitment. Human Development & Leadership Division. http://asqhdandl.org/uploads/3/4/6/3/34636479/commitment.pdf Viewed 16th May, 2017.

De Vaus, D. A. (5th ed.) (2002). *Surveys in Social research.* London: Routledge.

Edgar, F., & Geare, A. (2005). HRM practice and employee attitudes: Different measures different results. *Personnel Review, 34(5*), 534-549.

Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organisation support and employee diligence, commitment and innovation. *Journal of Applied Psychology*, *75*(1), 51-59.

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organiza-tional support. Journal of Applied Psychology, 86, 42-51.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied psychology*, *71*(3), 500.

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organisational support, discretionary treatment, and job satisfaction. Journal of Applied Psychol-ogy, 82, 812-820.

Enders, J. (1999). Crisis, What crisis? The academic professions in the knowledge society. Journal of Higher Education, 38:71-81.

Erasmus, B.J., Grobler, A., & Van Niekerk, M. (2015). Employee Retention in a Higher Education Institution: An organisational development perspective. South Africa Progression 37(2). ISSN 0256-8853.

Eugene, M., Christine, & Lynn, E., C., (2016). Soc-200 Research methods in the social sciences: xploratory Design. (http://lynn-library.libguides.com/researchmethods Viewed 14 April 2016.

Fossey, E.M & Havey ,C.A (2010).Finding and sustaining employment: a qualitative metasynthesis of mental health consumers views Canadian journal of occupational therapy,77(5).

Gaertner, K. N., & Nollen, S. D. (1989).*Career Experiences, Perceptions of Employment Practices, and Psychological Commitment to the Organisation.* Human Relations. 42 (11).

Gaiduk, R., Gaiduk, J., & Fields, D. (2009). Limiting the brain drain. Determinants of employee organisational attachment in Lithuania. *Baltic Journal of Management, 4(2)*, 149–168. doi:10.1108/17465260910958782.

Gallups (2013). The state of the American workplace employee engagement insights for U.S. bussiness leaders accessed via http://www.gallup.com/strategiconsulting/16 3007/state-america-workplace.aspx.

Garcia-Gabrera, A. & Garcia-Soto, G. (2012). Organisational commitment in MNC subsidiary top managers: antecedents and consequences. The International Journal of Human Resource Management 23 (15).

Geldenhuys, M., Kaba, K., & Venter, C.M. (2014). Meaningful work, work engagement and organisational commitmen . South Africa Journal of Industrial Psychology 40 (1).

Giannikis, S.K & Mihail, D.M. (2016). Predicting organisational commitment: A field study of full-time and part-time retail employees. https:/www.researchgate.net/publication/27382742.

Gohari, P., Ahmadloo, A., Boroujeni, M., & Hosscinipour, S. (2013). The Relationship between Rewards and Employee Performance. Interdisciplinary Journal of Contemporary Research in Business, 5 (3), 543-570.

Göktürk, E. (2000). What is paradigm? Sociology: A Multi-paradigm Science. Boston: Allyn and Bacon, Inc.

Guben, S., Kocabacak, A., & Sendogdu, A.A (2013). The relationship between Human resource management practiveses and Organisational commitment: A field study. Procedia-Social and Behavioural Sciences (99) 818-827. www.scienedirect.com.

Guchait, P. (2007). Human resource management practices and organisational commitment and intention to leave: the mediating role of perceived organisational support & psychological contracts. The faculty of the graduate school at the university of Missouri-columbia. Viewed 23 February, 2017.

Guest, D. (1995). Human resource management: A critical text. London: Routledge.

Gregory, R.J. (1992). Psychological Testing: History, Principles and Applications. Boston: Allyn and Bacon Inc.

Hussain, T., & Asif, S. (2012). Is employees' turnover intention driven by organisational commitment and perceived organisational support? *Journal of Quality and Technology Management*, *8*(11), 1-10.

Hussey, R., & Collis, J., (2007). Business Research. (2nd Edition). New York: Palgrave Macmillian Publishers.

Imran, A., & Ahmad, M. (2012). Impact of human resource practices on organisational commitment a study among service sector employees in Pakistan. *Interdisciplinary journal of contemporary research in business*, 4(2), 81-90.

Isaack, K., and Dinah, K. (2016). The Effect of Reward Management on Employees Commitment in the Universities in Nakuru County-Kenya. http://www.sciencepublishinggroup.com/j/jhrm Journal of Human Resource Management. 4(4) 37-48. . ISSN: 2331-0707.

Israel, G. D. (2013). Sampling the Evidence of Extension Program Impact. Program Evaluation and Organisational Development, IFAS, University of Florida. PEOD-5. October.

Iqbal, A. (2010). An empirical Assessment of demographic factors, organisational factors, organisational ranks & organisational commitment. International Journal of Business & Management. 5 (3), www.ccsenet/org/ijbm.

James, K.K. (2015). Relationship between Performance Appraisals and teacher commitment in Kenya (A case study of Nakuru Public Universities).

Jehad, M., & Farzana, Q. (2011). Organisational Justice And Organisational Citizenship Behavior: Evidences International Conference on Accounting, Business and From Malaysia, paper presented in the 1st Economics (ICABEC).

Jena, R.K. (2015). An assessment of demographic factors affecting organisational commitment among shift workers in India. Institute of Management of Technology, 20 (1), 59-77.

Kahn, H., Shah, B., Hassan, S., & Khan, N. (2013). Impact of personal attributes over the commitment level of teachers: A context of higher education institutions of Pakistan. Journal of Business Studies Quarterly 5 (2). ISSN: 2152 – 1034.

Kaiser, H. R. (1958). The varimax criterion for analytic rotation in factor analyses. *Psychometrika*, 23(2), 187-200.

Kantor, R.C (2013). Pay satisfaction, Organisational Commitment, Voluntary Turnover Intention and Attitudes to money in a South African context. A research projct submitted in partial fulfilment of the requirements for the degree of masters. University of the Witwatersrand, Johannesburg.

