

Relationship between Locus of Control of Employees' Psychological Motivation with Organizational Commitment in Rongo University, Kenya

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Abstract



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In this world of on-going organizational transformation, the psychological contract between the employers and the employee is open to violation. It is imperative that senior managers, as change agents, have a good understanding of the psychological contract and how it influences commitment towards their job and their organization. This study explained the concept of employees' psychological motivation contract and presents the results of the survey of senior administrative staff, Deans and Directors of different sections. Questionnaires were used to collect data from the subjects. This research work discussed the effects employees' psychological motivational rewards on organizational commitments at Rongo University. The study was premised on Contract as a Mental Model by Rousseau (1995); Attitude and Side Bet Theories. The study adopted quantitative method approach with a cross-sectional research design. The target population comprised of 108 administrative staffs of Rongo University. Krejcie and Morgan (1970) table of specification was used to determine the sample size of 89 administrative staffs. A random sampling technique was used to select 86 administrative staffs added to three key informants; the Vice Chancellor and the other two DVCs. Data was collected using questionnaires. Validity of the research instrument was assured through expert judgement by the University lecturers. The reliability of the research instruments was determined using Cronbach's Alpha and a coefficient of $r > .6$ was reported in the sub scale of the questionnaires. The data collected was analysed using Statistical Package for Social Sciences (SPSS) windows version 22 computer programme. Statistical tests, Pearson Product-Moment of Correlation and Regression were used to investigate the relationship between the variables. Participants' confidentiality was promised and adhered to by the researcher. The study established that the psychological motivation contracts in general accounted for 57.3% as signified by Adjusted coefficient of $R^2 = .573$, of the variation in organizational commitment among employees. The study recommends that employee' psychological motivation contracts and its dimensions have a significant effect on the employees' work commitment and so the institutions should fulfil the psychological motivation contracts made. The psychological motivation contracts should therefore build and maintain stable, well-adjusted motivational forces between administrators and the organizational commitments.

Keywords: Locus of Control, Employees' Psychological Motivation, Organizational Commitment, University.

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Introduction

The origins of the concept of psychological contract can be traced to the 1960's, the idea gained widespread in currency, academic and research fields of organizational psychology. The concept is now popular with Human resource professionals and its popularity suggested by a 2015 United Kingdom survey that found that 36% of the Human Resource Managers used the concept to manage employment relationship and that 90% agreed that it was a useful concept (Shuck & Wollanrd, 2010). In the institution's environment, the contract is a common social phenomenon which combines the individual and the institution. The behaviour of each contracting parties will be bound by the provisions. For example: In the University, the staff have to make a certain contribution to the institution, meanwhile the institution should reward the employee's contribution. Although the staff and the University signed a written employment contract which provides for mutual responsibility, but it cannot reflect the mutual responsibility of all the content which becomes complete by incorporating psychological contract.

Shuck, Reio and Rocco (2011) outlined that all organisations including Universities need to adopt and effectively utilise their strategic human resource, through recruitment and retention based on the psychological contract. Though the notion of psychological contract is known in the organizational behaviour and human resource literature, it is indeed central to understand that modern workplace ideas between parties in an employment relationship have become more popular in African and East African context (Aggarwa & Bhargava, 2009). In the recent years increased attention has turned to Strategic Human Resource and Psychological contract aspects of these relationships.

Patrick, (2008) make it evident through their interaction with the employees that the psychological contract is an explanatory notion. It has an impressively high 'face validity' and everyone agrees that it exists as most employees are able to describe the content of their contract. When an individual perceives that contribution that he or she makes obligate the organization to reciprocity (or vice versa), a psychological contract emerges. A belief that reciprocity will occur can be a precursor to the development of a psychological contract (Rousseau, 2014). When intimates start counting what each brings to the relationships, there arouses a reason to question the outcome that relationship brings out which affects the employees' psychological commitments either positively or negatively to their work.

Lyons and Kuron (2014) employees in recent times are less committed in their work places compared to a few years ago. The reasons they give according to Martin are primarily associated with the declining levels of employers in honouring the psychological contracts they make to employees. Yalabik (2014) also argued that honouring psychological contract by the employer means the expectation of employees in return for their input to the company brings employment stability both in terms of working commitment and employees output. What is important in determining the continuation of the psychological contract is the extent to which the beliefs, values, expectations and aspirations are perceived to be met or violated and the extent of trust that exists within the relationship (Kruse, 2012).

Therefore job satisfaction is not only important to the individual but also to the organization. It's the responsibility of the departmental administrators to sustain their staff's satisfaction with their jobs to reduce high rates of absenteeism and sower work commitment in the organization, which is very costly and affects the overall performance of both the employees and the organization. Job satisfaction and commitment is very important to all

employees including university administrators. It is thus of great significance that university administrators are satisfied with their jobs to perform their full professional potential. Productivity and work commitment are essential for employers to operate successful organizations one framework that has been used to examine perceptions of the relationship between the employee and their superiors is psychological contracts. Psychological contracts are the beliefs an individual holds concerning the implicit terms of an agreement between the individual and the organization (Rizwan, 2012). When this agreement between employee and employer is fulfilled, increased job performance results; however, when the contract is violated by the employer, the employee may engage in negative workplace behaviours (Sturges, Conway, Guest & Liefoghe, 2005). Furthermore, the effect of violation and fulfilment may differ across employees due to individual differences. One such important difference is organizational commitment. An individual's commitment to the organization has a large influence on how that employee conducts himself or herself in the workplace (Wambugu, 2010).

However, the history of psychological contract in African and East African has little research conducted. Ballou (2013) used a case study of Maseno University in Kenya and stated that the problem of human resource development in practice of psychological contracting was a common issue in developing countries. She stated that Africa was constrained in many ways and hampered and cannot re-engineer their human resource departments to attract employees total work commitment. She gave her recommendations as; the need to improve staff welfare, look into other ways through which employees could remain committed to their duties, and to improve on staff motivation. Through the examination of the effects of psychological contract within the context of employee commitment, the researcher can obtain a more in depth understanding of how perceived violation of the psychological contract can impact employee commitment. Therefore, with reference to the history of psychological contract in higher learning institutions, generally, and the scanty researches done on the effects of psychological contracting, much attention is needed to overcome such insufficient resources that have affected the psychological contract by investigating the relationship between the psychological contract and organizational commitment among administrative staff of Rongo University.

Statement of the Problem

In light of trends toward globalisation, restructuring and downsizing of organizations, psychological contract are playing an increasingly important role in contemporary employment relationships (Robinson, 2016). In the recent past it has become common practice that public University administrative staffs leave their jobs for other sectors where it is perceived to guarantee greener pastures. With improved government funding to public universities, it can be seen that majority of university administrative staffs at low ranks in the learning institutions are taking up government appointments at junior positions with the expectations that things will improve with time and job security would be guaranteed among other benefits. It remains a puzzle as to whether public universities are characterized by poor pay, working conditions, and recognition of human resources or the vice versa.

It is true however, that institutions of higher learning have strict measures on performance and services provided based on the departmental demands one has to be committed to enhance performance. It therefore becomes important to critically think as to whether or not public universities care about psychological contract and its relationship to institutional

commitment and job satisfaction. This study attempts to address these problems in the manner in which they influence or relate to each other. However, just like any other public institutions, efficiency and accountability of personnel for service delivery is of primary significance for the institutional performance. From the Annual Departmental Compassion Report by Maseno University 2017-2018 it is clear that only 4.7% and 7.2% of all the Audited 18 academic and 16 administrative departments respectively scored expected excellent results. The remaining percentages may be as a result of negative or inadequate relation between psychological contract and commitment and job satisfaction. Robinson (2016) believes that violation of psychological contract impacts negatively on employee's job satisfaction and organizational commitment. Currently, organizational performances in institutions of higher learning are characterized by minimal employee commitment despite the improved working environments and pay. It's therefore important to understand the effects of psychological contract of employee work commitment in the institutions of higher learning. The reactions or perceptions the employees have towards the management imposed changes constitute the psychological contract, as such issues are not part of the written contract.

The problem of the study is therefore; a plethora of challenges in respect to management of psychological contract such as unclear human resource packaging and commitments of administrative employees to their performance, negative consequences being increased noted by incidences of absenteeism, tardiness and turnover which elevate expenses and lower productivity which are directly linked to low employee commitment as a result of decreased motivation, low levels of morale, decreased measures of altruism and compliance impoverished feelings of belonging, security, efficacy, goals and negative self-image. Although several studies in the developed world have examined the relationship between the psychological contract violation experience and organizational performance of product based industries, little is known about the effects of psychological contracting among the administrative staff in the public universities. This study seeks to establish the relationship between the Psychological Contract and Organizational Commitment among Administrative Staff of Rongo University, Kenya.