Kaselye, U & Malukaite., K. (2013). Antecedents of affective organisational commitment among Economics and Management Lecturers in the Higher Education Institutions in the Baltics. SSE Riga student Research Papers.

Khan, I., Kahn, F., Khan, H., Nawaz, A., & Yar, N.B. (2013). Determining the Demographic impacts on the organisational commitment of Academicians in the HEIs of DCs like Pakistan. European Journal of Sustainable Development. 2 (4), 117-130.

Khatibi, A., Asadi, H., &Hamidi, M. (2009). The Relationship between Job Stress and Organisational Commitment in National Olympic and Paralympic Academy. *World Journal of Sport Sciences*, *2*(4).

Kipkebut, D. J. (2010). Organisational commitment and job satisfaction in higher educational institutions: the Kenyan case. Retrieved from http://eprints.mdx.ac.uk/6509/.

Korir, I. & Kipkebut, D, (2016). The effect of reward management on employees commitment in the universities in Nakuru country-Kenya. Journal of Human Resource Management, 4(4), 37-48. ISSN 2331-0707. http://www.sciencepublishinggroup.com/j/jhrm.

Kothari, C.R. (2004). Research methodology: methods and techniques (Second revised version). New Delhi: New international limited publishers.

Kuhn, T.S. (1970). The Structure of Scientific Revolutions, revised edition. Chicago: The University of Chicago Press.

Kumar, N.R. and Krishnaveni, R. (2008). Role of HRD practices in building organisational commitment, *Journal of Contemporary Research in Management*, April-June, 59-68.

Kumasey, S.A., Delle, E. and Ofei, B.S. (2014) Occupational Stress and Organisational Commitment: Does Sex and Managerial Status Matter? *International Journal of Business and Social Research* (*IJBSR*), **4**, 173-182.

Laka-methebula., M.R. (2004). Modeling the relationship between organisational commitment, leadership, style, human resource management practices and organisational trust. Faculty of economic and management sciences. University of pretoria.

Lam, T., & Zhang, H.Q. (2003), "Job satisfaction and organizational commitment in the Hong Kong fast food industry", International Journal of Contemporary Hospitality Management, 15 (4) pp. 214-220.

Lamba, S. & Chpudhary., N. (2013). The impact of human resource management practices on organisational commitment of employees. International Journal of Advancements in Research & Technology, Volume 2, Issue4, ISSN 2278-7763.

Lee, S. M. (1971). An empirical analysis of organisational identification. *Academy of Management Journal, 14*, 213-226.

Liu, W. (2004). *Perceived organisation support: Linking human resource management practices with important work outcomes*. Unpublished doctoral dissertation, University of Maryland, College Park, USA.

Lowry, D. S., Simon, A., & Kimberly, N. (2002). Toward improved employment relations practices of casual employees in the New South Wales registered club industry. *Human Resource Development Quarterly, 13*(1), 53-70. doi:10.1002/hrdq.1013.

Lundin, R. W. (1996). Theories and systems of psychology (5th edition). Lexington, MA: DC Heath and Company.

Mabasa., F.D., Lucia., M.E., & Victor., N.M. (2016). The relationship between Job Satisfaction and organisational commitment among academic staff members in a selected higher education. University of Limpopo (Turfloop Campus). South Africa.

Mahalekamge, W.G.S & Weerakkody, W.A.S (2013). The relationship between performance Appraisal satisfaction and employees outcomes: With special reference of Bank of Ceylon Head Office. Kelaniya Journal of Human Resource Management 8(2).

Mak, B.L. & Sockel, H. (2001). A confirmatory factor analysis of IS employee motivation and retention. Information and Management, 38(5):265-276.

Markovits, Y., Boer, D. & van Dick, R. (2013). Economic crisis and the employee: The effects of economic crisis on employee job satisfaction, commitment, and self-regulation. European Management Journal. In Press.

Marziyeh, Al, Morteza, D., & Abbas, K. (2013). The relationship between the perceived organisational support and Organsiational commitment staff. European Journal of Experience Biology, 3 (5), 165-171. www.pelagiaresearchlibrary.com

Masemola, S.E. (2011). Employee turnover intentions, organisational commitment and job satisfaction in a post-merger tertiary institution: the case of the University of Limpopo, South Africa.

Mathis, R. L. & Jackson, J. H. (2004) *Human Resource Management* (10th ed.). Thomson Learning: Singapore.

Mayer, R. C., & Schoorman, F. D. (1992). Predicting participation and production outcomes through a two-dimensional model of organizational commitment. *Academy of Management journal*, *35*(3), 671-684.

Meyer, J.P. & Smith, C.A. (2000). HRM practices and organisational commitment: Test of a mediation model, *Canadian Journal of Administrative Sciences,* 17 (4), 319-331.

Meyer, J. P., & Smith, C. A. (2000).*HRM Practices and Organisational Commitment: Test of a Mediation Model.* Canadian Journal of Administrative Sciences 17(4) 319 – 331. University of Western Ontario.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organisations and occupations: Extension and test of a three-component model. *Journal of Applied Psychology*, *78*, 538-551. http://employeecommitment.com?TCM-Employee-Commitment-Survey-Academic-Package-2004.pdf. Viewed 23 May, 2017.

Meyer, J. P., & Allen, N. J. (1997): *Commitment in the Workplace.* Thousand Oaks, CA:

Sage Publications.

Meyer, P., & Allen, J. (1991). A three-component conceptualization of organisational commitment. Human Resource Management Review. 1(1), pp. 61-89.

Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance and Normative Commitment to the Organisation: A meta-analysis of antecedents, correlates and consequences. Journal of Vocational Behaviour,61, 20-52.

Meyer, J. P., Allen, N. J. & Smith, C. A. (1993). Commitment to organisations and occupations: Extension and test of a three-component conceptualization, Journal of Applied Psychology, 78(4).

Mguqulwa, N. (2008). The relationship between organisational commitment and work performance in an agricultural company. MA. Dissertation. Pretoria: UNISA.

Milgo, A.C., Namusonge, G., & Kanali, C. (2014). Reward and compensation as a detriment of employee commitment: A survey of Ktda Tea factories in Kenya. European Journal of Buz and Management. 6 (15). ISSN 2222-1905. www.iiste.orge.

Mmako, M., & Schultz, C. (2016). An employee engagement framework for technical vocational education and training colleges in South Africa. *South African Journal of Higher Education, 30*(2), 143-163.

Mohd, A., Hemdi, M.A., & Guar, L.P. (2008). Does perceived organisational support mediate the relationship between human resource management practices and organisational commitment. Asian Academy of Management Journal, 13(1), 15-36.

Morrison, E. W. (1996). Organisational citizenship behavior as a critical link between HRM practices and service quality. *Human Resource Management, 34*(4), 493–512.

Mohyin, N., Dainty, A., & Carrillo, P. (2012). HRM strategies for managing employee commitment: a case study of small construction professional services firms. In Proceeding of the Engineering Project Organisations Conference.

Mondy, R. W. & Noe, R. M. (2005) Human Resource Management (9th ed.). Pearson Education: New Jersey.

Nagar, K. (2012). Oganisational commitment and job satisfaction among teachers during times of burnout at Jamu universities. Vikalpa. 37 (2).

Nazari., K. Pihie., Z.A, Basri., R.B. & Idris., K.B (2012). An emprirical investigation of lecturers' organisational commitment in Technical and Vocational colleges in Iran. Journal of Arts, Sciences and Commerce. 111 (1). ISSN 22331-4172. www.researchersworld.com.

Neha, S., & Himanshi, R. (2015). Impact of performance appraisal on organisational commitment and job satisfaction. International Journal of Engineering and Management Sciences. 6(2), 95-104. ISSN 2229-600X. www.scienceandnature.com Viewed 20th October, 2017.

Nelson, D. L. & Quick, J. C. (1991). Social support and newcomer adjustment in organisations: Attachment theory at work? Journal of Organisational Behavior, 12, 543-554.

Nemani, N., Mahdieh, O., Marnani, A.B. (2013). The impact of organisational commitment on employees job performance. Interdisciplinary Journal of Contemporary Research in Business, 5 (5). ijcrb.webs.com. Viewed 23 June, 2017.

Netswera, F. G., Rankhumise, E. M., &Mavundal, T. R. (2005). Employee retention factors for South Africa higher education institutions: A case study. South African Journal of Human Resource Management, 3(2), 36-40.

Nifadkar, R.S. (2014). To study the impact of job satisfaction and demographic factors on organisational commitment among girl's college, Pune, India. Journal of Business Management & Social Sciences Research. 3(1), ISSN 2319-5614.

Ntisa, A.A (2015).Job Satisfaction, Organisational Commitment, Turnover Intention, Absenteeism and Work Performance Amongst Academics Within South African Universities Of Technology. Vaal Universities of Technology.

Ogilvie, J. R. (1986)**.** Pack, S.M., Jordan, J.S., Turner, B.A., & Haines, D. (2007). Perceived organisational support and employee satisfaction and retention. Recreational Sports Journals, 31, 95-106.

Omar, A.A., Lolli, J., Chen-McCain, S., & Dickerson, J. (2011). A comparison between full and part-time lodging employees on job satisfaction, Organisational commitment, and job performance. International CHRIE Conference-Refereed Track. http://scholarworks.unmass.edu/refereed/ICHRIE_2011/Friday/6 Viewed 20th October, 2017.

Omotayo, O.A, Adenike, A.A., & Pavithra, S. (2014). Compensation Management and Organsiational commitment in Developing Economies: Indian perspective. International Journal of Research in Management, Social Science and Technology. 8(8). ISSN 2320-2939.

O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of applied psychology*, *71*(3), 492.

Pack, S. M., & Rainey, H. G. (2007). Antecedents, mediators, and consequences of affective, Normative, and continuance commitment. Review of Public Personnel Administration, 27, 197-226.

Paul, A.K., & Anantharaman, R.N. (2003). 'Impact of people management practices on organisational performance: analysis of a causal model' *International Journal of Human Resource Management* 14(7), 1246-1266.

Pasaoglu, D. (2015). Analysis of the relationship between HMRPs and Organisational commitment from a strategic perspective: findings from the Banking industry. Procedia-Social and Behavioural Sciences 315-324. www.sciencedirect.com.

Penley, L. E., & Gould, S. (1988). Etzioni's model of organizational involvement: A perspective for understanding commitment to organizations. *Journal of Organizational Behavior, 9*(1), 43-59.

Pienaar, J.W. (2005). Career dilemmas of academics within a changing South African higher education institution. Unpublished doctoral thesis. Bloemfontein: University of the Free State.

Pourghaz, A., Tamini, K.B. & Karamad, A. (2011) Do Demographic Characteristics Make a Difference to Job Satisfaction, Organisational Commitment and Burnout among Travel Agency Drivers? (A Case Study in Iran). *Journal of Basic and Applied Scientific Research*, **1**, 916-923.

Porter, L.W., Steers, R.M., Mowday, R.T. & Boulian, P.V. (2004). Organisational commitment, job satisfaction and turnover among psychiatric technicians, *Journal of Applied Psychology,59*, 603-609.

Qureshi, T.M., Akbar, A., Khan, M.A., Sheikh, R.A., & Hijazi, S.T. (2010). Do human resource management practices have an impact on financial performance of banks? *African Journal of Business Management*, *4*(7), 1281-1288.

Rahman, S. A. (2006). Attitudes of Malaysian teachers toward a performance appraisal system. *Journal of Applied Social Psychology, 36*(12), 3031-3042.

Raihan, J.M.H. (2012). Mediating effects of organisational commitment and perceived organisational support on HRM practices and turnover intention: a study of private universities in Bangladesh.

Ramay, M. I. (2011). Antecedents of organisational commitment of banking sector workers.

Rhoades, L., & Eisenberger, R. (2002). Perceived organisational support: A review of literature. *Journal of Applied Psychology, 87*(4), 698-714.