The Purpose of the Study

The study examined the relationship between the psychological contract and organizational commitment among the administration staff of Rongo University, Kenya.

Objectives of the Study

The objective of this study was to establish the effects of employees' psychological motivation on organizational commitment among the administrative staffs of Rongo University.

Hypotheses of the Study

The study was guided by the following null hypothesis:

H₀1: There is no significant effect of psychological motivation on organizational commitment among the administrative staffs of Rongo University.

Significance of the Study

The study is hoped to be of significance to quite a number of people including Human Resource Management Department, Senior Administrative Staffs, Deans of schools, and Directors. The study findings are expected to be beneficial to the university administrators like the university top organs (Council and Board) that support various programmes in coming up with appropriate policies on staff retention and understanding factors that affect psychological contract of staff as a basis for better decision making.

The study is expected to provide knowledge to the Human Resource Management Department of Rongo University in areas of human resource planning, remuneration of staff, among others. The study will be useful to Rongo University in general in understanding what and how psychological contract violation can affect commitment in organizations. The study is equally expected to be of use to academicians and researchers on human resource management to whom human resource planning is conducted sometimes without a thorough theoretical basis that is inclusive, well planned and dynamic to come up with appropriate policies.

Conceptual Framework

The study presupposes that through psychological contract (employee motivation, personal recognition and work attitude) are the independent variables that lead to organizational commitment (dependent variables). This relationship is however dependent on moderating variables (Fairness, Trustworthiness, Honesty and Integrity).