Riaz, Q., Ayaz, K., Wain, A.M., & Sajid, M. (2012). Impact of HR Practices on Perceived Performance of Hospital Employees in Pakistan. *Journal of Economics and Sustainable, 3*(11), 10-16.

Robbings, SP., Judge, TA., Odendaal, A., and Roodt, G. (2009). Organisational Behaviour. Global and Southern African Perspectives (2nd Edition).

Robyn, A. & Preez, R. (2013). Intention to quit amongst Generation Y academics in higher education. South African Journal of industrial psychology, 39(1).

Ruth, J.T., Jacob, K.R., Joseph, K., & Bengat, M. (2015). Research Paradigms: Theory and Practice. Research on Humanities and Social Sciences. ISSN 2224-5766 5(5).

Salami, S.O. (2010) Demographic & Psychological Factors Predicting Organisational Commitment among Industrial Workers. *Anthropologist*, **10**, 31-38.

Salleh, M., Amin, A., Muda, S., & Abdul Halim, A.S. (2013). Fairness of performance appraisal and organisationl commitment. Asian Social Science, 9(2). ISSN: 1911-2017. Published by Canadian Center of Science and Education.

Saira, H. & Babak, M. (2016). Relationship between human resource management practices and organisational commitment of employees: An empirical study of textile sector in Pakistan. International Journal of Academic Research in Accounting, Finance and Management Sciences 6(1) pp. 23–28 ISSN: 2225-8329, http://dx.doi.org/10.6007/IJARAFMS/V6-i1/1952.

Sangmook Kim (2004) Individual-Level Factors and Organizational Performance in Government Organizations, Journal of Public Administration Research and Theory, 15, (2).

Saunders, M., Lewis, P., & Thornhill, A., (2009). Research methods for Business students. (5th Edition). New York: Pearson Education.

Schulze, S. (2006). Factors influencing the job satisfaction of academics in higher education. South African Journal of Higher Education, 20(2):318-335.

Sejjaaka, S., &Kaawaase, T. (2014).Professionalism, rewards, job satisfaction and organisational commitment amongst accounting professionals in Uganda. *Journal of Accounting in Emerging Economies, 4*(2), 134-157.http://dx.doi.org/ 10.1108/JAEE-01-Scott, W. R. (2001). Institutions and Organisations: *Sage Publications, Inc*.

Sekaran, U., (2003). Research Methodology for business: A skill building approach. (4th Edition). Singapore. John Willey.

Selesho, J.M (2014). Academic staff retention as a human resource factor: University perspective. International business and economics research journal. 13 (2). https://cluteinstitution.com Viewed 25th May, 2017.

Seyed, M.H., Niloufar, S., Fateme, T., (2015). Relationship between organisational commitment with perceived organisational support and job satisfaction in Eghtesad Novin Bank, Shiraz. Journal of Business and Management Sciences 3(5) pp. 148-153.

Shahnawaz, M.G.. and Juyal, R.C. (2006). Human resources management practices and organisational commitment in different organisations, *Journal of the Indian Academy of Applied Psychology*, 32 (3), 171-178.

Sheldon, M. E. (1971). Investment and involvement as mechanisms producing commitment to the organisation. *Administrative Science Quarterly*, 16, 142-150.

Shore, L., & Tetrick, L. (1991). A construct validity study of the Survey of Perceived organisational Support. *Journal of Applied Psychology*, *76*, 637–643.

Sial, M, A., Jilani, S. M. A., Imran, R., & Zaheer, A. (2011). Effect of Human Resource Practices on Organisational Commitment in Pakistani Universities. *World Applied Sciences Journal. 15*(6):793-798.

Silva, R.E., & Dias, A.L. (2016). The role of organisational training on organisational commitment. The case of private security employees working remotely. European Journal of Business and Social Sciences, 5(8). ISSN: 2235-767X. http://ejibss.com/recent.aspx-1.

Singh, P., & Rana, S. (2013). The impact of performance appraisal on organisational commitment of Bank employees. International Journal of Sciences and Research. ISSN: 2319-7064.

Smeenk, S.G.A, Eisinga, R.N., Teelken, J.C., & Doorewaard, J.A.C.M. (2006). The effects of HRM practices and antecedents on organisational commitment among university employees. *International Journal of Human Resource Management, 17(12),* 2035–2054. doi:10.1080/09585190600965449.

Smith, P.N. (2016). How to increase organisational commitment. https://www.effectory.com/thought-leadership/knowledge-center/how-to-increase-employee-commitment/ viewed 9 April, 2017.

Suma., S. (2013). Job satisfaction and organisational commitment: The case of Shkodra municipality. European university of Tirana, Albania. European Scientific Journal. ISSN 1857-743.

Sripirabaa, B., &Krishnaveni, R. (2009). Performance management systems in an Indian manufacturing sector (Partnering, monetary incentives and the alignment of organisational goals). *Management Research News*, *32*(10), 942–952. http://dx.doi.org/10.1108/01409170910994150.

Stewart, G. L. and Brown,K. G. (2011). *Human resource management.* 2nd edition, USA: John Wiley & Sons.

Steers, R. M. (1977). Antecedents and outcomes of organisational commitment, *Administrative Science Quarterly*, 22, 46-56.

Teferra, D. & Albach , G.P (2004). African higher education: challenges for the 21st century. Center for International Higher Education, Campion Hall, Boston College, Chestnut Hill, MA 02467, USA.

Tetty, W. J. (2006). Staff retention in African universities: Elements of sustainable strategy. Retrieved from http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/Academic_Staff_Retention_Final_2_06.pdf.

Thompson, B. (1999) Understanding Coefficient Alpha (Paper Presented at the Annual Meeting of the Education Research Exchange). Texas: College Station.

Thorsteinson, T. J. (2003). Job attitudes of part-time vs. full-time workers: A meta-analytic review. *Journal of Occupational and Organisational Psychology*, *76*(2), 151. Retrieved February 17, 2007, from ABI/INFORM Global database.

Toyosi, D.S., Onuoha, U.D., Ojo, A.I. (2014). Job satisfaction organisational commitment: A study of Library Personnel in private Universities in Ogun State, Nigeria. http://creativecommons.org/licence/by/4.0/ Viewed 23 June, 2017.

Verhees, J.M.A (2012). The relationship between training and employees' turnover intentions and the role of organisational commitment. Tilburg Universities, Netherlands.

Viet, V. (2015). Demographic factors affecting organisational commitment of lecturers. VNU Journal of Science: Education Research 31(4), 16-25.

Vlachos, I. (2009). The effects of human resource practices on firm growth. *International journal of business science and applied management*, 4(2), 18-30.

Warsame, A.S. (2015). Human Resource Management Practices and Organisational commitment. International Journal of Economics, Commerce and Management. 3 (8). ISSN 2348 0386. http://ijecm.co.uk/.

Wayne, S., Shore, L., & Linden, R. (2007). Perceived organisational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal, 40(1),* 82-111.

Werner, N., Sono, P. &Ngalo, D. (2011). Human resources management. 8th edition. Cape Town: Oxford.

Whiterner, E.M. (2011). Do "high commitment" of Human Resource practices affect employee commitment? A cross-level analysis using hierarchachial linear modelling. Journal of Management.

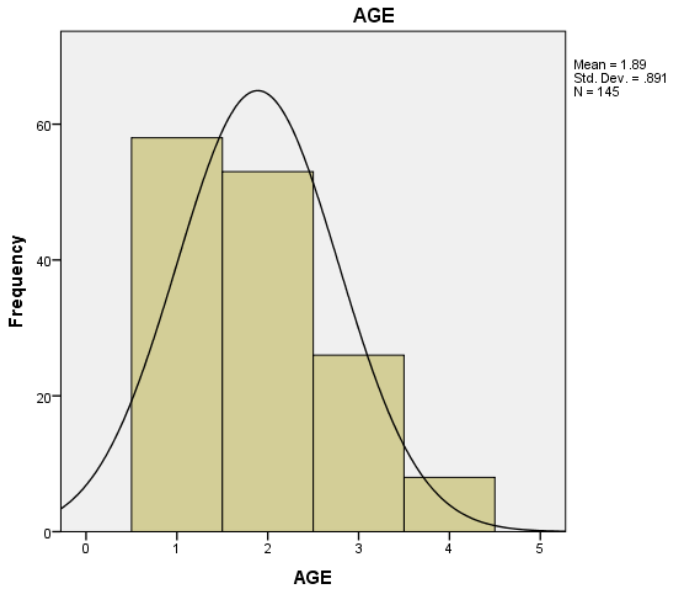
Wiza. M., & Hlanganipai. N. (2014). The impact of Leadership styles on employee organisational commitment in higher learning institutions. *Mediterranean Journal of Social Sciences. MCSER Publishing, Rome-Italy*. ISSN: 2039-9340. Doi:10.5901/mjss.2014.v5n4.135.

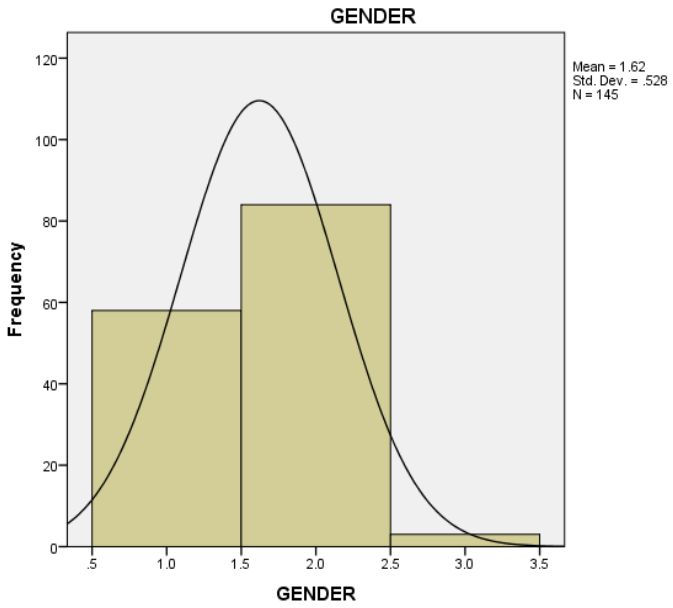
Wyse, S., (2011). Snap surveys. http://www.snapsurveys.com/blog. Viewed 27 April 2017 Viewed 5th August, 2017.

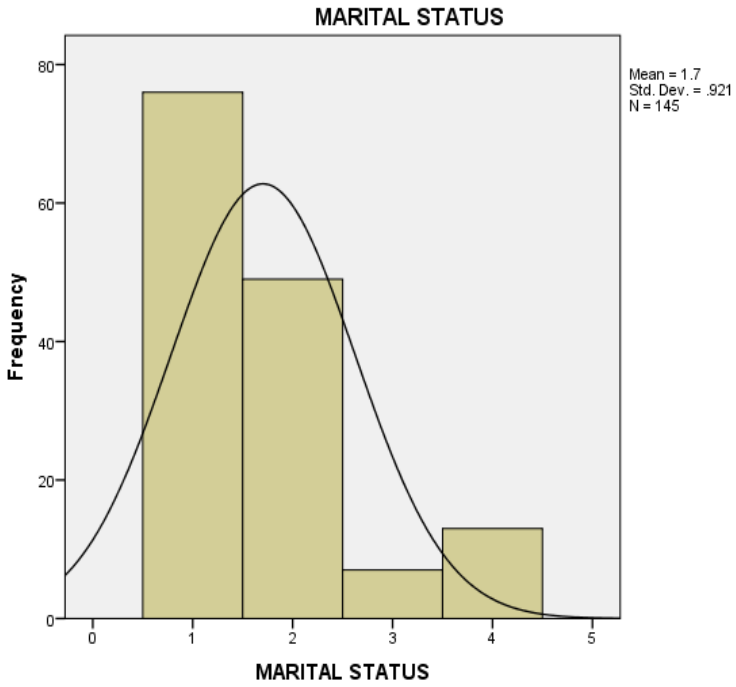
Yucel, I., & Bektas, C. (2012). Job satisfaction, Organisational commitment and Demographic characteristics among teachers in Turkey: young is better? Procedia-Social Behavioural Sciences. 46, 1598-1608. www.sciencedirect.com.