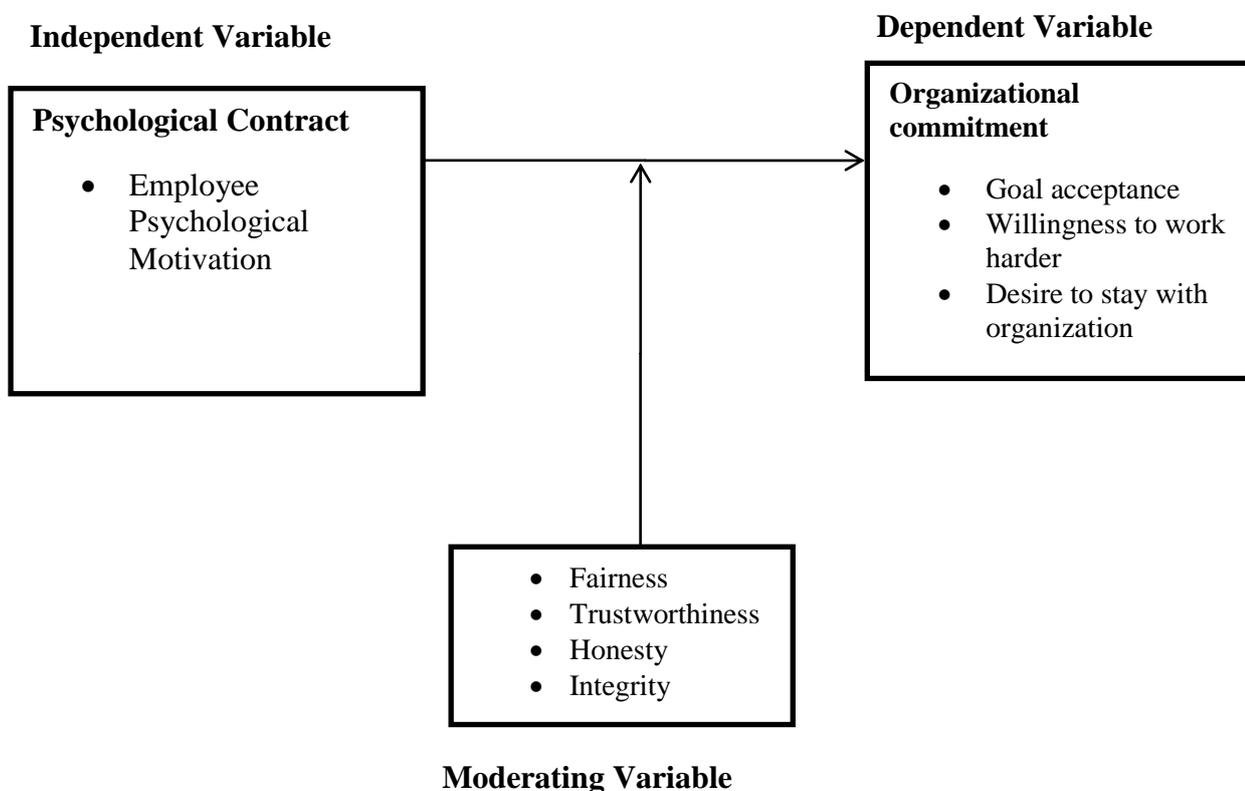


Fig 1.1 Conceptual Frameworks

The figure above shows the conceptual framework that guided the study. The psychological contract (employees' psychological motivation) is the independent variable while predictors of organizational commitment are goal acceptance, willingness to work harder and the desire to stay with the organization. However, there are some moderating variables such as fairness, trustworthiness, honesty and integrity that tend to intervene in the relationship.

Employees Psychological Motivation on Organizational Commitment

Psychological contract can be understood as the understanding on mutual responsibilities and obligations between employees and enterprises. This kind of understanding doesn't have a written document to clear it, but it performs on unspoken subjective commitment of staffs and enterprise. Due to relative obligations and responsibilities of psychological contract between enterprise and workers, many scholars divide psychological contract into three dimensions: material incentives or environmental support or development opportunities (Kickul & Lester, 2001).

Meister and Willyed (2010) similarly points out that the aspects of the employment relationship covered by the psychological contact will include, from the employees' point of view: how they are treated in terms of fairness, equity and consistency; security of employment; scope to demonstrate competence; career expectations and the opportunity to develop skills; involvement and influence and trust in the management of the organization to keep their promises. From the employer's point of view, Schein noted that psychological contract covers such aspects of the employment relationship as competence, effort, compliance, commitment and loyalty.

The current study is framed by Rousseau. Rousseau (2011) in her theory on individual employees' subjective beliefs is concerned about the employment relationships of the workers. Rousseau's (2011) Psychological Contract Model (PCM) outlines the beliefs that help individuals about their contractual terms and conditions. In this model, a distinction is made between two types of contractual beliefs (Relational and Transactional). The model is also broadly divided into two broad categories; that is administrative and academics work exposure. This model is used as an explanation of the concept of organizational commitment (Conn et al., 2005)

Clutterbuck (2015) argue that very little research has been done about the workers', especially contractors' motivation. They have gathered together earlier research results, according to which the main advantages for working as contractor, for oneself, were autonomy, the removal of direct supervision and increased control over work hours and environment, the increased earning potential and the ability for lifestyle advantages such as varying the structure of the working week (Chen, Yang, Shiao & Wang, 2006) On the other hand, the negative aspects found by the study were such as; lack of security and none commitment to a long-term attachment between the firm and the individual employees (Grobler, Warnich, Carrel, Elbert & Hatfield, 2011)

American organizational psychologist Freese and Schalk (2008) analysis, said: people just entering their careers, their needs and expectations mostly revolve around "self-test" happen. They need to figure out themselves on how much skill is required and, the ability to really contribute to the organizational commitment. Therefore, they want to organize their own burdens to eliminate any interference with organizational perspectives. When they see

they always do some meaningless, ancillary even menial jobs, they will feel a great disappointment and demotivated. And after sometime, the psychological contract may implicitly with expectations get attention and care which yields positive motivation to the organizational workers.

A study done by Kruse (2012) outlined that the relationship between employees and the organization, in addition to the content of the formal employment contract provisions, is a psychological contract. The study posits that if an organization only emphasizes economic contract, ignoring the psychological contract, employees often manifested in lower satisfaction and become demoralised, because all their expectations have not been met. Yalabik (2014) adds that they might reduce their contributions to the work. On the other hand, Yalabik argued that if the employee's psychological expectations and economic aspirations can be met, they tend to experience the satisfaction, willingness to stay in this organization, and become motivated to work harder.