Yunus, H., Margono, & S., Surachman, D. (2011). Organisational culture, Job Satisfaction, Organisational commitment, the effect on lecturer Performance. International Journal of Business and Management. ISSN: 2319-8028. www.ijbmi.org.

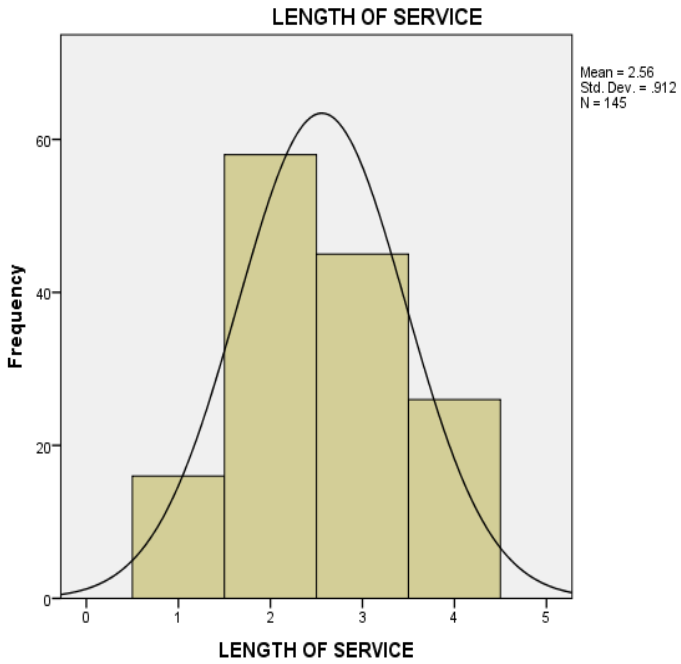
Addendum 1 (Below histograms illustrated data skewness)



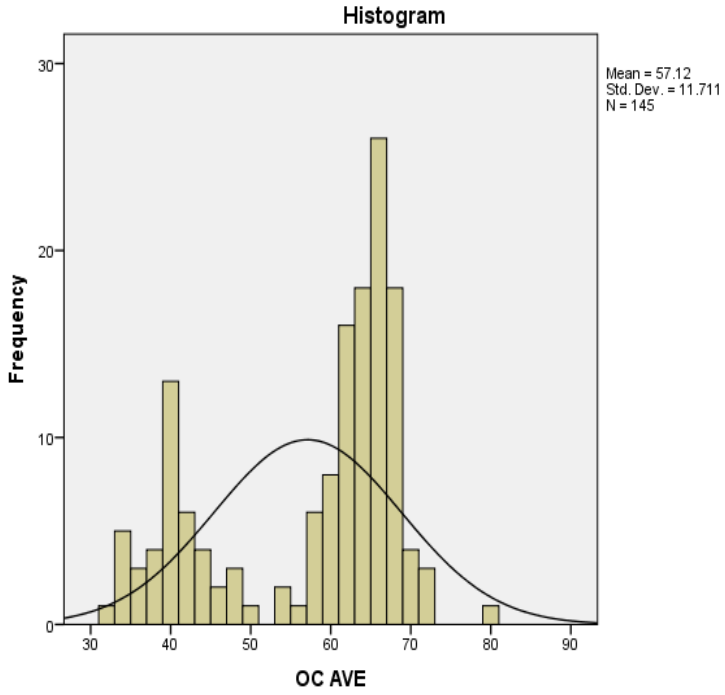


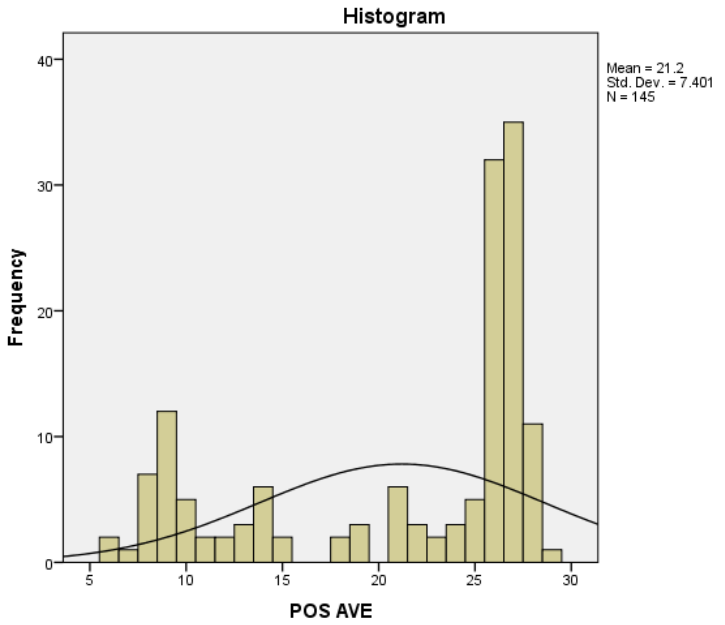

MARITAL STATUS
Mean = 1.7
Std. Dev. = .921
N = 145
Frequency
80
60
40
20
0
0
1
2
3
4
5
MARITAL STATUS

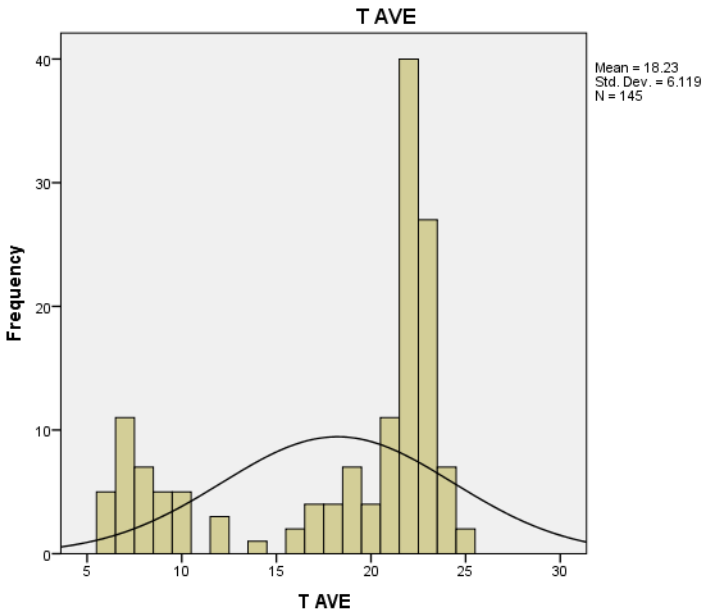

EDUCATIONAL QUALIFICATIONS
Mean = 3.65
Std. Dev. = 1.216
N = 145
Frequency
50
40
30
20
10
0
0
1
2
3
4
5
6
EDUCATIONAL QUALIFICATIONS

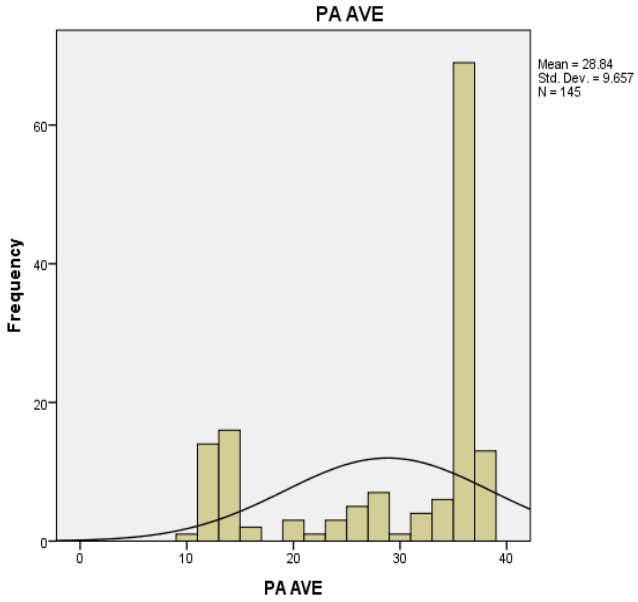

LENGTH OF SERVICE
Mean = 2.56
Std. Dev. = .912
N = 145
Frequency
60
40
20
0
0
1
2
3
4
5
LENGTH OF SERVICE

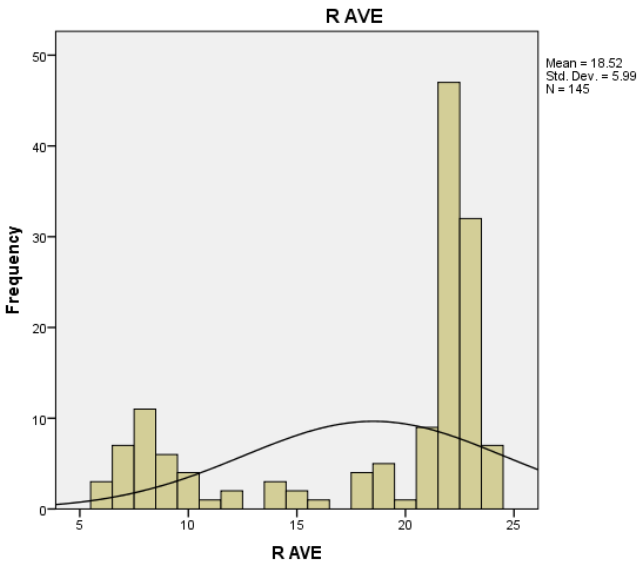

TYPE OF EMPLOYMENT
Mean = 1.28
Std. Dev. = .448
N = 145
Frequency
125
100
75
50
25
0
.5
1.0
1.5
2.0
2.5
TYPE OF EMPLOYMENT


Histogram
Mean = 57.12
Std. Dev. = 11.711
N = 145
Frequency
OC AVE


Histogram
Mean = 21.2
Std. Dev. = 7.401
N = 145
Frequency
POS AVE


T AVE
Mean = 18.23
Std. Dev. = 6.119
N = 145
Frequency
T AVE


PA AVE
Mean = 28.84
Std. Dev. = 9.657
N = 145
Frequency
PA AVE


R AVE
Mean = 18.52
Std. Dev. = 5.99
N = 145
Frequency
50
40
30
20
10
0
5
10
15
20
25
R AVE

Addendum 2

Consent Form for Pearson Institute of Higher Education (Academic staff and Support staff)

Title of research project: Examining Human Resource Management Practices as Mechanisms for Enhancing Organisational Commitment in South African Universities: A study in a Private University.

Name/s of principal researcher/s: Ifeyinwa Hope Ukpabi

I acknowledge the following:

I agree to participate in this research project YES NO (please circle)

I have read this consent form and the information it contains and had the opportunity to ask questions about them. YES NO

I agree to my responses being used for education and research on condition that my privacy is respected, subject to the following YES NO

I understand that my personal details will not be included in the research so that I will not be personally identifiable YES NO

I understand that I am under no obligation to take part in this project YES NO

I understand I have the right to withdraw from this project at any stage YES NO

I understand that I may choose to not answer any or all of the questions without penalty YES NO

Signature of Participant / Guardian (if under 18):

……..

Name of Participant / Guardian:

Addendum 3

Participant Information Sheet



Good day

My name is Ifeyinwa H. Ukpabi and I am a Masters in Human Resource Management at the University of Witwatersrand, Johannesburg. As my degree requires I have to conduct a research in the field of Human Resource Management. I am carrying out a research on Examining Human Resource Management Practices as Mechanisms for Enhancing Organisational Commitment in South Africa Universities: A study in a Private University.

I would like to invite you to take part in this study. Your response is important and there are no right or wrong answers. This survey is both confidential and anonymous. Anonymity and confidentiality are guaranteed by not needing to enter your name on the questionnaire. Your participation is completely voluntary and involves no risk or loss of benefits whether or not you participate. You may choose to not answer any or all of the questions without any penalty and may withdraw from the survey at any stage.