According to Saks (2016), psychological contract is an important determinant of employee commitment. He argued that labour contract is an instrument for the establishment of conditions for consent of the work engaged parties. But for the employees affected, Saks outlined that the relationship between personal experience and characteristics of employees with the organization's history and the larger social context constitute an integral part of the employment relationship. Employees' involvement and participation to the organizational chores depends on the extent to which psychological contract is perceived and complied with by the employers. An excellence in performance is highly likely if both the employee and the employer stick to the agreement made and comply with it at all times, DelCampo (2007) specifies that psychological contract eliminates employees' false assumptions about duties and responsibilities in the work place and develops relationship with their employers (Grobler et al., 2011).

In addition, Martin, Staines and Peter (2018) have given more attention to the psychological attachments. They indicated that when employees feel negative emotions and subsequent behavioural and psychological contract breach, then the core group is angered and the staffs think they have been unfairly treated. This according to Freese and Briner encourages individual employees to re-evaluate their contracting relationship with the organization, and organizational commitment, job involvement, job performance, job satisfaction and eventually the employee turnover are adversely affected. Rousseau (2011) hence concludes that the increased showering relationship in global competition and the intensification of economic fluctuations created by mismatch in psychological contracting and commitments outbursts into uncertainty for employers and their employees.

As outlined by Lambert, Edwards and Cable (2013), one of the most common distinctions used in the psychological contracts is the different types of the distinctions between the transactional and relational contracts drowned by Rousseau and others. They noted that transactional contracts are based on very specific exchanges pertaining to a narrow range of behaviours over a limited time period. The study argued that the contracts tend to emphasize financial rewards in exchange for fairly tightly defined set of employee behaviour and that transactional contracts by contrast centre on short term memory agreements with little close involvements of the parties.

Hackman and Oldham (2015) on the other hand stated that when the employee's promises and expectations are met by the organization, the psychological contract can be

described as being fulfilled. This statement is in line with the findings of Saks (2016) who stated that when employees' expectations are met by the firm managers, this can correspond to positive work outcomes like increased job satisfaction, organisational citizenship behaviour and work commitment. When an organization is meeting or exceeding employee expectations they are more likely to reciprocate with actions, which intend to benefit the organization as a whole (Turnley, Bolino, Lester & Bloodgood, 2018). Okello, Sichari and Odera (2017) also noted that employees' recognition is a psychological contract that motivates workers to achieve high performance index. It is important to manage the psychological contract to ensure its fulfilment, and this is better achieved when each party's contract is aligned and high in mutuality and reciprocity.

Similarly, Conway and Briner (2015) found out that employees are more concerned with compensation and personal beliefs that being good organizational citizens. They argue that these psychological contracts differ with respect to focus, time frame, stability, scope and tangibility. The time frame for transactional is more specific and short term. Consequently, transactional contracts are also said to be static whilst relational contracts are more dynamic and evolving. Relational contracts are therefore more subjective and less tangible in comparison to transactional contracts in motivating the organizational workforce.

In another study, Delcampo (2007) noted that the positive state of a psychological contract has been associated to organizational commitment, motivation and a lower intention to quit. Job insecurity and employee satisfaction are factors that bring psychological contract into huge attention. Mutual understanding can benefit both parties through trust building. Delcamp further posits that the importance of psychological contract in employee motivation is substantial that receives employers' considerable attention. The psychological contract and employee motivation exist when employee loyalty and commitment entice with employers' return. Employers are likely to fail to motivate its best personnel if there is lack of enticement for employees and commitments are not kept as perceived (Turnley & Feldman, 2000 cited in Vos & Meganck, 2017).

According to Guest and Conway (2012), those with transactional Psychological Contract are characterized as having an absence of long-term commitment and the involvement of both sides tends to be limited. On the other hand, relational Psychological Contract involves open-ended and long-term relationships and, potentially, considerable investment (socio-emotional as well as economic) both on the part of employees (company-specific skills and long-term employment) and employers (concern with employees' well-being and employment security). Psychological Contract is a vital instrument in building and maintaining stable, well-adjusted, pivotal relationship and motivational workforce between employees and organizations. Coyle-Shapiro and Kessler (2010) in agreeing noted that two issues concerning balanced psychological contract are crucial. The first one is assessing unwritten agreement and adjusting employees' expectations with organizations' expectations (mutual understanding and expectations). The next one is exchangeable agreement between both parties, that is, remuneration and other incentives. Employees' job satisfaction, work efficiency, work place behaviour, motivation, loyalty and the like very much depend on how effective the psychological contract is (Clutterbuck, 2015).

Further, Sturges, Conway, Guest and Liefoghe (2015) argued that balanced PC includes extensive mutual exchanges (of time, efforts, mutual contributions and development) that are dependent on the ability of the individual to provide adequate levels of performance

once motivated, and on the organization's capacity to develop and utilize the individual's capacities. Finally, transitional PC reflects a breakdown or absence of an agreement in which commitments between the parties are eroded or do not exist, and consequently do not include organizational obligations.

However, Guest and Conway (2012) suggested that relational contracts are based on longer term relationship where broader range of benefits and opportunities are provided in this and opportunities are provided in exchange for a deeper and more extensive commitment to the job and organisation. These contracts tend to be more amorphous, uncertain and open ended and evidently rely on higher level of trust. Conway and Briner (2009) earlier affirm that relational contracts tend to describe perceived obligations that are emotional and intrinsic in nature whilst transactional contracts describe obligations that are economic and extrinsic. Muhammad (2012) also identified balanced contracts involving a mix of transactional and relational promises and obligations. Although transactional and relational contracts might appear on first inspection, to be opposites, the idea of balanced contracts and other empirical evidence must be geared by every organizational leadership towards motivating the workforce (Coyle-Shapiro & Kessler, 2010).

According to Turnley, Bolino, Lesterand and Bloodgood (2018), Psychological contract breach is negatively related to job satisfaction. Coyle-Shapiro (2010) stated that when the organization fulfils its promised obligations, employees may be motivated and engaged in discretionary behaviours, including increased effort and organizational citizenship. As per Robinson and Rousseau (2014), psychological contract violations affect employees who have high levels of trust or commitment to the company. Job satisfaction is a useful outcome in psychological contract due to its strong links with other attitudinal and behavioural outcomes such as commitment and job performance has been linked more strongly with contract fulfilment than obligation or breach (Lambert, Edwards & Cable, 2013).

Consequently, Freese and Schalk (2008) outlined that the necessity of psychological contract in organizations and institutions motivates workers to fulfil commitments made to employers when workers are confident that employers will reciprocate and fulfil their end of the bargain. Freese and Schalk affirm that employers in turn have their own psychological contracts with workers, depending upon their individual competence, trustworthiness and importance to the firm's mission. Some employees might feel that the organization is failing to meet its obligations and view their expectations not being realized. This could affect employee's overall loyalty, commitment to work and performance (Sarantinos, 2017) for now is an era of employment relations than industrial relations.

Brikend (2011) suggested in his findings that transactional contracts identified in circumstances where organisations change the terms of the contract in response to crisis or short term contingencies in most cases are fulfilled by the firm managers. He also found out that relational contracts characterise beliefs and obligations based exchanges of socio-emotional factors for example loyalty and support rather than purely monetary issues. Aggarwa and Bhargava (2009) also argued that in a traditional working partnership between employee and employer, a relationship can engender involvement or attachment in the employee and employer and can commit the employer to providing more remunerative support with investments like training, personal and career development and provision of job security which becomes a distinct tool of motivational trigger to the employees.

Thomas and Anderson (2018) examined the change in army recruits British forces in the organization of society in the psychological contract content. The study found that newcomers' psychological contract generally closer to social norms veterans, changing content in particular, the first eight weeks of the most significant. In the process of socialization, the study noted, getting the information from the workforce is an important factor, especially on what they expect from the organization. Therefore, the organization during this period with the new members to fully communicate and exchange for mutual understanding and responsibility to establish mutual relations is crucial (Pines, 2012).

With the development of career employees, employees' psychological contract also changes. American organizational psychologist Schein (2010) analysis, said: people just entering their careers, their needs and expectations mostly revolves around "self-test" happen, they need to figure out themselves; how much skill needed to perform task assigned, the ability to really contribute for the organizational success and the power to work independently. Therefore, Yalabik (2014) adds that when employees see that they always do some meaningless, ancillary even menial jobs, they will feel a great disappointed and demotivated in their chores.

Findings and Discussions

Employee Psychological Motivation on Organizational Commitment

The study sought to investigate the influence of employee motivation psychological contract on organizational commitment. To address this, first the level of motivation contract among administrative staff was explored; secondly, the relationship between the two variables was investigated by use of inferential statistics.