The first section of the survey captures some demographic data. Please tick whichever boxes are applicable. The second part of the survey comprises 42 statements. Please indicate the extent to which you agree with each statement, by ticking in the appropriate box. The entire survey should take between 20 to 30 minutes to complete. Collected data will be analysed at the end of the study and the findings will be in form of a research report. If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Echics Committeee (non-medical), telephone +27(0)11 717 1408, email hrec-medical.researchoffice@wits.ac.za/ shaun.schoeman@wits.ac.za

Thank you for considering participating. Should you have any questions, or should you wish to obtain a copy of the results of the survey, please contact the researcher or my supervisor

Yours sincerely,

……..

IfeyinwaUkpabi

1488723@students.wits.ac.za

0749622310

Emmanuel Nkomo

Emmanuelnkomo@wits.ac.za

(011)717 8124

Masters Student: Division of Human Resource Management

School of Economic and Business Sciences

University of the Witwatersrand, Johannesburg

Addendum 4

QUESTIONNAIRE (ACADEMIC STAFF AND SUPPORT STAFF)

Section A: Demographic Factors

Please indicate your response by putting an X in the blanks:

1. Age

Please indicate your age ……

2. Gender

Male ☐ Female ☐ Prefer not to say ☐

3. Marital Status

Married ☐ Single ☐ Divorce ☐ Prefer not to say ☐

4. Educational Qualifications

4.1	Grade 12 or below	1
4.2	Diploma	2
4.3	Degree	3
4.4	Honours	4
4.5	Masters and Above	5

5. Length of service with the current institution

	Years	
5.1	Less than one year	1
5.2	1-5 years	2
5.3	6-10 years	3
5.4	years and above	4

6. Type of employment

6.1	Full time	1
6.2	Part time	2
6.3	Seasonal `	3

SECTION B - 1. ORGANISATIONAL COMMITMENT QUESTIONNAIRE

Listed below are a series of statements that represent possible feelings that individuals might have about the institution for which they work. With respect to your own feelings about your own institution, please indicate the degree of your agreement or disagreement with each statement by circling one of the 5 alternatives below each statement.

No.	ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1.	I would be very happy to spend the rest of my career with this institution					
2.	I really feel as if this institution's problems are my own					
3.	I do not feel "emotionally attached" to this institution.					
4.	I do not feel a strong sense of belonging to my institution					
5.	I do not feel like "part of the family" at my institution					
6.	This institution has a great deal of personal meaning for me					
7.	Right now, staying with my institution is a matter of necessity as much as desire					
8.	It would be very hard for me to leave my Institution right now, even if I wanted to					
9.	Too much of my life would be disrupted if I decided to leave my institution now					
10	I feel that I have too few options to consider leaving this institution					
11.	If I had not already put so much of myself into this institution, I might consider working elsewhere					
12.	One of the few negative consequences of leaving this institution would be the scarcity of available alternatives					
13.	I do not feel any obligation to remain with my current institution					
14.	Even if it were to my advantage, I do not feel it would be right to leave my institution now					
15.	I would feel guilty if I left my institution now					
16.	This institution deserves my loyalty					
17.	I would not leave my institution right now because I have a sense of obligation to the people in it					
18.	I owe a great deal to my institution					

2. PERCEIVED ORGANISATIONAL SUPPORT QUESTIONNAIRE

Listed below are a series of statements that represent possible feelings that individuals might have about the institution for which they work in respect to the support they receive from the current institution. With respect to your own feelings about your institution, please indicate the degree of your agreement or disagreement with each statement by circling one of the 5 alternatives below each statement.

No.	ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
2.1	My institution cares about my well-being					
2.2	My institution values my contribution to its well being					
2.3	My institution takes pride in my accomplishments at work					
2.4	Help is available from my institution when I have a problem					
2.5	My institution is willing to assist me when I need a special favour					
2.6	My institution cares about my general satisfaction at work					

3. TRAINING QUESTIONNAIRE

Please rate the following statements according to the level of agreement or disagreement in relation to **Training** opportunities that your current institution provides.

.NO.	ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
3.1	My institution encourages me to extend my abilities					
3.2	My institution has provided me with training opportunities enabling me to extend my range of skills and abilities					
3.3	I get the opportunity to discuss my training requirements with my institution					
3.4	My institution pays for any work-related training I want to undertake					
3.5	My institution is committed to the training of academic staff and support staff					

PERFORMANCE APPRAISAL QUESTIONNAIRE

Please rate the following statements according to the level of agreement or disagreement in relation to the **Performance Appraisal** that your current institution implements

NO.	ITEM	STRONGLY DISAGREE	DISAGREE	NEAUTRAL	AGREE	STRONGLY AGREE
4.1	Performance appraisals are based on objectives					
4.2	Performance appraisals are based on quantifiable results					
4.3	My institution has provided enough information regarding specific methods of the performance evaluation system					
4.4	Staff are allowed to formally communicate with supervisors regarding the appraisal results					
4.5	My commitment is enhanced because of the involvement in the actual preparation of the Performance appraisal					
4.6	The abrupt feedback I receive in relation to performance appraisal enhances my commitment					
4.7	I am greatly involved in making performance appraisal decisions					
4.8	My involvement in making performance appraisal decisions affects my commitment at the university					

REWARD

Please rate the following statements according to the level of agreement or disagreement in relation to **Reward** practices provide by your current institution

NO.	ITEM	STRONGLY DISAGREE	DISAGREE	NEAUTRAL	AGREE	STRONGLY AGREE
5.1	My institution is committed to a merit pay system					
5.2	In my institution, pay raises are determined mainly by staff job performance					
5.3	Academic staff and support staff seniority do not enter into pay decision					
5.4	Pay incentives such as bonus is an important part of the compensation strategy in this institution					
5.5	Pay incentives are designed to provide a significant amount of academic staff and support staff total earnings in the institution					

Thanks for your cooperation.