Level of Employee Motivation as a Psychological Contract

Employee motivation as a psychological contract was measured using seventeen Likert-scaled items whose contracts were indicators' of employee motivation. Using the five level responses, from strongly disagree (1) to strongly agree (5), the respondents indicated their level of agreement on statements that reflected level of motivation. The views were summarized in the means and standard deviations. The findings are presented in Table 1.1 and discussed below.

Table 1.1: Employee Motivation as a Psychological Contract (n=83)

Motivational Statements	Mean	Standard Deviation
1. I do this job just for the money	2.88	1.37
2. I prefer to work strictly to defined set of working hours	4.04	0.92
3. I expect to gain promotion in this University with length of services and effort to achieve goals	4.18	0.85
4. It is important not to get too involved in your job	3.04	1.19

5. I expect to grow in this University	4.09	1.03
6. I expect to be paid for any over time I do	3.74	1.09
7. I come to work purely to get the job done	3.91	0.85
8. I feel part of a team in this University	4.03	0.82
9. My loyalty to the University is defined by terms of my contract	2.82	0.78
10. I feel this University reciprocates the effort put in by its employees	3.46	0.93
11. I only do what is necessary to get the jobs done	3.68	1.02
12. Am motivated to contribute 100% to this University in return for future employment benefits	3.35	1.10
13. I have a reasonable chance of promotion if I work hard	3.37	1.15
14. My career path in the organization is clearly mapped Mean average level of motivation	3.41	1.10
15. I work to achieve the purely short term goals of my job	2.54	1.06
16. I will work for this University indefinitely	2.50	1.24
17. I am heavily involved in my place of work	3.94	0.99
Mean average level of motivation	3.61	0.61

Source: Survey data (2019)

The results of the survey established that the administrative staffs in Rongo University are fairly motivated as employees. This was reflected by an overall rating of 3.61 (SD=0.61) in the scale of 1 to 5, with all the indicator's ratings being above 2.50. This implies that there is above average level of motivation among a significant proportion of administrative staff in Rongo University. For example, many of the staff feel part of a team in the University (mean=4.03; SD=0.82) and they are heavily (mean=3.94; SD=0.99) involved in their place of work, an indication of high intrinsic motivation. On the contrary, it emerged that although many of the administrative staffs are fairly motivated; their motivation is extrinsic in nature. They get motivated due to their personal gratification. For instance, some of the respondents confirmed (mean=3.35; SD=1.10) that they are only motivated to contribute 100% to the University in return for future employment benefits. By the same token, some accepted (mean=2.88; SD=1.37) that they do their job just for the money, others insist that they expect to be paid for any over time they do (Mean=3.74; SD=1.09) and a significant majority of the administrative staff strongly indicated (mean=4.04; SD=0.92) that they prefer to work strictly within defined set of working hours.

Equally, another proportion of them indicated that they only work to achieve purely short term goals of their job (mean=2.54; SD=1.06). These findings reflect external

motivation propelled by monetary gain. Likewise, whereas some of the staff accepted that they would put all their effort in their work, others believed it is important not to get too involved in their job. They observed that they will not work for the University indefinitely, translating to a motivation level of only 2.50 with a standard deviation of 1.24.

However, the results of the survey show that the loyalty of many of the administrative staff in the University are only defined by terms of their contract (mean=3.82; SD=0.78) and that they only do what is necessary to get the jobs done, but they do not go any extra mile to achieve the goals of the university. In fact, in a close to four out of five of the times (mean=3.91; SD=0.85) some of the staff go to work purely to get the job done, with very little attachment to the university. This was in line with Lee, Cynthia, Tinsley, Catherine and Chen (2000) who stated that when employees feel negative emotions and subsequent behavioural and psychological contract breach when the enterprise is produced, the core group is an anger, the staff think they have been unfairly treated, it encourages individuals to re-evaluate their relationship with the organization, and organizational commitment, job involvement, job performance, job satisfaction and employee organizational attachment are adversely affected.

It emerged that future prospects among the staff contributes highly to their level of motivation. For instance, expectation of gaining promotion in the University highly influence (mean = 4.18; SD=0.85) the length of service and effort to achieve goals in the university by the administrative staff. In addition, some of the staff are motivated because of the fact that they believe that they have a reasonable chance of promotion if they work hard (mean=3.37; SD=1.15). This finding is in tandem with Ten (2004) who outlined that people need to feel close enough to others so they can effectively get to be promoted whenever opportunity arise within the organization that meets their qualifications, they feel part of the organization if information is shared with them, and gain some personal praise on work done. Others are convinced (Mean=3.41; SD=1.10) that their career path in the university is clearly mapped out and they strongly expect (mean=4.09; SD=1.03) to grow in the University. Similarly, some of the staff feel motivated (mean=3.46; SD=0.93) because they believe that the University reciprocates the effort put in by its employees.

Influence of Motivation Psychological Contract on Organizational Commitment

Ho1: There is no statistically significant influence of motivation psychological contract on organizational commitment among the administrative staffs of Rongo University

To investigate whether there is any statistical significant influence of motivation psychological contract on organizational commitment among the administrative staff of Rongo University, the null hypothesis was tested. Parametric tests, linear regression analysis were conducted, with scores on motivation psychological contract as the predictor variable and organizational commitment among the administrative staff as the dependent variable. Both the levels of motivation psychological contract and organizational commitment were computed from frequency of responses and converted into continuous scale.

All the negatively worded statements were reversed, such that high scale ratings implied high perceived level of motivation psychological contract and high organizational commitment and vice-versa. Mean response across a set of questions of Likert scale responses in each item was computed to create an approximately continuous variable that is suitable for the use parametric data, as explained by Johnson and Creech (1983) and Sullivan

and Artino (2013). The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference exists. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4.8 shows the regression analysis results in SPSS output.

Table 1.2: Influence of Motivation Psychological Contract on Organizational Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 ^a	.260	.251	.22391

a. Predictors: (Constant), Employee Motivation

The finding of the study shows that there is positive correlation ($R=.510$) between levels of motivation psychological contract and organizational commitment among the administrative staff, with high levels of motivation psychological contract associated to improved organizational commitment among the staff and vice-versa.

It is evident that levels of motivation psychological contract accounted for 25.1%, as signified by Adjusted $R^2 = .251$, of the variation of organizational commitment among the staff. This finding implies that variation in motivation psychological contract explains about 25.0% of the variability in organizational commitment among the staff. This is a fairly large influence on a dependent variable by a predictor; hence, it reveals the importance of motivation psychological contract on organizational commitment. Table 1.3 shows the coefficients values of regression model influence of motivation psychological contract on organizational commitment among the staff.

Table 1.3: Coefficients- Influence of Motivation Psychological Contract on Organizational Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.197	.187		11.752	.000	1.825	2.569
Employee Motivation	.277	.052	.510	5.336	.000	.174	.381

a. Dependent Variable: Organizational Commitment

$$Y = \alpha + \beta x + \varepsilon$$

$$\text{Organizational Commitment} = 2.177 + 0.277x + \text{error term.}$$

From the model it is evident that the slope coefficient for employee motivation was 0.277 within a 95% C.I of (.174, .381), implying that organizational commitment improves by 0.277 units for each one unit improvement in the employee motivation contract. Similarly, an increase on employee motivation contract by one standard deviation results to improvement of organizational commitment among the staff by .510 standard deviations.

However, to investigate whether employee motivation contract was a significant predictor to improvement of organizational commitment among the staff, Analysis of Variance was conducted, in line with the recommendation by Tabachnick and Fidell (2001), as shown in Table 1.4.

Table 1.4: ANOVA- Influence of Motivation Psychological Contract on Organizational Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.427	1	1.427	28.471	.000 ^b
	Residual	4.061	81	.050		
	Total	5.488	82			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Employee Motivation

Conclusions

From the ANOVA output, there is enough evidence to conclude that the slope of the population regression line is not zero, meaning employee performance psychological contract is significant predictor to organizational commitment among the organizational staffs $F(1, 81) = 22.948$, $p = .000 < .05$; Adjusted $R^2 = .211$. Therefore, it was concluded that there is statistically significant influence of performance psychological contract on organizational commitment among the administrative staff of Rongo University. Implying that when employees psychological motivation are looked into, employees feel committed to the work, they build new expectations and reinforced them into practice. The way change is handled creates new or reinforces expectations for future change and work performance.

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